

# GR 4 Module 10 (Communication Nation)

Content Area: **English Language Arts**  
Course(s):  
Time Period: **Marking Period 4**  
Length: **3 weeks**  
Status: **Not Published**

## Unit Overview

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Module Title: Communication Nation

Essential Question: What forms can communication take?

## Standards

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### 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.WF.4.2.C	Spell grade-appropriate words correctly, consulting references as needed.
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.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details 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.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.
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.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.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELA.L.WF.4.2.C	Spell grade-appropriate words correctly, consulting references as needed.
ELA.L.WF.4.2.D	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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.L.VL.4.2.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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.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.
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.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 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
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	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.WF.4.2.A	Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
ELA.L.WF.4.2.C	Spell grade-appropriate words correctly, consulting references as needed.
ELA.L.WF.4.2.D	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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.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.
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.VL.4.2.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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.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.
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.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.
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.
ELA.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.
ELA.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.
ELA.SL.UM.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

## **Materials/Activities/Resources**

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### **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**

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

## **Assessment**

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### **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**

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### **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**

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Social Studies Connections: Communication

## **Social and Emotional Learning Connections**

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Learning Mindset: Problem Solving

## **21st Century Life Literacies & Key Skills**

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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**

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- 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.