# GR 4 Module 07 (Tricksters and Tall Tales)

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

## Unit Overview

Module Title: Tricksters and Tall Tales

Essential Question: What lessons can you learn from characters in traditional tales?

## Standards

## Week 1

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| 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.WF.4.2.A | Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes. |
| 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.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. |
| RL.CI.4.2 | Summarize a literary text and interpret the author's theme citing key details 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.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 |

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| | 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. |
| 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. |
| SL.AS.4.6 | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |

## Week 2

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| 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.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.D | Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). |
| 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.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.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 |

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| | the discussion. |
| SL.ES.4.3 | Identify the reasons and evidence a speaker provides to support particular points. |
| 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. |
| SL.UM.4.5 | Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. |
| SL.AS.4.6 | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |

## Week 3

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| 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). |
| 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). |
| 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.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.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. |
| 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:  Traditional Stories

## Social and Emotional Learning Connections

Learning Mindset:  Self-Reflection

## 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.