GR 4 Module 01 (What Makes Us Who We Are?)

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **3 weeks**
Status: **Published**

Unit Overview

Module Title: What Makes Us Who We Are?

Essential Question: How do your experiences help shape your identity?

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.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).
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.
RI.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
RL.MF.4.6	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
RL.CT.4.8	Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
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.II.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
SL.ES.4.3	Identify the reasons and evidence a speaker provides to support particular points.

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).
RL.IT.4.3	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
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.
RL.PP.4.5	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
RL.CT.4.8	Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
W.NW.4.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.NW.4.3.B	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
W.NW.4.3.C	Use a variety of transitional words and phrases to manage the sequence of events.
W.NW.4.3.D	Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
W.NW.4.3.E	Provide a conclusion that follows from the narrated experiences or events.
W.SE.4.6	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

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.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).
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.IT.4.3	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
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.
RL.CT.4.8	Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
W.IW.4.2.A	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
W.IW.4.2.B	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
W.IW.4.2.C	Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
W.IW.4.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.IW.4.2.E	Provide a conclusion related to the information or explanation presented.
W.NW.4.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.NW.4.3.B	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
W.NW.4.3.C	Use a variety of transitional words and phrases to manage the sequence of events.
W.NW.4.3.D	Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
W.NW.4.3.E	Provide a conclusion that follows from the narrated experiences or events.
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
- EdHMH
- Lexia

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: Personal Experiences

Amistad Legislation:

HMH Stories

Module 1: Kitoto The Mighty: African Folktale

Module 3: Rent Party Jazz: musical contribution and lives of African Americans

Module 5: Let's Dance Around the World: Cultural arts contribution

Module 9: Seeds of Change: Scientific and Environmental Contribution of Wangari Maathai

Asian American/Pacific Islander Legislation:

HMH Stories:

Module 1: Year of the Rat: Asian Folktale

Module 5: Let's Dance Around the World: Cultural Arts contribution

Module 7: Ten Suns: Asian Folktale

Module 8: Bug Bites: Cultural foods of Asia

Module 8: Food for Thought: Cultural Foods of Asia

Science Connections: Climate Change:

HMH Stories related to environment:

Module 3: Hurricane: A Force of Nature- Awareness of natural disasters

Module 6: Grand Canyon-A Trail Through Time- Exploration of fossils and changed environment

Module 6: Weird and Wonderous Rocks/Nature's Wonders- Appreciation of nature and need to protect it

Module 6: Mariana Trench: adaptation of marine life due to changed environment

Module 8: Food for Thought: Varied/irregular foods for nutrition

Module 9: Seeds of Change: Environmental Protection/deforestation

Social and Emotional Learning Connections

Learning Mindset: Growth Mindset

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.