ReadyGEN -- Fourth Grade Unit 1

Content Area: **Reading**
Course(s): **Reading 4**
Time Period: **September**
Length: **12 Weeks**
Status: **Published**

Priority Standards

ELA.L.VI.4.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.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.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.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.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.

Foundational Skills

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. Read with sufficient accuracy and fluency to support comprehension.

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unit Overview

Initially, the iReady diagnostic test will be administered in September to assist with your understanding of your students and your planning of your instruction. Further, the strategies, skills, and standards introduced in ReadyGEN -- Unit 1 (Modules A and B) should be covered. Teachers will utilize ReadyGEN as their primary resource for reading instruction. Outside resources including novels, digital resources, and teacher-created materials may be supplemented to cover the necessary content as a reinforcement to the ReadyGEN materials. In terms of assessment, the following will be administered -- Selection Tests for the anchor and supporting texts and the Unit 1 Summative Assessment (Module A and B). Teachers should also use this time to set up small group routines and may use Daily 5 with any adaptations necessary (i.e. -- some days may use 3 or 4 of the Daily 5 routines) to teach this Curriculum.

Unit 1 -- Module A	ReadyGEN Lessons	Word Analysis	Reading/Instructional Focus	Independent Reading	Small Group Options
Weeks 1-2	Lessons 1-8 Science Squad: <u>Porpoises in Peril</u>	Base words, Endings: ***ed, ing, er, est***	Plot/Sequence, Character, Point of View: Text Structure (Cause and Effect); Determining Meaning of Words and Phrases	Engagement and Identity, Comprehension, Vocabulary Knowledge	**Leveled Text Library**: Migration Relocation 610L, Journey to the Undersea Gardens 710L, The Winter of the Little Brown Bat 600L, Beetles
Week 3	Lessons 9-12 <u>Mary Anning: The Girl Who Cracked Open the World</u>	Base words, Endings: ***er, est;*** Suffixes ***or, er***	Sequence; Main Idea and Details	Engagement and Identity, Comprehension	
Week 3-4	Lesson 13	Suffixes ***or, er***	Compare and Contrast	Independence,	

			Texts	Vocabulary Knowledge	720L, The Rosetta Stone: The Key to Ancient Writings 790L, The Snowflake Man 790L, The Bats of Bracken Cave 600L, The Gray Whale 730L, Whales and other Amazing Animals 830L; How Does Echolocation Work 870L, Bills and Beaks 630L, The Long Journey West 620L, Come Learn About Dolphins 830L, The Story of Sue 910L, Birds Take Flight 1050L: **Sleuth Magazine:** Nosing Around 850L: A 'Coat' of Many Colors Lexile 930
	Science Squad: <u>Porpoises in Peril; Mary Anning: The Girl Who Cracked Open the World</u>				
Week 5	Lessons 14-15 <u>Fragile Frogs from "The Frog Scientist"</u>	Suffixes *or, er*	Main Idea and Details; Cause and Effect	Stamina, Fluency, Critical Thinking	
Week 6	Lessons 16-18 <u>Porpoises in Peril; Mary Anning: The Girl Who Cracked Open the World;</u> <u>Fragile Frogs from "The Frog Scientist"</u>	Compound Words	Integrate Information and Make Connections Across Texts	Engagement and Identity, Comprehension, Critical Thinking	

Unit 1 -- Module B	ReadyGEN Lessons	Word Analysis	Reading/Instructional Focus	Independent Reading	Small Group Options
Week 7-8	Lessons 1-8 <u>Skeletons Inside and Out</u> (Anchor Text)	Suffixes ist, ive, ness; Synonyms and Antonyms	Text Structures, Main Idea and Details, Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages), Analyze Key Words and Phrases	Engagement and Identity, Comprehension, Critical Thinking, Vocabulary Knowledge	**Leveled Text Library**: Migration Relocation 610L, Journey to the Undersea Gardens 710L, The Winter of the Little Brown Bat 600L, Beetles 720L, The Rosetta Stone: The Key to Ancient Writings 790L, The Snowflake Man 790L, The Bats of Bracken Cave 600L, The Gray Whale 730L, Whales and other Amazing Animals 830L; How Does Echolocation Work 870L, Bills and Beaks 630L, The Long Journey West 620L, Come Learn About Dolphins 830L, The
Week 9	Lessons 9-11 <u>Movers and Shapers</u> (Supporting Text)	Prefixes un, in; Synonyms and Antonyms	Text Structure, Main Idea and Details, Analyze Word Choice	Engagement and Identity, Comprehension, Critical Thinking, Independence, Vocabulary Knowledge	
Week 9	Lesson 12 <u>Skeletons Inside and Out</u> (Anchor Text); <u>Movers and Shapers</u> (Supporting Text)	Prefixes un, in	Explain scientific concepts	Independence, Critical Thinking	
Week 10	Lessons 13-15 <u>King of the Parking Lot</u> (Supporting Text)	Prefixes un, in	Summarize, Text Structure	Independence, Vocabulary Knowledge, Stamina, Comprehension, Critical Thinking	
Week 11	Lessons 16 - <u>Skeletons Inside and Out</u> (Anchor Text); <u>King of the Parking Lot</u> (Supporting Text)	Words from other languages	Analyze Word Choice	Engagement and Identity, Vocabulary Knowledge	

					Story of Sue 910L, Birds Take Flight 1050L:
Week 12	Lessons 17-18 -- <u>Skeletons Inside and Out</u> (Anchor Text); <u>Movers and Shapers</u> (Supporting Text)	Words from other languages	Make Connections Across Texts	Engagement and Identify, Fluency, Vocabulary Knowledge	**Sleuth Magazine:** "What did You Say" 830L: "Adapting to Survive" 840L

Instructional Days: 60

Unit Learning Goals

Unit Learning Goals -- Ready

Focus Week in ReadyGEN	Content Focus	NJSLS Priority Standard	Learning Goals SWBAT:
1-2	**Making Inferences & Using Text Evidence**	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.	Refer to details and examples as tex explaining what a literary text says relevant connections when drawing text.
	Plot/Sequence	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.	Describe the impact of individuals and the course of a text, using an in-depth character, setting, or event that draws

	Text Structure-Cause/Effect	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.	Describe the overall structure (e.g., comparison, cause/effect, problem/s ideas, concepts, or information in a text.

	Point of View	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.	Compare and contrast the point of v different stories are narrated, includ between first- and third-person narr
	Analyze Visuals	RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.	Make connections between specific directions in a text and a visual or o the text.
	Base words, Endings: *ed, ing, er, est*	L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning o multiple-meaning academic and dor and phrases based on grade 4 readir choosing flexibly from a range of st

| | Context Clues | L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. | Determine or clarify the meaning of multiple-meaning academic and domain and phrases based on grade 4 reading choosing flexibly from a range of st |

3	**Making Inferences & Using Text Evidence**	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.	Refer to details and examples as textual ev what a literary text says explicitly and mak when drawing inferences from the text.
	Base words, Endings: *er, est;* Suffixes *or, er*	L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of multiple-meaning academic and dor and phrases based on grade 4 readir choosing flexibly from a range of st
	Main Idea and Details	RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.	Summarize an informational text ar author's purpose or main idea citing the text.

3-4	**Cite Evidence**	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.	Refer to details and examples as textu explaining what an informational text s make relevant connections when draw the text.

	Suffixes *or, er*	L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of multiple-meaning academic and don and phrases based on grade 4 readin choosing flexibly from a range of st
	Cite Evidence	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.	Refer to details and examples as textua explaining what an informational text s make relevant connections when draw the text.

	Compare, Contrast, Reflect across Texts	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.	Compare and contrast the treatment of topics and patterns of events in literary of different cultures.
5	**Text Structure- Cause and Effect**	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.	Describe the overall structure (e.g., comparison, cause/effect, problem/s ideas, concepts, or information in a text.
	Main Idea and Details	RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.	Summarize an informational text an author's purpose or main idea citing the text.

	Suffixes *or, er*	L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unkno meaning words and phrases based on grade choosing flexibly from a range of strategie

	Context Clues: Definitions and Restatements	L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of multiple-meaning academic and don and phrases based on grade 4 readin choosing flexibly from a range of st
6	**Cite Evidence**	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.	Refer to details and examples as textu explaining what an informational text s make relevant connections when draw the text.

			Compare and contrast the treatment of sim patterns of events in informational texts fr cultures.
	Integrate Information Across Texts	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.	

Compare, Contrast, Reflect Across Texts	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.	Compare and contrast the treatment of sim... patterns of events in literary texts from aut... cultures.
Compound Words	L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning o... multiple-meaning academic and do... and phrases based on grade 4 readi... choosing flexibly from a range of s...

Unit Learning Goals -- ReadyGEN -- Unit 1 Module B

Focus Week in ReadyGEN	Content Focus	NJSLS Priority Standard	Learning Goals SWBAT:	Learning Targets
7-8	**Main Idea and Details**	RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.	**Level 4** I can determine the 2 or more main ideas of a text by explaining how they are supported by key details. I can analyze how effectively the key details support the main idea(s). I can analyze multiple summaries of the same nonfiction text for their effectiveness. **Level 3** I can determine the main idea of a text. I can explain how the main idea is supported by key details. I can summarize a text concisely. **Level 2** I can identify details that support a teacher-provided main idea of a text. I can summarize a text using a graphic organizer.

Text Structures	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.	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.	Level 4 I can analyze how the structure of a text affects the meaning of it. I can predict how the meaning might change if the structure changed. I can compare and contrast the overall structure of events, ideas, concepts or information in two or more nonfiction texts. Level 3 I can describe the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. Level 2 I can define various text structures. I can describe the logical relationships between particular sentences and paragraphs in a text (for example, comparison, cause/effect, first/second/third in a sequence.
Cite Evidence	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.	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences	Level 4 I can make inferences by taking information from multiple sources to form my own ideas. I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. I can use details from a text to check that my inference is reasonable. Level 3 I can refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. I can make relevant connections when explaining what the text says explicitly

			from the text.	and when drawing inferences from the text. I can use details from the text to explain what the author says or make inferences. Level 2 I can describe what a text says explicitly. I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	Explain Scientific Concepts	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.	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.	
	Analyze Visuals	RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.	

	Suffixes *ist, ive, ness*; Synonyms and Antonyms	L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	**Level 4** I can independently and consistently use multiple strategies to determine the meaning of unknown words in context. I can explain how I use context to determine the meaning of unknown words. I can explain how I use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. I can generate and define nonsense words using Greek and Latin affixes and roots. **Level 3** I can use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (L.4.4.a) I can use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g, telegraph, photograph, autograph). (L.4.4.b) **Level 2** I can demonstrate the use of context clues using structured sentences in isolation. I can recognize or recall the meanings of grade-appropriate Greek and Latin affixes and roots.
9	**Text Structures**	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.	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.	**Level 4** I can analyze how the structure of a text affects the meaning of it. I can predict how the meaning might change if the structure changed. I can compare and contrast the overall structure of events, ideas, concepts or information in two or more nonfiction texts. **Level 3** I can describe the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of

			events, ideas, concepts, or information in a text or part of a text.
			Level 2 I can define various text structures. I can describe the logical relationships between particular sentences and paragraphs in a text (for example, comparison, cause/effect, first/second/third in a sequence.
Main Idea and Details	RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.	Level 4 I can determine the 2 or more main ideas of a text by explaining how they are supported by key details. I can analyze how effectively the key details support the main idea(s). I can analyze multiple summaries of the same nonfiction text for their effectiveness. Level 3 I can determine the main idea of a text. I can explain how the main idea is supported by key details. I can summarize a text concisely. Level 2 I can identify details that support a teacher-provided main idea of a text. I can summarize a text using a graphic organizer -

	Analyze Visuals	RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.	
	Author's Point of View	RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.	Level 4

I can explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.

- I can identify the reasons the author uses to support his/her point, claim, or argument.
- I can identify the evidence the author uses to support his/her reasons.

Level 3

I can explain how an author uses reasons and evidence to support particular points in a text.

Level 2

I can identify an author's point, claim, or argument.

I can identify the reasons and evidence used by an author.

I can explain the relationship between author's point/claim/argument, reasons, and evidence |

Refer to Details and Examples	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.	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.	
Explain Scientific Concepts	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.	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.	
Integrate Information Across Texts	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.	Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.	Level 4

I can integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from three or more texts on the same topic in order to write or speak about the subject knowledgeably.

I can compare and contrast one author's presentation of events with that of another (for example, a memoir written by and a |

				biography on the same person). Level 3 I can integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably. Level 2 I can identify important information from two texts about the same topic. I can utilize information from a single text in order to write or speak about the subject knowledgeably.
Prefixes un, in; Synonyms and Antonyms	L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	Level 4 I can independently and consistently use multiple strategies to determine the meaning of unknown words in context. I can explain how I use context to determine the meaning of unknown words. I can explain how I use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. I can generate and define nonsense words using Greek and Latin affixes and roots. Level 3 I can use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (L.4.4.a) I can use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g, telegraph, photograph, autograph).

				(L.4.4.b) <u>Level 2</u> I can demonstrate the use of context clues using structured sentences in isolation. I can recognize or recall the meanings of grade-appropriate Greek and Latin affixes and roots.
	Context Clues: Definitions and Restatements	L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	Use Context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase	<u>Level 4</u> I can independently and consistently use multiple strategies to determine the meaning of unknown words in context. I can explain how I use context to determine the meaning of unknown words. I can explain how I use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. I can generate and define nonsense words using Greek and Latin affixes and roots. <u>Level 3</u> I can use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (L.4.4.a) I can use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g, telegraph, photograph, autograph). (L.4.4.b) <u>Level 2</u> I can demonstrate the use of context clues using structured sentences in

				isolation. I can recognize or recall the meanings of grade-appropriate Greek and Latin affixes and roots.
10 (Lessons 13 - 15)	**Author's Point of View**	RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.	**Level 4** I can explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points. • I can identify the reasons the author uses to support his/her point, claim, or argument. • I can identify the evidence the author uses to support his/her reasons. **Level 3** I can explain how an author uses reasons and evidence to support particular points in a text. **Level 2**

				I can identify an author's point, claim, or argument. I can identify the reasons and evidence used by an author. I can explain the relationship between author's point/claim/argument, reasons, and evidence
Text Structure	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.	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.	Level 4 I can analyze how the structure of a text affects the meaning of it. I can predict how the meaning might change if the structure changed. I can compare and contrast the overall structure of events, ideas, concepts or information in two or more nonfiction texts. Level 3 I can describe the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. Level 2 I can define various text structures. I can describe the logical relationships between particular sentences and paragraphs in a text (for example, comparison, cause/effect, first/second/third in a sequence.

Context Clues: Definitions and Restatements	L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	Use Context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase	Level 4 I can independently and consistently use multiple strategies to determine the meaning of unknown words in context. I can explain how I use context to determine the meaning of unknown words. I can explain how I use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. I can generate and define nonsense words using Greek and Latin affixes and roots. Level 3 I can use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (L.4.4.a) I can use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g, telegraph, photograph, autograph). (L.4.4.b) Level 2 I can demonstrate the use of context clues using structured sentences in isolation. I can recognize or recall the meanings of grade-appropriate Greek and Latin affixes and roots.
Synonyms and Antonyms	L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	-
Main Idea and Details	RI.CI.4.2. Summarize an informational text and interpret the author's	Summarize an informational text and interpret the author's purpose or main idea citing key	Level 4 I can determine the 2 or more main ideas of a text by explaining how they

		purpose or main idea citing key details from the text.	details from the text.	are supported by key details. I can analyze how effectively the key details support the main idea(s). I can analyze multiple summaries of the same nonfiction text for their effectiveness. Level 3 I can determine the main idea of a text. I can explain how the main idea is supported by key details. I can summarize a text concisely. Level 2 I can identify details that support a teacher-provided main idea of a text. I can summarize a text using a graphic organizer - -
Weeks 11 - 12 (Lessons 16 - 18)	**Integrate Information Across Texts**	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.	Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.	Level 4 I can integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from three or more texts on the same topic in order to write or speak about the subject knowledgeably. I can compare and contrast one author's presentation of events with that of another (for example, a memoir written by and a biography on the same person). Level 3 I can integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably. Level 2 I can identify important information

| | | | | from two texts about the same topic.

I can utilize information from a single text in order to write or speak about the subject knowledgeably. |
|---|---|---|---|---|
| | **Context Clues: Definitions and Restatements** | L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. | Use Context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase | Level 4

I can independently and consistently use multiple strategies to determine the meaning of unknown words in context.

I can explain how I use context to determine the meaning of unknown words.

I can explain how I use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.

I can generate and define nonsense words using Greek and Latin affixes and roots.

Level 3

I can use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (L.4.4.a)

I can use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g, telegraph, photograph, autograph). (L.4.4.b)

Level 2

I can demonstrate the use of context clues using structured sentences in isolation. |

				I can recognize or recall the meanings of grade-appropriate Greek and Latin affixes and roots.

Unit Learning Targets

- I can analyze how effectively the key details support the main idea(s).

- I can analyze how the structure of a text affects the meaning of it.

- I can analyze multiple summaries of the same nonfiction text for their effectiveness.

- I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- I can compare and contrast one author's presentation of events with that of another (for example, a memoir written by and a biography on the same person)

- I can compare and contrast the overall structure of events, ideas, concepts or information in two or more nonfiction texts.

- I can compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

- I can compare/contrast two or more characters, settings, or events in a story or drama drawing on specific details in the text (for example, how characters interact).

- I can define various text structures.

- I can describe in-depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example, a character's thoughts, words, or actions).

- I can describe the logical relationships between particular sentences and paragraphs in a text (for example, comparison, cause/effect, first/second/third in a sequence).

- I can describe the overall structure (for example, chronology, comparison, cause/effect,

problem/solution) of events, ideas, concepts, or information in a text or part of a text.

- I can describe what a text says explicitly.

- I can determine 2 or more main ideas of a text by explaining how they are supported by key details.

- I can determine the main idea of a text.

- I can explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support particular points.

- I can explain how the main idea is supported by key details.

- I can identify details that support a teacher-provided main idea of a text.

- I can identify details that support the description of a character, setting, or event in a story or drama.

- I can identify examples of themes, topics, and patterns of events in stories, myths, and traditional literature.

- I can identify important information from two texts about the same topic.

- I can integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from three or more texts on the same topic in order to write or speak about the subject knowledgeably.

- I can integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

- I can make inferences by taking information from multiple sources to form my own ideas.

- I can make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

- I can predict how the meaning might change if the structure changed.

- I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

- I can recognize or recall specific characters, settings, or events from a story or drama.

- I can recognize specific vocabulary including Compare, contrast, detail, point, text, topic.

- I can recognize specific vocabulary including: Action, character, detail, drama, event, setting, story, support, text, thought

- I can recognize specific vocabulary including: Detail, example, explicit, inference, logical, refer, text,

- I can recognize specific vocabulary including: Main idea, detail, summarize, support, text.

- I can recognize specific vocabulary including: Cause/effect, chronology, comparison, concept, event, ideas, information, problem/solution, refer, structure, text

- I can recognize specific vocabulary including: compare, contrast, culture, event, literature, myth, pattern, quest, similar, story, theme, topic, traditional, treatment

- I can refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

- I can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

- I can summarize a text concisely

- I can summarize a text using a graphic organizer.

- I can use details from a text to check that my inference is reasonable.

- I can use details from the text to explain what the author says or make inferences.

- I can utilize information from a single text in order to write or speak about the subject knowledgeably.

Materials and Resources

- 2016 ReadyGEN Grade 4
- Daily 5/Small Group -- https://www.thedailycafe.com/daily-5
- Literature Circles/Novel Studies
- mysavvastraining.com
- Reader's/Writer's Handbook
- Ready GEN Trade books
- ReadyGEN Assessment Book
- ReadyGEN Implementation Guide
- ReadyGEN Leveled Library
- ReadyGEN Reader's and Writer's Journal Teacher's Guide
- ReadyGEN Scaffolded Strategies Handbook
- ReadyGEN Sleuth Magazine
- ReadyGEN Text Collection
- www.savvasrealize.com/dashboard/viewer

Marzano Elements

- Communicating high expectations to each student to close the achievement gap
- Establishing and acknowledging adherence to rules and procedures
- Establishing and maintaining effective relationships in a student centered classroom
- Helping students engage in cognitively complex tasks
- Helping students examine similarities and differences
- Helping students examine their reasoning
- Helping students practice strategies, skills, and processes
- Helping students process new content
- Helping students to revise knowledge
- Identifying critical content from the standards
- Organizing students to interact with content
- Previewing new content
- Providing feedback and celebrating success
- Providing resources and guidance for cognitively complex tasks
- Reviewing content
- Using engagement strategies
- Using formative assessment to track progress
- Using questions to help students elaborate on a new content

Unit Assessments (Required)

- Anchor Texts Selection Tests
- IReady Testing
- Unit 1 Assessment -- Module A and B

Technology Integration

- http://interactivesites.weebly.com/language-arts.html -- Unit 1 -- Suffixes and Figurative Language
- http://teacher.depaul.edu/Nonfiction_Readings_ALL_GRADES.htm -- Unit 1 -- ALL SKILLS
- http://www.readingrockets.org/article/root-words-roots-and-affixes
- http://www.storylineonline.net/ -- Unit 1 -- ALL SKILLS
- http://www.thecurriculumcorner.com/thecurriculumcorner123/2017/03/reading-skills-inferencing/ -- Unit 1 -- Inferencing
- https://www.readworks.org/
- https://www.savvasrealize.com/dashboard/viewer
- https://www.scholastic.com/teachers/blog-posts/angela-bunyi/helping-students-grasp-themes-in-literature -- Unit 2 -- THEME
- www.storynory.com -- Unit 1 -- Fairy Tales

TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.5.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.5.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.
TECH.8.1.5.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.

Career Awareness, Life Literacies and Key Skills

21st Century Life and Career Standards for Trimesters 1, 2, 3
CRP11. Use technology to enhance productivity.

(using chromebook)

CRP6. Demonstrate creativity and innovation.

(developing fairy tales/fractured fairy tales and role play to class)
CRP2. Apply appropriate academic and technical skills

(using targets/scales to all units)

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP11	Use technology to enhance productivity.
	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
	Collaborating digitally as a team can often develop a better artifact than an individual working alone.