GR 4 Module 05 (Art Everywhere)

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 3**
Length: **3 weeks**
Status: **Published**

Unit Overview

Module Title: Art Everywhere

Essential Question: How far can your talents take you?

Standards

Week 1

L.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
L.RF.4.4.A	Read grade-level text with purpose and understanding.
L.RF.4.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
L.WF.4.2.A	Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
L.KL.4.1.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.VL.4.2.A	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
L.VL.4.2.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
L.VI.4.3.C	Recognize and explain the meaning of common idioms, adages, and proverbs.
L.VI.4.3.D	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
RI.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
RI.IT.4.3	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
RI.TS.4.4	Describe the overall structure (e.g., chronology, comparison, cause/effect,

	problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.AA.4.7	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
RI.CT.4.8	Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.
SL.II.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

Week 2

L.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
L.RF.4.4.A	Read grade-level text with purpose and understanding.
L.RF.4.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
L.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.KL.4.1.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.VL.4.2.A	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
L.VL.4.2.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
RI.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
RI.TS.4.4	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.MF.4.6	Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
SL.PE.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.PE.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.PE.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SL.PE.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.ES.4.3	Identify the reasons and evidence a speaker provides to support particular points.

Week 3

L.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication

	patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
L.RF.4.4.A	Read grade-level text with purpose and understanding.
L.RF.4.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
L.WF.4.2.C	Spell grade-appropriate words correctly, consulting references as needed.
L.KL.4.1.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.KL.4.1.D	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
L.VL.4.2.A	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
L.VL.4.2.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
L.VI.4.3.A	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
L.VI.4.3.B	Determine the meaning of words and phrases that allude to significant characters found in literature.
RL.CR.4.1	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
RL.CI.4.2	Summarize a literary text and interpret the author's theme citing key details from the text.
RL.TS.4.4	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
W.AW.4.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
W.AW.4.1.B	Provide reasons that are supported by facts from texts and/or other sources.
W.AW.4.1.C	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
W.AW.4.1.D	Provide a conclusion related to the opinion presented.
W.WP.4.4.A	Identify audience, purpose, and intended length of composition before writing.
W.WP.4.4.B	Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
W.WP.4.4.C	Consider writing as a process, including self-evaluation, revision and editing.
W.WP.4.4.D	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
W.WP.4.4.E	After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
W.RW.4.7	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
SL.PI.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Materials/Activities/Resources

Core materials:

- HMH Into Reading
- HMH Writing

Web Site Resources:

- Ed Your Friend in Learning

Technology

- IXL
- Lexia
- EdHMH

Assessment

Formative Assessment

- Teacher Observation
- Comprehension Quizzes
- Running Records
- Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide

Summative Assessment

- Unit Test
- On Demand Pieces
- District Benchmarks
- F&P Benchmark (special education)

Accommodations & Modifications

Special Education

- In class/pull out support with special ed teacher
- Readworks level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support

● Mnemonic devices
● Songs/videos to reinforce concepts
● Limit number of questions
● Scribe
● Study Guides
● Mixed Ability Grouping

504

● In class/pull out support with special ed teacher
● Readworks level reading passages
● Additional time during intervention time
● Preferred seating
● Questions read aloud
● Extended time for completing tasks
● Graphic organizers
● Vocabulary support
● Mnemonic devices
● Songs/videos to reinforce concepts
● Limit number of questions
● Scribe
● Study Guides
● Mixed Ability Grouping

ELL

● Translation device/dictionary
● In class/pull out support with ESL teacher
● Readworks level reading passages
● Additional time during intervention time
● Preferred seating
● Questions read aloud
● Extended time for completing tasks
● Graphic organizers
● Vocabulary support
● Mnemonic devices
● Songs/videos to reinforce concepts

At-Risk of Failure

● Additional time during intervention time
● Readworks level reading passages
● Questions read aloud
● Graphic organizers
● Vocabulary support
● Mnemonic devices
● Songs/videos to reinforce concepts

Gifted & Talented

● Independent projects
● PEP/GEM class
● Above-Level Reading Materials

Interdisciplinary Connections

Social Studies Connections: The Arts

Social and Emotional Learning Connections

Learning Mindset: Belonging

21st Century Life Literacies & Key Skills

Financial Health

Financial Landscape

Money Management

Career Awareness and Planning

Creativity and Innovation

Critical Thinking and Problem-solving

Digital Citizenship

Global and Cultural Awareness

Information and Media Literacy

Technology Literacy

Standards in Action: Climate Change

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.

- CRP11. Use technology to enhance productivity.