**4th Grade**

FOURTH QUARTER LEARNING PRIORITIES

|  |  |
| --- | --- |
| **READING LITERATURE** | **READING NONFICTION** |
| ***KEY IDEAS AND DETAILS*** | ***KEY IDEAS AND DETAILS*** |
| 2. **Determine** a **theme** of a story, drama, or poem from details in the text; **summarize** the text. | 2. **Determine** the **main idea** of a text and **explain** how it is **supported** by **key details**; **summarize** the text. |
| 3. **Describe** in depth a **character**, **setting**, or **event** in a story or drama, drawing on **specific details** in the text (e.g., a **character’s** thoughts, words, or actions). | 3. **Explain** **events**, procedures, **ideas**, or **concepts** in a historical, scientific, or technical text, including **what happened and why**, **based on specific information** in the text. |
| ***CRAFT AND STRUCTURE*** | ***CRAFT AND STRUCTURE*** |
| 4. **Determine** the **meaning** of **words and phrases** as they are used in a text, including those that allude to **significant** **characters** found in mythology (e.g., Herculean). | 4. **Determine** the **meaning** of general academic and **domain-specific** **words or phrases** in a text relevant to a grade 4 **topic** or subject area. |
| 5. **Explain** major **differences** between poems, drama, and prose, and **refer to** the structural elements of poetry and drama when writing or speaking about text. | 5. **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. |
| 6. **Compare** and **contrast** the **point of view** from which different stories are narrated, including the difference between first- and third-person narrations. | 6. **Compare** and **contrast** a firsthand and secondhand account of the same **event** or **topic**; **describe** the **differences** in **focus** and the information provided. |
| **INTEGRATION OF KNOWLEDGE AND IDEAS** | **INTEGRATION OF KNOWLEDGE AND IDEAS** |
| 7. **Make connections** between the text of a story or drama and a **visual** or oral presentation of the text, identifying where each version reflects specific **descriptions** and directions in the text. | 7. **Interpret** information presented **visually**, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and **explain** how the **information contributes to an understanding** of the text. |
| 8. (Not applicable to literature) | 8. Explain how an author uses reasons and evidence to support particular points in a text. |
| 9. **Compare** and **contrast** the treatment of similar **themes** and **topics** and **patterns** of **events** in stories, myths, and traditional literature from different cultures. | 9. **Integrate** information from two texts on the same **topic** in order to write or speak about the subject knowledgeably. |

**Integrated Standards: Standard 1-- Refer to** **details and examples** in a text when **explaining** what the text says explicitly and when **drawing inferences** from the text—is applied in responding to questions and tasks based on all other reading standards.

*All the reading competence development is designed to reach standard 10:* By the end of the year, **read and comprehend** literature and informational text in the grades 4–5 text complexity band **proficiently**, with scaffolding as needed at the high end of the range.

**Writing:**

Common Core Writing Standards for Fourth Grade

Standards 7 and 8 and 9A are integrated into reading/writing about science and social science.

|  |
| --- |
| ***RESEARCH TO BUILD KNOWLEDGE*** |
| * 7. Perform short, focused research tasks that build knowledge through investigation of different aspects of a single topic. |
| * 8. Gather relevant information from experience as well as print and digital sources, take notes and categorize evidence, restate information in written text, and provide basic bibliographic information. |
| * 9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned:   \_\_a. Apply *grade 4 reading standard*s to informational texts (e.g., “Explain how an author uses evidence to support his or her claims in a text”).  \_\_b. Apply *grade 4 reading standards* to literature (e.g., “Describe in detail a character, event, or setting, drawing on specific details in the text (e.g., from a character’s thoughts, words, deeds, and interactions with others”). |

**Identify Speaking and Listening Standards to emphasize this quarter.**

Speaking and Listening are Keys to Learning ACROSS the Curriculum-- Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility. They also will be developed as students make culminating presentations.

**Comprehension and Collaboration**

* [SL.4.1](http://www.corestandards.org/ELA-Literacy/SL/4/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.

[\_\_SL.4.1a](http://www.corestandards.org/ELA-Literacy/SL/4/1/a/) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

[\_\_SL.4.1b](http://www.corestandards.org/ELA-Literacy/SL/4/1/b/) Follow agreed-upon rules for discussions and carry out assigned roles.

[\_\_SL.4.1c](http://www.corestandards.org/ELA-Literacy/SL/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.

[\_\_SL.4.1d](http://www.corestandards.org/ELA-Literacy/SL/4/1/d/) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

* [SL.4.2](http://www.corestandards.org/ELA-Literacy/SL/4/2/) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
* [SL.4.3](http://www.corestandards.org/ELA-Literacy/SL/4/3/) Identify the reasons and evidence a speaker provides to support particular points.

**Presentation of Knowledge and Ideas**

* [SL.4.4](http://www.corestandards.org/ELA-Literacy/SL/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.
* [SL.4.5](http://www.corestandards.org/ELA-Literacy/SL/4/5/) Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
* [SL.4.6](http://www.corestandards.org/ELA-Literacy/SL/4/6/) Differentiate between contexts that call for formal (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal when appropriate to task and situation.

SOURCE of Common Core Standards cited in this guide: <http://www.corestandards.org>

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**NWEA Resources**

**MATH** [**NWEA MATH GUIDE 2017**](http://teacher.depaul.edu/Documents/NWEAMATHGUIDE2017.pdf)

Sample Test Items from NWEA <http://warmup.nwea.org/warmup_start_educators_map.html>

Study Recommendations from Khan Academy <https://www.khanacademy.org/mappers?gclid=CNvDsdL249ICFdi6wAodY2IBrw>

Rochester School District Links to Khan Academy

<http://www.rochester.k12.mn.us/common/pages/DisplayFile.aspx?itemId=5588106>

Link to a School District posted on a CPS School website

<http://www.sowashco.org/ro/pages/studentlinks/map/>

Sample Questions from an Online Source for Math and Reading all Grades <http://www.prepdog.org/>

Minnesota School District Resource for grades 3-5 <http://www.ahschools.us/Page/17389>

**READING** [**Reading Skills, Strategies, Vocabulary**](http://teacher.depaul.edu/Documents/NWEAguide2017.pdf)

* [**NWEA Grammar Points**](http://teacher.depaul.edu/html/documents/NWEAGrammarandWordStructureVocabulary.pdf)
* [**My Good Grammar Examples**](http://teacher.depaul.edu/html/documents/MyOwnGrammarExamples.pdf)
* **Literature**[**Vocabulary**](http://teacher.depaul.edu/Documents/LiteratureInterpretationVocabulary-3.docx)**based on NWEA skills**
* **Nonfiction**[**Vocabulary**](http://teacher.depaul.edu/Documents/NONFICTIONANALYSISVocabulary.docx)**based on NWEA**
* [**Reference Sources and Tools**](http://teacher.depaul.edu/Documents/ReferenceSourcesandTools.docx)**based on NWEA**
* **Poetry**[**Techniques**](http://teacher.depaul.edu/Documents/TechniquesofPoetry.pdf)**based on NWEA**
* [**NWEA Genres**](http://teacher.depaul.edu/Documents/NWEAReadingGenres.pdf)

Sample Questions from NWEA

<http://warmup.nwea.org/warmup_start_educators_map.html>

Minnesota School District Resource for grades 3-5 <http://www.ahschools.us/Page/17389>

Practice Tests from an Online Source for Math and Reading Including all Grades <http://www.prepdog.org/>

Link to a School District posted on a CPS School website

<http://www.sowashco.org/ro/pages/studentlinks/map/reading.htm>

**FOURTH QUARTER MATH PROGRESS PRIORITIES**

During fourth quarter, in addition to the new math that students learn, it’s **important to** revisit math they mastered in the past but have not used recently. Research confirms that if the math curriculum includes “frequent cumulative review” that enables students to retain greater math competence. Among sources supporting this “mix” is the report “Assisting Students Struggling with Mathematics” of the What Works Clearinghouse, IES Practice Guide, US Department of Education. This chart is included to organize planning for fourth quarter of new math content and inclusion of math learned earlier in the school year in activities such as: learning centers; “bell ringers”; homework; integration into science and social science topic analysis.

Math Practice Standards should be emphasized—particularly

1. Make sense of problems and persevere in solving them.

2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reasoning of others.

|  |  |  |
| --- | --- | --- |
| Week of | **New Math** | **Math “Mix”—What to Revisit** |
| 17 April |  |  |
| 24 April |  |  |
| 1 May |  |  |
| 8 May |  |  |
| 15 May |  |  |
| 22 May |  |  |
| 29 May |  |  |
| 5 June |  |  |
| 12 June |  |  |

**NWEA Genres**

List compiled by the Center for Urban Education (teacher.depaul.edu) based on DesCartes statements. This list is provided not as “test prep” but because students should read a variety of genres so they can develop the abilities to learn across the genres—and appreciate the diversity of literature. Recommended: Students should write as well as read in these genres to develop greater reading and writing competence.

These lists are set up as a chart so that you can check the genres that your students know how to read and identify genres to expand their reading experience.

The NWEA RIT levels are included to indicate levels at which NWEA will require students to respond to questions about texts in the genres.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **NWEA INFORMATIONAL TEXT GENRES** |  | **NWEA LITERATURE GENRES** |
|  | reference material 221-230 |  | narrative 221-230 |
|  | persuasive 211-220 |  | autobiography 211-220 |
|  | true story 211-220 |  | *biography 211-220\** |
|  | book review 211-220 |  | folk tale 211-220 |
|  | journals and specialized periodicals 211-220 |  | poems 201-210 |
|  | persuasive 211-220 |  | folk tale 201-210 |
|  | personal writing 211-220 |  | fables 201-210 |
|  | advertisements 211-220 |  | myths 201-210 |
|  | textbook 211-220 |  | tall tale 201-210 |
|  | encyclopedia 201-210 |  | historical fiction 201-210 |
|  | thesaurus 201-210 |  | fantasy 191-200 |
|  | informational magazines 191-200 |  | story 191-200 |
|  | atlas 191-200 |  | poems 191-200 |
|  | encyclopedia 191-200 |  | fable 191-200 |
|  | weather reports 191-200 |  | memoir 191-200 |
|  | advertisements 191-200 |  | play 191-200 |
|  | informational magazines 181-190 |  | play 191-200 |
|  | dictionaries 181-190 |  | stories as "make-believe" 181-190 |
|  | informal notes 181-190 |  | story 181-190 |
|  | letters 181-190 |  | poems 181-190 |
|  | journal entry 181-190 |  | fairy tale 181-190 |
|  | lists 181-190 |  | fairy tale 171-180 |
|  | newspaper 171-180 |  | stories as "make-believe" 171-180 |
|  | dictionary 171-180 |  | stories that could happen 171-180 |
|  | lists 171-180 |  |  |
|  | thank you notes 161-170 and 171-180 |  |  |
|  | dictionary 161-170 |  |  |
|  | short informational passage describing events 161-170 |  |  |

Genre is only one part of text complexity.

As your students complete fourth quarter, emphasize the independent ability to analyze and respond to texts with increasing text complexity in terms of vocabulary, concept load, structure, and author’s techniques.

**REFERENCE SOURCES**

**Students can explain how to use reference sources not only to prepare for NWEA but to prepare for more independent research.**

| **Reference Source or Tool** | **How You Use It** |
| --- | --- |
| almanac |  |
| annotated bibliography |  |
| appendix |  |
| atlas |  |
| author’s biography |  |
| bibliography |  |
| catalog |  |
| definition |  |
| dictionary |  |
| directions |  |
| encyclopedia |  |
| glossary |  |
| guide letters |  |
| guide words |  |
| index |  |
| label |  |
| manual |  |
| map |  |
| recipe |  |
| reference |  |
| reference book |  |
| reference material |  |
| resource |  |
| schedule |  |
| table |  |
| table of contents |  |
| thesaurus |  |

**Craft and Structure Activity**

**Ask students to explain with examples how writers use these techniques and structures.**

CCSSR5 (writer’s choices) and CCSSR6 (purpose)

Students should be able to interpret the writer’s use of these techniques to communicate the theme of a story or central idea of nonfiction.

|  |  |  |  |
| --- | --- | --- | --- |
| **Story Writers** | **Poets** | **Nonfiction Writers** | **Biographers** |
| action  colloquialism  descriptive details  dialogue  figurative language  flashback  hyperbole  idiom  imagery  irony  metaphor  mood  narrator  onomatopoeia  point of view  sensory detail  simile  suspense symbolism  narration  tone  visual detail  voice | alliteration  figurative language  hyperbole  imagery  irony  metaphor  meter  mood  narrator  onomatopoeia  point of view  repetition  rhyme  rhythm  satire  sensory detail  simile  symbolism  tone  visual detail  voice | anecdote  argument  boldface  captions  compare  contrast  data  debate  description  details  dialogue  examples  graph  headings  humor  illustrations  narrative  point of view  quotations  sequence  text structure:   * cause-effect * compare/contrast * description * problem-solution * sequence   table  timeline  titles and subtitles  tone  transition  voice | *A biographer may use many of the nonfiction writer’s techniques as well as techniques of the story writer. Usually, these techniques are part of a biography.*   * challenges * commentary * conflict * conflict resolution * context details * dialogue * mood * quotations * perspectives * tone |

**NONFICTION READING STRATEGIES**

Numbers in parentheses indicate applied Common Core reading standards.

Check the strategies you will emphasize as students prepare for NWEA.

|  |  |
| --- | --- |
| **Strategy** | **PRIORITY** |
| Preview a passage. (R1 and R5) |  |
| Establish a purpose for reading. (RF4) |  |
| Skim a text to detect major visual patterns—see how the pages are organized. (R5) |  |
| Identify structure of text—use paragraphs, headings to see the structure. (R2 and R5) |  |
| Use index, glossary, table of contents. (R1 and W7) |  |
| Adjust reading rate to level of text difficulty (R1 and R2) |  |
| Ask questions during reading; annotate text to identify relevant ideas and information as well as questions to consider (R1 and R2) |  |
| Use word structure, context, and (if available) glossary to determine meanings of academic vocabulary. (RF3 and R4) |  |
| Take Notes as you read—stop to list what’s important (R1 and R2) |  |
| Identify important ideas —then revisit the text to find examples that support them. (R2 and R1) |  |
| List information related to a question (R1 and W7) |  |
| Summarize—list, then summarize important ideas and information (R2) |  |
| Infer word meaning with evidence—support your answer with information (1 and 4) |  |
| Look for important ideas—stop after a section and figure out what’s important. (R2) |  |
| Re-read to clarify ideas. (R1 and R2) |  |
| Paraphrase—restate the author’s main points. (2) |  |
| Use graphic organizers—“web”, Venn, cause-effect, other ways to analyze relationships in a text. (R2 and R3) |  |
| Analyze relationship between author’s purpose (R6) and choices of content. (R5) |  |
| Use headings, structure of text to locate information. (R5) |  |
| Combine information and ideas from different texts or other sources. (R7) |  |
| Contrast two different texts on the same topic in terms of purpose and content included to accomplish it. (R6, R9) |  |
| Evaluate the strength of evidence to support a claim/position (R2, R5 and R8) |  |
|  |  |
|  |  |

**NWEA Grammar, Syntax, Punctuation Requirements**

|  |  |
| --- | --- |
| 161-170  capital letter  comma  contraction  exclamation mark  period  question mark  sentence fragment  171-180  apostrophe  past tense  possessive  Chooses the correct prefix (re-)  Chooses the correct prefix (un-)  Chooses the correct suffix based on context (-er)  Chooses the correct suffix based on context (-ful)  Chooses the correct suffix based on context (-less)  Chooses the correct suffix based on context (-y)  181-190  adverb  colon  compound sentence  heading  hyphen  plural  proper noun  punctuate  quotation  quotation mark  run-on sentence  semicolon  singular  subject verb agreement  tense  verb phrase | 181-190  Recognizes multiple meanings of homographs  Selects the correct definition of a suffix (-phobia)  Selects the correct meaning of a prefix and root word; Selects the correct meaning of a word based on its prefix  Selects the correct word when given the definition of the suffix  Selects the correct word when given the definition of the suffix and root word  Uses prefixes, suffixes, and root words (meaning of each part given) to construct a word with a given meaning  191-200  abbreviation  clause  formal language  future tense  imperative sentence  interjection  main clause  main heading  part of speech  predicate  proofread  simple sentence  Chooses the correct word based on context and knowledge of a suffix (-ist)  Chooses the prefix that when added to a given root word will best complete a given statement (e.g., inter-, de-, mis-, re-, in-, dis-, tri-, pre-, il-) |

**NWEA Grammar, Syntax, Punctuation Requirements**

|  |  |
| --- | --- |
| 201-210  active voice  adjective clause  adjective phrase  adverb clause  antecedent  capitalization  common noun  complex sentence  compound-complex sentence  conjunction  declarative sentence  dependent clause  direct object  direct quotation  gerund  independent clause  introductory sentence  irregular verb  linking verb  modifier  multiple meaning word  noun clause  noun phrase  parentheses  participial phrase  preposition  present tense  singular noun  subordinate clause  prefixes and suffixes  Analyzes similar words to determine the meaning of a prefix  Determines the meaning of a word when a prefix of given meaning is attached to that word  Determines the meaning of an adjective from  Gives the meaning of the prefix un-  Gives the meaning of words (meaning of root given) that contain the prefix pre-  Identifies words (containing prefixes and/or suffixes) that come from the same root or base word | Selects the correct definition of a suffix (-phobia)  Selects the correct meaning of a prefix and root word  Selects the correct meaning of a word based on its prefix  Selects the correct word based on the suffix and definition  Selects the correct word when given the definition of the suffix  Selects the correct word when given the definition of the suffix and root word  Uses prefixes, suffixes, and root words to construct a word with a given meaning  **211-220**  Comma Splice  Fragment  Participial  **221-230**  dash  ellipsis  infinitive  italics  predicate noun  reflective pronoun  **231-240**  appositive  objective pronoun |

**Fourth Grade: FOURTH QUARTER Learning Priorities Weeks 30-31**

|  | **Week of April 17** | **Week of April 24** |
| --- | --- | --- |
| **Literature Genre** | POEM [poetry](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm) resources  [Guides](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm)  [Children’s Poems](https://www.poetryfoundation.org/resources/children) | \_ story \_ folk tale \_\_tall tale \_\_fable  \_ fantasy \_poem \_\_myth \_\_humor  \_\_realistic fiction |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  CCSSRL.4.4 and 5—analyze poet’s use of language and images; CCSSRL9—contrast poem and prose | *How do you interpret a poem?*   * Interpret the use of imagery, metaphors, similes, in a poem * NWEA Poetry [Techniques](http://teacher.depaul.edu/Documents/TechniquesofPoetry.pdf) * Contrast poetry and prose | How do writers write stories in different genres?   * Ask students to make their own [Genre Guide](http://teacher.depaul.edu/Documents/GenreGuide.pdf)—what are the features of different genres, what’s an example we have read? * What techniques does the writer use to communicate in a story? * How does the narrator affect the story’s tone and mood? * NWEA fiction technique [Vocabulary](http://teacher.depaul.edu/Documents/LiteratureInterpretationVocabulary.docx) |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and** [**Social Science**](http://teacher.depaul.edu/social_studies.html) **Develop nonfiction literacy**  CCSSRI.4.2  Answer BIG questions to develop BIG ideas.  Use text features and author’s choice of examples to figure out nonfiction (CCSSR5) | Demonstrate how and why to use different reference sources.  Identify structure and techniques a nonfiction writer uses.  Figure out the main/central idea of a nonfiction text. | Demonstrate how and why to use different reference sources.  Identify structure and techniques a nonfiction writer uses.  Figure out the main/central idea of a nonfiction text. |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSRI.4.4 word structure and usage | Use list of NWEA grammar and punctuation and syntax specifics to identify priorities for students to make examples of/correct errors. | * Use list of NWEA grammar and punctuation and syntax specifics to identify priorities for students to make examples of/correct errors. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm) | Use list of NWEA grammar and punctuation and syntax specifics to identify priorities for students to make examples of/correct errors. | * Use list of NWEA grammar and punctuation and syntax specifics to identify priorities for students to make examples of/correct errors. |

**Fourth Grade: FOURTH QUARTER Learning Priorities Weeks 32-33**

|  | **Week of May 1** | **Week of May 8** |
| --- | --- | --- |
| **Literature Genre** | \_ story \_ folk tale \_\_tall tale \_\_fable  \_ fantasy \_poem \_\_myth \_\_humor  \_\_realistic fiction | \_ story \_ folk tale \_\_tall tale \_\_fable  \_ fantasy \_poem \_\_myth \_\_humor  \_\_realistic fiction |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  Analyze writer’s craft and structure—how the writer helps you understand the theme.  CCSSRL 4.5 | How does the story writer use techniques to communicate?   * Figure out the message and tell the choices the writer makes to communicate it, including the role of the narrator.   Emphasize writer’s techniques  Use relevant NWEA fiction technique to explain the writer’s craft in a story. | How does the story writer use techniques to communicate?   * Figure out the message and tell how the writer communicates it, including the role of the narrator.   Emphasize writer’s techniques  Use relevant NWEA fiction technique to explain the writer’s craft in a story. |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and** [**Social Science**](http://teacher.depaul.edu/social_studies.html) **Develop nonfiction literacy**  CCSSRI.4.2  Answer BIG questions to develop BIG ideas.  Use text features and author’s choice of examples to figure out nonfiction (CCSSRI 4.5)  [Reference Sources and Tools](http://teacher.depaul.edu/Documents/ReferenceSourcesandTools.docx) | *Analyze nonfiction sources:*  *What are the important ideas the writer is teaching me—and how does the writer help me learn them--*Analyze the text using **Nonfiction reader’s terms—**based on NWEA-  How do you use different reference sources? (Focus on one each week.) | *Analyze nonfiction sources:*  *What are the important ideas the writer is teaching me—and how does the writer help me learn them--*Analyze the text **using Nonfiction reader’s terms**—based on NWEA-  How do you use different reference sources? (Focus on one each week.) |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSRI.4.4 word structure and usage; infer from context | * Review Root Words—emphasis on Latin and Greek roots. | * Make suffix-prefix guide—examples that show how they affect meaning |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  report CCSSW 4.4 | * Use list of NWEA grammar and punctuation and syntax specifics to identify priorities for students to make examples of/correct errors. | Use list of NWEA grammar and punctuation and syntax specifics to identify priorities for students to make examples of/correct errors. |

**Fourth Grade: FOURTH QUARTER Learning Priorities Weeks 34-35**

|  | **Week of May 15** | **Week of May 22** |
| --- | --- | --- |
| **Literature Genre** | \_ story \_ folk tale \_\_tall tale \_\_fable  \_ fantasy \_poem \_\_myth \_\_humor  \_\_realistic fiction | \_ story \_ folk tale \_\_tall tale \_\_fable  \_ fantasy \_poem \_\_myth \_\_humor  \_\_realistic fiction |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  CCSSRL4.9. **Compare** and **contrast** the treatment of similar **themes** and **topics** and patterns of **events** in stories, myths, and traditional literature from different cultures. | * Compare one story to another—that also develops the same theme. Analyze how each writer uses details—character, setting, plot--to communicate. Also may be applied to compare a fiction and nonfiction work on the same topic. | * Analyze how a writer communicates with different techniques—compare two stories in the same genre or different genres to identify techniques and the ways the writers use them. |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_textbook \_museum exhibit \_reference source | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_textbook \_museum exhibit \_reference source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and** [**Social Science**](http://teacher.depaul.edu/social_studies.html) **Learning**  CCSSRI.4.2  Answer BIG questions to develop BIG ideas.  9. **Integrate** information from two texts on the same **topic** in order to write or speak about the subject knowledgeably.  [Reference Sources and Tools](http://teacher.depaul.edu/Documents/ReferenceSourcesandTools.docx) | *Demonstrate how to use the nonfiction reading strategies.*  *Make up multiple choice questions about nonfiction passages.* | Add illustrations to a nonfiction text. Include captions that explain the illustrations. |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSRI.4.4 word structure and usage; infer from context | * Choose priorities from the NWEA vocabulary list – students give and correct examples. | * Choose priorities from the NWEA vocabulary list – students give and correct examples. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm) | * Use list of NWEA grammar and punctuation and syntax specifics to identify priorities for students to make examples of/correct errors. | * Use list of NWEA grammar and punctuation and syntax specifics to identify priorities for students to make examples of/correct errors. |

**Fourth Grade: FOURTH QUARTER Learning Priorities Weeks 36-37**

|  | **Week of May 29** | **Week of June 5** |
| --- | --- | --- |
| **Literature Genre** | \_ story \_ folk tale \_\_tall tale \_\_fable  \_ fantasy \_poem \_\_myth \_\_humor  \_\_realistic fiction | \_ story \_ folk tale \_\_tall tale \_\_fable  \_ fantasy \_poem \_\_myth \_\_humor  \_\_realistic fiction |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  CCSSRL4.9. **Compare** and **contrast** the treatment of similar **themes** and **topics** and patterns of **events** in stories, myths, and traditional literature from different cultures. | * Analyze history and historical fiction—how does a historical fiction writer create a story that is based in history? How are the two genres different? | * Compare different kinds of fiction—choose one to advocate as your favorite—explain how the writer’s techniques in that kind of fiction make it effective. Use examples from stories you have read. |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**  [**Social Science**](http://teacher.depaul.edu/social_studies.html) **Develop nonfiction literacy**  CCSSRI.4.2  Answer BIG questions to develop BIG ideas.  CCSSRI 4.9. **Integrate** information from two texts on the same **topic** in order to write or speak about the subject knowledgeably.  [Reference Sources and Tools](http://teacher.depaul.edu/Documents/ReferenceSourcesandTools.docx) | * *Choose a topic.* * *As a focus question.* * *Research to locate relevant information.* * *Organize a booklet about the topic.* | Write the booklet. |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSRI.4.4 word structure and usage; infer from context | * Use adjectives to improve sentences—start with a simple sentence, then enrich it. | * Make a thesaurus of positive words. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW.4.2 | * Write a poem or story—start by planning it, then write it next week. | * Complete the poem or story. |

**Fourth Grade: FOURTH QUARTER Learning Priorities Week 38**

|  | **Week of June 12** |
| --- | --- |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  analyze writer’s craft  CCSSRL 4.5 | * Reading recommendation—write a synopsis of the book/story/poem and tell why you recommend it. Include information about the way the writer communicates ideas, why the topic or theme is relevant. |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_museum exhibit \_reference source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and** [**Social Science**](http://teacher.depaul.edu/social_studies.html) **Progress**  **Synthesize**  CCSSRI 4.7 | * students write about a career they want to have based on science learning this year. * The future: Students write/draw/diagram/map a kind of progress they want for Chicago, Illinois or the United States in the future. (Could be a letter to the candidates for governor.) * students “deposit” important science ideas and information they learned this year, sorted by topic. Can include illustrations.   These can be presented to current 3rd graders. |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSRI.4.4 word structure and usage; infer from context | * Words about change. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  *Apply writing skills to communicate ideas.* | * My biography—progress I have made this year. |