

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

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| ELA.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. |
| ELA.L.RF.4.4.A | Read grade-level text with purpose and understanding. |
| ELA.L.RF.4.4.B | Read grade-level text orally with accuracy, appropriate rate, and expression. |
| ELA.L.RF.4.4.C | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| ELA.L.KL.4.1.A | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. |
| ELA.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. |
| ELA.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). |
| ELA.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. |
| ELA.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. |
| ELA.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. |
| ELA.RI.MF.4.6 | Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas. |
| ELA.RI.AA.4.7 | Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning. |

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| ELA.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. |
| ELA.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

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| ELA.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. |
| ELA.L.RF.4.4.A | Read grade-level text with purpose and understanding. |
| ELA.L.RF.4.4.B | Read grade-level text orally with accuracy, appropriate rate, and expression. |
| ELA.L.KL.4.1.A | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. |
| ELA.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. |
| ELA.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). |
| ELA.RI.CI.4.2 | Summarize an informational text and interpret the author's purpose or main idea citing key details from the text. |
| ELA.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. |
| ELA.RI.AA.4.7 | Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning. |
| ELA.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

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| ELA.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. |
| ELA.L.RF.4.4.A | Read grade-level text with purpose and understanding. |
| ELA.L.RF.4.4.B | Read grade-level text orally with accuracy, appropriate rate, and expression. |
| ELA.L.RF.4.4.C | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| ELA.L.KL.4.1.A | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. |
| ELA.L.KL.4.1.B | Choose words and phrases to convey ideas precisely. |
| ELA.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). |
| ELA.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. |

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| ELA.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). |
| ELA.L.VI.4.3.C | Recognize and explain the meaning of common idioms, adages, and proverbs. |
| ELA.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. |
| ELA.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. |
| ELA.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. |
| ELA.RL.MF.4.6 | Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. |
| ELA.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. |
| ELA.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. |
| ELA.W.AW.4.1.B | Provide reasons that are supported by facts from texts and/or other sources. |
| ELA.W.AW.4.1.C | Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). |
| ELA.W.AW.4.1.D | Provide a conclusion related to the opinion presented. |
| ELA.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. |
| ELA.W.IW.4.2.B | Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. |
| ELA.W.IW.4.2.C | Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because). |
| ELA.W.IW.4.2.D | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| ELA.W.IW.4.2.E | Provide a conclusion related to the information or explanation presented. |
| ELA.W.WP.4.4.A | Identify audience, purpose, and intended length of composition before writing. |
| ELA.W.WP.4.4.B | Use specialized, topic-specific language appropriate for the audience, purpose and subject matter. |
| ELA.W.WP.4.4.C | Consider writing as a process, including self-evaluation, revision and editing. |
| ELA.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. |
| ELA.W.WP.4.4.E | After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style. |
| ELA.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

- Schoolwide Writing
- (K-2 Foundations materials and techniques)

Web Site Resources:

- Ed Your Friend in Learning
- Schoolwide Writing
- Newsela
- Lexia
- Amira (K-3)
- Waggle (3-8)
- Reading A-Z

Technology

- Newsela
- Lexia
- Amira (K-3)
- Waggle (3-8)
- Reading A-Z
- EdPuzzle
- Screencastify
- Full list on district teacher page

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

Accommodations & Modifications

Special Education

- In class/pull out support with special ed teacher
- Newsela/Readworks/Reading A-Z 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
- Newsela/Readworks/Reading A-Z 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
- Newsela/Readworks/Reading A-Z 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
- Newsela/Readworks/Reading A-Z 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.