ReadyGEN -- Fourth Grade Unit 2

Content Area: **Reading**
Course(s): **Reading 4**
Time Period: **December**
Length: **13 weeks**
Status: **Published**

Enduring Understandings

- • Learners understand that cultures interact with and interpret nature in different ways.

- • Learners understand the effects of nature on culture and communities.

- • Readers understand the importance of supporting opinions of various texts.

- • Readers use information presented in different ways and from different sources to understand a topic.

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.RL.CI.4.2	Summarize a literary text and interpret the author's theme citing key details 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.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.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.

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

Daily 5 routines will continue to be implemented in the classroom as we cover ReadyGEN -- Unit 2 (Modules A and B) . 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 2 Summative Assessment (Module A and B). Teachers should also use this time to continue their 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 2 -- Module A	ReadyGEN Lessons	Word Analysis	Reading/Instructional Focus	Independent Reading	Small Group Options
Week 1	Lessons 1-4: Why the Sea is Salty	Latin Prefixes dis-, re-, non-	Setting, Using Details, Point of View, Theme	Independence, Comprehension, Fluency, Engagement and Identity, Critical Thinking	Leveled Text Library: Mountain Climb 600L; All Things in

Week	ReadyGEN Lessons	Word Analysis	Reading/Instructional Focus	Independent Reading	Small Group Options
Week 2	Lessons 5-8: How the Stars Fell into The Sky	Latin Prefixes dis-, re-, non-; Compound Words	Analyze, Problem and Solution, Character Analysis, Theme	Engagement and Identity, Critical Thinking, Stamina, Comprehension	Balance 30L; Lia's Journey 700L; Year of the Ojibwa30L; Magnificent Maple 610L: Hedwig's Journey to America 720L; Rabbit's New Fur 810L; Immigrants of Yesterday and Today 970L: The Golden Spike 810L, Passing through Ellis Island 80L: The Badgers Go Camping940L: America's National Parks 820L: The Dine 870:: Hear Our Stories 940L
Week 3	Lessons 9-12: Pecos Bill	Compound Words; Suffix -ly	Theme, Characters – Dialogue, Fig. Language	Stamina, Comprehension, Independence, Vocabulary Knowledge	
Week 4	Lessons 13-16: John Henry	Suffiz -ly, Unknown Words	Character Analysis – Character Motivation, Analysis of Text Details	Stamina, Comprehension, Fluency, Engagement and Identity, Critical Thinking	
Week 5-6	Lessons 17-18: Why the Sea is Salty; How the Stars Fell into The Sky; Pecos Bill; John Henry	Unknown Words	Compare Key Details in Text with Similar Themes: Word Choice	Stamina, Critical Thinking	Sleuth Magazine: Cahokia:The Mystery Behind an Ancient City 750L: The Strawberry: From Food to Fabric Softener 880L

Unit 2 -- Module B	**ReadyGEN Lessons**	**Word Analysis**	**Reading/Instructional Focus**	**Independent Reading**	**Small Group Options**

Weeks	Lessons	Vocabulary	Skills	Focus	Leveled Text Library
Weeks 1-2	Lessons 1-6: <u>The Longest Night</u>	Words from Latin and Greek Roots: Related Words	Character Analysis, Plot, Inferencing, Using Key Details to Support Opinions	Engagement and Identity, Critical Thinking, Independence, Vocab. Knowledge, Comprehension	Leveled Text Library:

Mountain Climb 600L; All Things in Balance 30L; Lia's Journey 700L; Year of the Ojibwa30L; Magnificent Maple 610L: Hedwig's Journey to America 720L; Rabbit's New Fur 810L; Immigrans tof Yesterday and Today 970L: The Golden Spike 810L, Passing through Ellis Island 80L: The Badgers Go Camping940L: America's National Parks 820L: The Dine 870:: Hear Our Stories 940L |
Weeks 2 - 3	Lessons 7-8: <u>Northwest Coast Peoples</u>	Related Words	Main Idea, Events in a Historical Text	Stamina, Critical Thinking, Comprehension	
Weeks 2-3	Lesson 9: <u>The Longest Night; Northwest Coast Peoples</u>	Related Words	Compare Across texts	Stamina, Critical Thinking, Comprehensoin	
Weeks 4-5	Lessons 10-15: <u>Three Native Nations: Of the Woodlands, Plains, and Desert</u>	Latin Roots: struct, scrib, scrip	Identifying Details, Main Idea, Text Structures	Independence, Comprehension, Critical Thinking,; Engagement and Identity,	
Week 6	Lessons 16-18:<u>The Longest Night; Northwest Coast Peoples; Three Native Nations: Of the Woodlands, Plains, and Desert</u>	Related Words	Compare Across Texts	Stamina, Critical Thinking, Comprehension	Sleuth Magazine: Learning a New Language 750L: American Melting Pot 810L

Number of Instructional Days: 60

Unit Learning Goals -- ReadyGEN -- Unit 2 Module A

Focus Week in ReadyGEN	Content Focus	NJSLS Priority Standard	Learning Goals SWBAT:	Learning Targets
1	**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 events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.	Level 4 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). Level 3 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). Level 2 I can recognize or recall specific characters, settings, or events from a story or drama. I can Identify details that support the description of a character, setting, or event in a story or drama.

				Level 4 I can describe how a narrator's or speaker's point of view influences how events are described in a text. I can analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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 view from which different stories are narrated, including the difference between first- and third-person narrations.	Level 3 I can compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. Level 2 I can recognize or recall the difference between first- and third-person narrations in a text. I can distinguish his or her own point of view

				from that of the narrator, characters, and/or author of a text.
Theme		RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.	Summarize a literary text and interpret the author's theme citing key details from the text.	I can describe a theme of a grade level text from details in the text with deeper understanding which could include: how characters in a story or drama respond to challenges, how the speaker in a poems reflects on a topic, etc. Level 3 I can describe the theme of a story, drama or poem from details in the text. I can summarize a

				text concisely.
				Level 2 I can determine the theme of a story, drama, or poem when provided a list of possible themes. I can identify details that support a teacher-provided theme of a story, drama, or poem. I can summarize a story, drama, or poem using a teacher-provided graphic organizer.
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 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.

| 2 | **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 events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence. | Level 4

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).

Level 3

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).

Level 2

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

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

Theme		RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.	Summarize a literary text and interpret the author's theme citing key details from the text.	**Level 4** I can describe a theme of a grade level text from details in the text with deeper understanding which could include: how characters in a story or drama respond to challenges, how the speaker in a poems reflects on a topic, etc. **Level 3** I can describe the theme of a story, drama or poem from details in the text. I can summarize a text concisely. **Level 2** I can determine the theme of a story, drama, or poem when provided a list of possible themes. I can identify details that support a teacher-provided theme of a story, drama, or poem.

				I can summarize a story, drama, or poem using a teacher-provided graphic organizer.
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 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.	<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.
				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.

| 3 | Theme | RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text. | Summarize a literary text and interpret the author's theme citing key details from the text. | Level 4

I can describe a theme of a grade level text from details in the text with deeper understanding which could include: how characters in a story or drama respond to challenges, how the speaker in a poems reflects on a topic, etc.

Level 3

I can describe the theme of a story, drama or poem from details in the text.

I can summarize a text concisely.

Level 2

I can determine the theme of a story, drama, or poem when provided a list of possible themes.

I can identify details that support a teacher-provided theme of a story, drama, or poem. |

				I can summarize a story, drama, or poem using a teacher-provided graphic organizer.
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 events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.	Level 4 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). Level 3 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). Level 2 I can recognize or recall specific characters, settings, or events from a story

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

| | | | | 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. |
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| 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 textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text. | 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 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.
	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 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.	<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.

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. |
|---|---|---|---|---|

Figurative Language	L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate understanding of figurative language. Demonstrate understanding of word relationships. Demonstrate understanding of nuances in word meaning.	Level 4 I can explain the meaning of complex similes and metaphors in context. I can identify and explain the meaning of other types of figurative language (e.g. alliteration, hyperbole, onomatopoeia, personification). I can consistently and effectively apply figurative language at or above grade level in my own speaking or writing. I can use the additional word relationships (e.g. homographs, homophones) between particular words to better understand each of the words. Level 3 I can explain the meaning of simple similes and metaphors in context. (L.4.5.a) I can recognize and explain the	

| | | | | meaning of common idioms, adages, and proverbs. (L.4.5.b)

I can demonstrate understanding of grade-appropriate words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (L.4.5.c)

Level 2

I can identify similes and metaphors.

I can explain the meaning of simple similes and metaphors in isolation.

I can identify idioms, adages, and proverbs.

I can identify synonyms and antonyms. |
|---|---|---|---|---|

5-6	Compare/Contrast/Reflect	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. opportunity to integrate climate change education.	Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures. opportunity to integrate climate change education.	Level 4 I can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Level 3 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. Level 2 I can identify examples of themes, topics, and patterns of events in stories, myths, and traditional literature.

Unit Learning Goals -- ReadyGEN -- Unit 2 Module B

Focus Week in ReadyGEN	Content Focus	NJSLS Priority Standard	Learning Goals SWBAT:	Learning Targets
1-2	**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 events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.	Level 4 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). Level 3 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). Level 2 I can recognize or recall specific characters, settings, or events from a story or drama. I can Identify details that support the description of a character, setting, or event in a story or drama.
	Greek and Latin Roots	L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific	-I can identify the most common Greek/Latin roots to determine the meaning of unknown words.

		domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	
	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 from the text.	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 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.
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 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. |

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

Demonstrate understanding of word relationships.

Demonstrate understanding of nuances in word meaning. | Level 4

I can explain the meaning of complex similes and metaphors in context.

I can identify and explain the meaning of other types of figurative language (e.g. alliteration, hyperbole, onomatopoeia, personification).

I can consistently and effectively apply figurative language at or above grade level in my own speaking or writing.

I can use the additional word relationships (e.g. homographs, homophones) between particular words to better understand each of the words.

Level 3

I can explain the meaning of simple similes and metaphors in context. (L.4.5.a)

I can recognize and explain the |

				meaning of common idioms, adages, and proverbs. (L.4.5.b) I can demonstrate understanding of grade-appropriate words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (L.4.5.c) <u>Level 2</u> I can identify similes and metaphors. I can explain the meaning of simple similes and metaphors in isolation. I can identify idioms, adages, and proverbs. I can identify synonyms and antonyms.
2-3	**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. -
	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	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.	

		text.		
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.	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.	<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) 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.
2-3	Integrate Information Across Texts	RI.4.9 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.	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 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.
4-5	**Cite Evidence**	RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational 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.	says explicitly and make relevant connections when drawing inferences from the text.	
				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 and when drawing inferences from the text. I can use details from the text to explain what the author says or make inferences.
		says explicitly and make relevant connections when drawing inferences from the text.	says explicitly and make relevant connections when drawing inferences from the text.	

				  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.	
	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.

				  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	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.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.	 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.

| 6 | Compare/Contrast/Reflect | 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.

* Please note ready gen is not meeting the standard of authors from different cultures. | Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts | Level 4

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

Level 3

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.

Level 2

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

Unit Learning Targets

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

- 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 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 point of view from which different stories are narrated, including the difference between first- and third-person narrations.

- 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 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 consistently and effectively apply figurative language at or above grade level in my own speaking or writing.

- I can consistently and effectively apply figurative language at or above grade level in my own speaking or writing.

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

- I can demonstrate understanding of grade-appropriate words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (L.4.5.c)

- I can describe how a narrator's or speaker's point of view influences how events are described in a text.

- I can describe what a text says explicitly.

- I can distinguish his or her own point of view from that of the narrator, characters, and/or author of a text.

- I can evaluate or critique the effectiveness of how stories in the same genre approach similar themes and topics.

- I can evaluate or critique the effectiveness of how stories in the same genre approach similar themes and topics.

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

- I can explain the meaning of complex similes and metaphors in context.

- I can explain the meaning of simple similes and metaphors in context. (L.4.5.a)

- I can explain the meaning of simple similes and metaphors in isolation.

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

- I can identify and explain the meaning of other types of figurative language (e.g. alliteration, hyperbole, onomatopoeia, personification).

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

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

- I can identify idioms, adages, and proverbs.

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

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

- I can identify similes and metaphors.

- I can identify synonyms and antonyms.

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

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

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

- I can recognize and explain the meaning of common idioms, adages, and proverbs. (L.4.5.b)

- I can recognize or recall specific vocabulary including: adage, simile, metaphor, idiom, synonym, antonym, proverb

- I can recognize or recall specific vocabulary, such as: clue, confirm, context, definition, example, meaning, phrase, restatement, self-correct, text, word

- I can recognize or recall the difference between first- and third-person narrations in a text.

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

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

- I can recognize specific vocabulary including: account, compare, contrast, event, first person, focus, narrator, narration, point of view, third person, topic

- I can recognize specific vocabulary including: detail, example, explicit, inference, logical, refer, 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 use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g, telegraph, photograph, autograph).

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

- 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 use the additional word relationships (e.g. homographs, homophones) between particular words to better understand each of the words.

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

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

Marzano Elements

- Communicating high expectations for each student to close the achievement gap
- Establish 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 revise knowledge
- Identifying critical content from the standards
- Organize students to interact with content
- Previewing new content
- Providing feedback and celebrating success
- Reviewing content
- Using engagement strategies
- Using formative assessment to track progress
- Using questions to help students elaborate on content

Materials and Resources

- 2016 ReadyGEN Grade 4
- https://www.savvasrealize.com/dashboard/viewer
- https://www.thedailycafe.com/daily-5
- Literature Circle/Novel Studies
- Literature Circles
- Quizlet/Kahoot
- Reader's/Writer's Handbook
- ReadyGEN Assessment Book
- ReadyGEN Leveled Libary
- ReadyGen Reader's and Writer's Journal Teacher's Guide
- ReadyGEN Scaffolded Strategies Handbok
- ReadyGEN Sleuth Magazine
- ReadyGEN Text Collection
- ReadyGEN Trade books

Unit Assessments (Required)

- Anchor Texts Selection Tests
- iReady Testing
- Unit 2 Assessment -- Module A and B

Technology Integration

- booktaco.com
- http://www.bookadventure.com/home.aspx -- Unit 2 -- track reading progress
- http://www.k12reader.com/ -- Unit 3 -- All Skills
- http://www.readingrockets.org/article/root-words-roots-and-affixes
- http://www.readworks.org -- Unit 2 & 3 -- Read to Others
- http://www.thecurriculumcorner.com/thecurriculumcorner456/point-of-view-mini-unit/ -- Unit 2-- POV
- https://global-zone05.renaissance-go.com/welcomeportal/16450
- https://learnzillion.com/lesson_plans/7524-determine-the-author-s-point-of-view-and-distinguish-it-from-your-own#lesson -- Unit 2-- POV
- https://www.savvasrealize.com/dashboard/viewer

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.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

TECH.8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
TECH.8.2.5.C.4	Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.

Career Awareness, Life Literacies and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
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.
TECH.9.4.2.TL.2	Create a document using a word processing application.
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.