GR 4 Module 08 (Food for Thought)

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 4**
Length: **3 weeks**
Status: **Published**

Unit Overview

Module Title: Food for Thought

Essential Question: What can we do to make more healthful food choices?

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).
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.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.PP.4.5	Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.
RI.MF.4.6	Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
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.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.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
RI.PP.4.5	Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.
RI.AA.4.7	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
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 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.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.KL.4.1.B	Choose words and phrases to convey ideas precisely.
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.C	Recognize and explain the meaning of common idioms, adages, and proverbs.
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.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.
RI.PP.4.5	Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.
RL.MF.4.6	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
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.
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.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.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.

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

Science Connections: Nutrition

Social and Emotional Learning Connections

Learning Mindset: Planning Ahead

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.