**4th Grade**

THIRD QUARTER LEARNING PRIORITIES

**SET MATH PROGRESS PRIORITIES**

*List math content to* ***revisit*** *each week based on NWEA and PARCC*

*while you develop new math competencies and students apply the* ***Math Practice Standards****.*

**Third Quarter**

|  |  |  |
| --- | --- | --- |
| Week of | New Math | Math “Mix”—What to Revisit  |
| February 6th |  |  |
| February13th  |  |  |
| February20th |  |  |
| February 27th |  |  |
| March 6th |  |  |
| March 13th  |  |  |
| March 20th  |  |  |
| March 27th |  |  |
| April 3rd |  |  |

Spring Break is the week of April 10th—Students should take high interest math activities home. The next pages include resources for any week and spring break.

Strategic Problem Solvers Apply the

Common Core Math Practice Standards

It’s about thinking clearly.

Two of the standards are essential every time students solve any problem, so they are

outside the boxes. The standards in the boxes are important, but students need to move into the standards progressively, making one standard a continuing habit and then gaining fluency with another.

**MAKE SENSE OF PROBLEMS**

**AND PERSEVERE IN SOLVING THEM** (1)

|  |
| --- |
|  **Think Clearly*** Reason abstractly and quantitatively (2)
* Construct viable arguments and critique the reasoning of others (3)
 |
|  **Use Models and Tools Strategically*** Model with mathematics (4)
* Use appropriate tools strategically (5)
 |
|  **Recognize and Use Patterns and Structure*** Look for and make use of structure (7)
* Look for and express regularity in repeated reasoning. (8)
 |

**ATTEND TO PRECISION** (6)

*This diagram by the Center for Urban Education is based on “Grouping the SMPs” (McCallum 2011), Supporting Student Success, the Indiana Department of Education.*

**MATH PROBLEM SOLVERS THINK STRATEGICALLY -Response**

*Here are some strategies to solve a math problem.*

*These strategies begin with Math Practice Standard 1:*

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

**They all start with read the problem carefully to figure out what it asks.**

1. Read each sentence carefully to make sure you comprehend it.
2. Decide what the problem includes that you need to use to solve it.
3. Notice any numbers written as words—be sure you include them in your problem solution.
4. Look for context--kinds of numbers—money, time, size.
5. Then use a strategy you know to figure out the answer.
6. Start by estimating what the size of the answer will be.

**Here are some strategies you can use.**

* List information you need to use.
* Use a model.
* Use a rule you know.
* Make a table.
* Make a diagram.
* See if it will take just one step to solve it or more steps.
* Choose an operation to start.
* Guess, check, then correct if I need to.
* Look for a pattern.
* Draw a picture so I see what the problem includes.
* Figure out what information I need.
* Underline the information I need and cross out the things I don’t need.
* Make a graph.
* Make a list of operations—the steps to take.
* Make a table or chart.
* Work “backwards”.
* Think of two different ways to solve it, then choose the one you think will work better.
* Write it as a number sentence.

**Most important: Think carefully and clearly.**

Work with precision—make sure you know what the words in the problem mean.

Make sure you are careful to check your work.

*That is Math Practice Standard 6. Attend to precision.*

**Collaborate to Solve Math Problems to Learn More!**

**You can do this first part by yourself and then pair and compare your strategy with another student’s.**

**Then work together to solve the problem using the strategy you both think will work best.**

|  |  |
| --- | --- |
| What is the question asking me to figure out? |  |
| How will I solve it? |  |
| What information do I need to solve it? |  |

Work with another student to solve the problem.

**MATH PROBLEM SOLVING GUIDE**

*Common Core Math Practice Standard: Make sense of the problem, then solve it persistently!*

|  |  |
| --- | --- |
| 1. **What will you**  **figure out?**  |  |
| 2. **How** will you solve  the problem? What strategy will you use? |  |
| 3. What **information**  will you use? |  |

4. Solve it here. If you need more space use the back of the page.

My answer is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. What rule or pattern did you use when you solved it?

(*Practice standard 2—think abstractly and quantitatively)*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Strategic Math Problem Solver

CCSS Math Practice Standard 1. Make sense of problems and persevere in solving them.

Read a Word Problem. Figure out ways to solve it.

|  |  |
| --- | --- |
| What is the question asking me to figure out? |  |

**Figure out two ways to solve it.**

|  |  |
| --- | --- |
| **A. One Strategy** | **B. Another Strategy** |
| I can … | I can… |

**Which way is better?** \_\_A \_\_B

**Why do you think that strategy is better?**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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You can pair and compare your answers with another student’s strategies.

*Then you can solve the problem yourself or work with another student.*

**Use the strategy you think is the best way to solve it.**

**My Own Math Homework Guide**

*Complete this guide at school.*

*List the steps to solve a problem with this week’s skill. Then put an example.*

*Take it home and follow your steps to solve more problems.*

This Week’s Math: How to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **List the Steps to Solve this Kind of Problem** | **Here is my example!** |
|  |  |

**Fourth Grade Literacy Standards Emphasized**

|  |  |
| --- | --- |
| **READING LITERATURE** | **READING NONFICTION** |
| ***KEY IDEAS AND DETAILS*** | ***KEY IDEAS AND DETAILS*** |
| 1. **Refer to** **details and examples** in a text when **explaining** what the text says explicitly and when **drawing inferences** from the text. | 1. **Refer to** **details and examples** in a text when **explaining** what the text says explicitly and when **drawing inferences** from the text. |
| 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 poems and drama when writing or speaking about a 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. |
| **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 in which it appears. |
| 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 reading competence development supports progress to standard 10--

*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: Write with logic and examples—balance explanatory, narrative, and evidence-based opinion (**CCSSW4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.)

**The Speaking and Listening Standards are Keys to Learning ACROSS the Curriculum**

**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 English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.**

SOURCE of Common Core Standards cited in this guide: [*http://www.corestandards.org*](http://www.corestandards.org)

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**LANGUAGE Fourth Grade**

**These lists are set up with lines so that you can set your students’ learning priorities for this quarter. Students also can use these lists to set and record progress.**

|  |
| --- |
| ***CONVENTIONS IN WRITING AND SPEAKING*** |
| * 1. Observe conventions of grammar and usage.

\_\_a. Form and use the progressive (e.g., *I was walking*, *I am walking*, *I will be walking*) verb aspects.\_\_b. Form and use adjectives and adverbs (including comparative and superlative forms), placing them appropriately within sentences.\*\_\_c. Produce complete sentences, avoiding rhetorically poor fragments and run-ons.\*\_\_d. Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their*).\* |
| * 2. Observe conventions of capitalization, punctuation, and spelling.

\_\_a. Use quotation marks to mark direct speech and quotations from a text.\_\_b. Spell grade-appropriate words correctly, consulting references as needed. |
| * 3. Make effective language choices.

\_\_a. Use punctuation for effect.\*\_\_b. Maintain consistency in style and tone.\*\_\_c. Choose words and phrases to convey ideas precisely.\* |
| ***VOCABULARY ACQUISITION AND USE*** |
| * 4. Determine word meanings (*based on grade 4 reading*).

\_\_a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., definitions, examples, or restatements in text); using syntactic clues (e.g., the word’s position or function in the sentence); analyzing the word’s sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital.\_\_b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *telegraph*, *photograph*, *autograph*).\_\_c. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*).\_\_d. Paraphrase common idioms, adages, and proverbs. |
| * 5. Understand word relationships.

\_\_a. Build real-life connections between words and their various uses and meanings.\_\_b. Define relationships between words (e.g., how *ask* is like and unlike *demand*; what items are likely to be *enormous*).\_\_c. Distinguish a word from other words with similar but not identical meanings (synonyms). |
| * 6. Use grade-appropriate general academic vocabulary and domain-specific words and phrases (in English language arts, history/social studies, and science) taught directly and acquired through reading and responding to texts.
 |

\* Conventions standards noted with an asterisk (\*) need to be revisited by students in subsequent grades as their writing and speaking grows in sophistication.

Connect Reading and Writing to Learn More.

***Each week integrates writing in response to fiction and nonfiction.***

***PARCC emphasizes writing about reading so that students read thoughtfully.***

[PARCC-Based Constructed Response Challenges—The PCR](http://teacher.depaul.edu/PARCCBasedConstructedResponse.html)

[Constructed Response Guides](http://teacher.depaul.edu/Documents/PARCC-ProseConstructedResponses.pdf)  (The PCR)

[**NONFICTION** Prose Constructed Response Organizers](http://teacher.depaul.edu/NonfictionPCROrganizers.html)

[**FICTION and Poetry**Prose Constructed Response Organizers](http://teacher.depaul.edu/Fiction_Poetry_PCROrganizers.html)

### PARCC rubrics for Prose Constructed Responses       [grades 4-5](http://teacher.depaul.edu/Documents/Grade4-5July29RubricFinal.pdf)

For the rubric for PARCC Constructed Response go to

[***http://parcc.pearson.com/resources/practice-tests/english/Grade4-5-ELA-LiteracyScoringRubric-July2015.pdf***](http://parcc.pearson.com/resources/practice-tests/english/Grade4-5-ELA-LiteracyScoringRubric-July2015.pdf)

Go to this link to see examples of PARCC Question sets,

Student constructed responses: <https://prc.parcconline.org>

The writing tasks included this quarter require students to read at the comprehensive and thoughtful levels required by PARCC, so they increase their Common Core competence and increase their ability to respond correctly to NWEA questions.

**EXAMPLES of 4th Grade PARCC Constructed Responses to NONFICTION**

Source: PARCConline.org

You have read two texts and viewed one video that claim that the role of zoos is to protect animals. Write an essay that compares and contrasts the evidence each source uses to support this claim. Be sure to use evidence from all three sources to support your response.

In an essay, compare the purposes of the three sources. Then analyze how each source uses explanations, demonstrations, or descriptions of experiments to help accomplish its purpose. Be sure to discuss important differences and similarities between the information gained from the video and the information provided in the articles. Support your response with evidence from each source.

Write an essay comparing the information presented in the video with that presented in the article “Elephants Can Lend a Helping Trunk” and the passage from “Elephants Know When They Need a Helping Trunk in a Cooperative Task.” Remember to use evidence from the video, the article, and the passage to support your answer.

**Analyze Craft and Structure**

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

Use these terms when relevant in discussions and in tasks.

Ask students to make a literacy glossary in which they include examples of these techniques and structures from texts they read.

|  |  |  |  |
| --- | --- | --- | --- |
| **Story Writers** | **Poets** | **Nonfiction Writers** | **Biographers** |
| action colloquialismdescriptive detailsdialoguefigurative languageflashbackforeshadowinghyperboleidiomimageryironymetaphormoodnarrator* first person
* second person
* third person
* omniscient

onomatopoeiaplot twistpoint of viewrepetitionsatiresensory detailsimilestory within a storysuspensesymbolismnarrationtonevisual detail voice  | alliterationfigurative languagehyperboleimageryironymetaphormetermoodnarrator onomatopoeiaparadoxpersonificationpoint of viewrepetitionrhymerhythmsatiresensory detailsimilesymbolismtonevisual detail voice | allusionanalogyanecdoteargumentboldface captionscomparecontrast datadebate description detailsdialogueexamplesfigurative languagegraphheadingshumorillustrations imagerynarrative point of viewquotationssarcasmsatiresequence text structure: * cause-effect
* compare/contrast
* description
* problem-solution
* sequence

tabletimelinetitles and subtitlestonetransitionvoice | *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
 |

**Fourth Grade: THIRD QUARTER Learning Priorities Weeks 21-22**

**LITERATURE**

|  | **Week of February 6**  | **Week of February 13** |
| --- | --- | --- |
| **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)CCSSRL.4.1 **Infer with evidence**and Writer’s Craft and Structure—analyze how the writer communicates ideas. | * Analyze challenges, choices, causes, effects.
* Infer feelings, traits, predictions.
* Figure out the theme
* Analyze author’s purpose and techniques the writer uses to accomplish it.
* Enrich: [Interpret African American **Spirituals**](http://teacher.depaul.edu/InterpretAfricanAmericanSpirituals.htm)
 | * Analyze challenges, choices, causes, effects.
* Infer feelings, traits, predictions.
* Figure out the theme
* Analyze author’s purpose and techniques the writer uses to accomplish it.
* Enrich: [Interpret African American **Spirituals**](http://teacher.depaul.edu/InterpretAfricanAmericanSpirituals.htm)
 |
| [**Word Knowledge**](http://teacher.depaul.edu/html/vocabulary.html)CCSSRI.4.4Analyze word patterns and useInfer from context | * Prefix
 | * Suffix
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)opinion and narrative  | * Write constructed response—which events are most important in a history or biography you read—and why.
* Construct a short synopsis of a history or biography, including important events.
 | * Write constructed response—which events are most important in a history or biography you read—and why.
* Construct a short synopsis of a history or biography, including important events.
 |

**PARCC/NWEA Guiding Questions** for [fiction](http://teacher.depaul.edu/Documents/FictionQuestions.pdf)

**Skills Development Guides for Small Group and Independent Work**

|  |  |
| --- | --- |
| [Analyze relationships](http://teacher.depaul.edu/AnalyzeRelationships.htm)[**author's purpose and techniques**](http://teacher.depaul.edu/html/Skill-Author_Purpose_Techniques.html)[**cause-effect relations**](http://teacher.depaul.edu/cause_effect_relations.htm)  [**character traits**](http://teacher.depaul.edu/analyzeandinfercharactertraitsandfeelings.htm)  [Classify](http://teacher.depaul.edu/ClassifytoClarify.htm)  [**Compare and contrast**](http://teacher.depaul.edu/compareandcontrast.html) [Comprehensive](http://teacher.depaul.edu/ComprehensiveFictionAssessment.htm) story reading guides [**inference**](http://teacher.depaul.edu/Make-ExplainanInference.html) | [Infer the meaning of a word from **context**](http://teacher.depaul.edu/InferMeaningofaWordfromContext.html)[**main idea**](http://teacher.depaul.edu/identify_analyze_infer_MAIN_IDEA_or_THEME.htm) [**or theme**](http://teacher.depaul.edu/analyzethemainideaortheme.htm)[**motive**](http://teacher.depaul.edu/Infer-AnalyzetheMotiveforanAction.html)[**parts of a story**](http://teacher.depaul.edu/IdentifyPartsofaStory.htm)[**sequence**](http://teacher.depaul.edu/SequenceGuides.htm)[**Summarize**](http://teacher.depaul.edu/SummarizeFictionandNonfiction.htm) |

**Fourth Grade: THIRD QUARTER Learning Priorities Weeks 21-22**

**NONFICTION LITERACY IN**

**SCIENCE AND SOCIAL SCIENCE**

***EXPLORE EXAMINE EXPLAIN***

Preview the text and graphics.

FOCUS on a BIG question.

Identify IDEAS through examples.

▶Answer the BIG question!

|  | **Week of February 6**  | **Week of February 13** |
| --- | --- | --- |
| **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.4.1Answer with evidenceCCSSRI4.2 summarize, main ideaCCSSRI5. Author’s choicesCCSSRI9 integrate information from two different texts. | * *Integrate information from two different sources to respond to a big question with cited examples.*
* *Use text features to locate the information.*
* *Students apply strategies to identify relevant information from two texts to respond to analytic questions—compare, contrast, cause-effect, central idea.*
* *Include texts with graphs and tables.*
* *Make glossary.*
 | * *Integrate information from two different sources to respond to a big question with cited examples.*
* *Use text features to locate the information.*
* *Students apply strategies to identify relevant information from two texts to respond to analytic questions—compare, contrast, cause-effect, central idea.*
* *Include texts with graphs and tables.*
* *Make glossary*
 |

Nonfiction  [Guides](http://teacher.depaul.edu/html/Guide_Assess_Nonfiction.html)     [Assessments](http://teacher.depaul.edu/NonfictionAssessments.html)

**PARCC/NWEA Guiding Questions**  [nonfiction](http://teacher.depaul.edu/Documents/NonfictionPassageQuestions.pdf)

**Fourth Grade: THIRD QUARTER Learning Priorities Weeks 23-24**

**LITERATURE**

|  | **Week of February 20** | **Week of February 27** |
| --- | --- | --- |
| **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)CCSSRL.4.1Analyze, then infer with evidenceCCSSRL4.2 theme4.5 and 6Author’s purpose and techniques |  If possible, use a nonfiction text to contextualize African American spirituals or songs of the Civil Rights movement. Then interpret a relevant song.How does the writer help you understand the idea? (includes metaphor, simile, images as well as theme/message)Enrich: [Interpret African American **Spirituals**](http://teacher.depaul.edu/InterpretAfricanAmericanSpirituals.htm) | If possible, use a nonfiction text to contextualize African American spirituals or songs of the Civil Rights movement. Then interpret a relevant song.How does the writer help you understand the idea? (includes metaphor, simile, images as well as theme/message)Enrich: [Interpret African American **Spirituals**](http://teacher.depaul.edu/InterpretAfricanAmericanSpirituals.htm) |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSRI.4.4 word structure and usage; infer from context | * Plurals
 | * Contractions and possessives
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)opinion*and**narrative*  | * Write with support your opinion about the importance of poetry and songs.
* Outline the structure of a nonfiction narrative emphasizing sequence.
 | * Write with support your opinion about your favorite poem.
* Outline the structure of a nonfiction narrative emphasizing sequence.
 |

Literacy Guides and Readings [Poetry, Speeches, Songs](http://teacher.depaul.edu/PoetrySpeechesSongs.html)

**Skills Development Guides for Small Group and Independent Work**

|  |  |
| --- | --- |
| [Analyze relationships](http://teacher.depaul.edu/AnalyzeRelationships.htm)[**author's purpose and techniques**](http://teacher.depaul.edu/html/Skill-Author_Purpose_Techniques.html)[**cause-effect relations**](http://teacher.depaul.edu/cause_effect_relations.htm)  [**character traits**](http://teacher.depaul.edu/analyzeandinfercharactertraitsandfeelings.htm)  [Classify](http://teacher.depaul.edu/ClassifytoClarify.htm)  [**Compare and contrast**](http://teacher.depaul.edu/compareandcontrast.html) [Comprehensive](http://teacher.depaul.edu/ComprehensiveFictionAssessment.htm) story reading guides [**inference**](http://teacher.depaul.edu/Make-ExplainanInference.html) | [Infer the meaning of a word from **context**](http://teacher.depaul.edu/InferMeaningofaWordfromContext.html)[**main idea**](http://teacher.depaul.edu/identify_analyze_infer_MAIN_IDEA_or_THEME.htm) [**or theme**](http://teacher.depaul.edu/analyzethemainideaortheme.htm)[**motive**](http://teacher.depaul.edu/Infer-AnalyzetheMotiveforanAction.html)[**parts of a story**](http://teacher.depaul.edu/IdentifyPartsofaStory.htm)[**sequence**](http://teacher.depaul.edu/SequenceGuides.htm)[**Summarize**](http://teacher.depaul.edu/SummarizeFictionandNonfiction.htm) |

**Fourth Grade: THIRD QUARTER Learning Priorities Weeks 23-24**

**NONFICTION LITERACY IN**

**SCIENCE AND SOCIAL SCIENCE**

***EXPLORE EXAMINE EXPLAIN***

Preview the text and graphics.

FOCUS on a BIG question.

Identify IDEAS through examples.

▶Answer the BIG question!

|  | **Week of February 20** | **Week of February 27** |
| --- | --- | --- |
| **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**use text features to figure out ideas and information(CCSSR5)integrate from different texts (CCSSR9) | * *Students apply strategies to identify relevant information from two texts to respond to analytic questions—compare, contrast, cause-effect, central idea.*
* *Use two different texts.*
* *Use text features to locate information.*
* *Include texts with graphs and tables.*
* *Use index, table of contents, glossary*
* *Analyze the structure the writer used—make an outline showing the parts and structure.*
 | * *Students apply strategies to identify relevant information from two texts to respond to analytic questions—compare, contrast, cause-effect, central idea.*
* *Use two different texts.*
* *Use text features to locate information.*
* *Include texts with graphs and tables.*
* *Use index, table of contents, glossary*
* *Analyze the structure the writer used—make an outline showing the parts and structure.*
 |

Nonfiction  [Guides](http://teacher.depaul.edu/html/Guide_Assess_Nonfiction.html)     [Assessments](http://teacher.depaul.edu/NonfictionAssessments.html)

**PARCC/NWEA Guiding Questions**  [nonfiction](http://teacher.depaul.edu/Documents/NonfictionPassageQuestions.pdf)  **Fourth Grade: THIRD QUARTER Learning Priorities Weeks 25-26**

**LITERATURE**

|  | **Week of March 6** | **Week of March 13**  |
| --- | --- | --- |
| **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)Craft and Structure (4, 5, 6) | * Analyze how a writer uses characters, setting, dialogue, narrator, and events to develop a theme.
 | * Analyze how a writer uses characters, setting, dialogue, narrator, and events to develop a theme.
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSRI.4.4 word structure and usage; infer from context | * How do you infer from context?
 | * Multi-meaning words—construct examples showing how context determines what they mean.
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)*opinion* *narrative* | * Write your opinion: what makes a good story?
* Make a sequence chart for a story based on a mentor text.
 | * Write your opinion: What makes a good nonfiction text.
* Use the sequence chart to add to the story—plan the next part.
 |

**PARCC/NWEA Guiding Questions** for [fiction](http://teacher.depaul.edu/Documents/FictionQuestions.pdf)

**Skills Development Guides for Small Group and Independent Work**

|  |  |
| --- | --- |
| [Analyze relationships](http://teacher.depaul.edu/AnalyzeRelationships.htm)[**author's purpose and techniques**](http://teacher.depaul.edu/html/Skill-Author_Purpose_Techniques.html)[**cause-effect relations**](http://teacher.depaul.edu/cause_effect_relations.htm)  [**character traits**](http://teacher.depaul.edu/analyzeandinfercharactertraitsandfeelings.htm)  [Classify](http://teacher.depaul.edu/ClassifytoClarify.htm)  [**Compare and contrast**](http://teacher.depaul.edu/compareandcontrast.html) [Comprehensive](http://teacher.depaul.edu/ComprehensiveFictionAssessment.htm) story reading guides [**inference**](http://teacher.depaul.edu/Make-ExplainanInference.html) | [Infer the meaning of a word from **context**](http://teacher.depaul.edu/InferMeaningofaWordfromContext.html)[**main idea**](http://teacher.depaul.edu/identify_analyze_infer_MAIN_IDEA_or_THEME.htm) [**or theme**](http://teacher.depaul.edu/analyzethemainideaortheme.htm)[**motive**](http://teacher.depaul.edu/Infer-AnalyzetheMotiveforanAction.html)[**parts of a story**](http://teacher.depaul.edu/IdentifyPartsofaStory.htm)[**sequence**](http://teacher.depaul.edu/SequenceGuides.htm)[**Summarize**](http://teacher.depaul.edu/SummarizeFictionandNonfiction.htm) |

**Fourth Grade: THIRD QUARTER Learning Priorities Weeks 25-26**

**NONFICTION LITERACY IN**

**SCIENCE AND SOCIAL SCIENCE**

|  | **Week of March 6** | **Week of March 13**  |
| --- | --- | --- |
| **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.4.1 AnalyzeCCSSRI4.2 Use structure of the text and other strategies to comprehend nonfiction | *Write nonfiction reader’s guide: how to…** **classify** information, identify how the writer includes **facts** to support ideas.
* identify any **opinion**s
* Analyze how a **nonfiction/informational text** writer uses headings and other features to explain a topic in a passage.
* **figure out the writer’s purpose—it is MORE than inform.**
 | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** Outline the passage. Tell what structure the writer used to organize it.
* Explain how a **nonfiction/informational text** writer uses headings and other features to explain a topic in a passage.
* Infer how the writer wants you to feel about the topic.
 |

Nonfiction  [Guides](http://teacher.depaul.edu/html/Guide_Assess_Nonfiction.html)     [Assessments](http://teacher.depaul.edu/NonfictionAssessments.html)

**PARCC/NWEA Guiding Questions**  [nonfiction](http://teacher.depaul.edu/Documents/NonfictionPassageQuestions.pdf)

**Fourth Grade: THIRD QUARTER Learning Priorities Weeks 27-28**

**LITERATURE**

|  | **Week of March 20** | **Week of March 27** |
| --- | --- | --- |
| **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](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) *[Literature](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)***CCSSRL.4.1 analyze, infer4.2 Summarize, evaluate**4.5 and 4.6—author’s purpose and techniques** | **Analyze questions, respond thoughtfully*** Identify differences between **infer**ential and analytic questions.
* Ask/answer analytic and **infer**ential questions with **evidence—including questions about the writer’s purpose and techniques.**
 | **Analyze questions, respond thoughtfully*** Identify differences between **infer**ential and analytic questions.
* Ask/answer analytic and **infer**ential questions with **evidence—including questions about the writer’s purpose and techniques.**
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSRI.4.4 word structure and usage; infer from context | * Make a pronoun chart—including possessive pronouns.
 | * Identify/use compound words.
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)Expository   | * Outline essay or report, emphasis on focus, support
 | * Write essay or report based on outline from previous week, emphasis on focus and support and transitions
 |

**Skills Development Guides for Small Group and Independent Work**

|  |  |
| --- | --- |
| [Analyze relationships](http://teacher.depaul.edu/AnalyzeRelationships.htm)[**author's purpose and techniques**](http://teacher.depaul.edu/html/Skill-Author_Purpose_Techniques.html)[**cause-effect relations**](http://teacher.depaul.edu/cause_effect_relations.htm)  [**character traits**](http://teacher.depaul.edu/analyzeandinfercharactertraitsandfeelings.htm)  [Classify](http://teacher.depaul.edu/ClassifytoClarify.htm)  [**Compare and contrast**](http://teacher.depaul.edu/compareandcontrast.html) [Comprehensive](http://teacher.depaul.edu/ComprehensiveFictionAssessment.htm) story reading guides [**inference**](http://teacher.depaul.edu/Make-ExplainanInference.html) | [Infer the meaning of a word from **context**](http://teacher.depaul.edu/InferMeaningofaWordfromContext.html)[**main idea**](http://teacher.depaul.edu/identify_analyze_infer_MAIN_IDEA_or_THEME.htm) [**or theme**](http://teacher.depaul.edu/analyzethemainideaortheme.htm)[**motive**](http://teacher.depaul.edu/Infer-AnalyzetheMotiveforanAction.html)[**parts of a story**](http://teacher.depaul.edu/IdentifyPartsofaStory.htm)[**sequence**](http://teacher.depaul.edu/SequenceGuides.htm)[**Summarize**](http://teacher.depaul.edu/SummarizeFictionandNonfiction.htm) |

**Fourth Grade: THIRD QUARTER Learning Priorities Weeks 27-28**

**NONFICTION LITERACY IN**

**SCIENCE AND SOCIAL SCIENCE**

|  | **Week of March 20** | **Week of March 27** |
| --- | --- | --- |
| **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**CCSSR4.5 and 2 | * Combine ideas and information from two texts or one text and a video to answer a focus question.
* *How do you figure out which information and ideas are important when you read nonfiction?*
* *How do you use text features to locate ideas and information?*
 | * Combine ideas and information from two texts or one text and a video to answer a focus question.
* *How do you figure out which information and ideas are important when you read nonfiction?*
* *How do you use text features to locate ideas and information?*
 |

Nonfiction  [Guides](http://teacher.depaul.edu/html/Guide_Assess_Nonfiction.html)     [Assessments](http://teacher.depaul.edu/NonfictionAssessments.html)

**PARCC/NWEA Guiding Questions**  [nonfiction](http://teacher.depaul.edu/Documents/NonfictionPassageQuestions.pdf)

**Fourth Grade: THIRD QUARTER Learning Priorities Week 29**

**LITERATURE**

|  | **Week of April 3—COMPREHENSIVE ASSESSMENT** |
| --- | --- |
| **Literature Genre** | \_ story \_ folk tale \_\_tall tale \_\_fable\_ fantasy \_poem \_\_myth \_\_humor\_\_realistic fiction |
| [**Reading *Literature***](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)CCSSRL.4.2Summarize, interpret **Author’s purpose and techniques 4.5 and 4.6** | **Write with examples about****genres of fiction*** **how they are alike**
* **how they are different**

**Explain how to use structures and features to comprehend nonfiction.** |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSRI.4.4 Infer from context | Give examples of words: contractions, possessives, compoundWrite your own guide to figuring out a word you don’t know:from context—with examplesby structure—**prefix**, **suffix**, **root** |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)Opinion | Analyze a **nonfiction/informational text** .Tell how the writer:made it interestingsupported ideas with informationincluded important **facts**Also tell if the writer has included **opinion**s and how you know. |

**PARCC/NWEA Guiding Questions** for [fiction](http://teacher.depaul.edu/Documents/FictionQuestions.pdf)

**Skills Development Guides for Small Group and Independent Work**

|  |  |
| --- | --- |
| [Analyze relationships](http://teacher.depaul.edu/AnalyzeRelationships.htm)[**author's purpose and techniques**](http://teacher.depaul.edu/html/Skill-Author_Purpose_Techniques.html)[**cause-effect relations**](http://teacher.depaul.edu/cause_effect_relations.htm)  [**character traits**](http://teacher.depaul.edu/analyzeandinfercharactertraitsandfeelings.htm)  [Classify](http://teacher.depaul.edu/ClassifytoClarify.htm)  [**Compare and contrast**](http://teacher.depaul.edu/compareandcontrast.html) [Comprehensive](http://teacher.depaul.edu/ComprehensiveFictionAssessment.htm) story reading guides [**inference**](http://teacher.depaul.edu/Make-ExplainanInference.html) | [Infer the meaning of a word from **context**](http://teacher.depaul.edu/InferMeaningofaWordfromContext.html)[**main idea**](http://teacher.depaul.edu/identify_analyze_infer_MAIN_IDEA_or_THEME.htm) [**or theme**](http://teacher.depaul.edu/analyzethemainideaortheme.htm)[**motive**](http://teacher.depaul.edu/Infer-AnalyzetheMotiveforanAction.html)[**parts of a story**](http://teacher.depaul.edu/IdentifyPartsofaStory.htm)[**sequence**](http://teacher.depaul.edu/SequenceGuides.htm)[**Summarize**](http://teacher.depaul.edu/SummarizeFictionandNonfiction.htm) |

**Fourth Grade: THIRD QUARTER Learning Priorities Week 29**

**NONFICTION LITERACY IN**

**SCIENCE AND SOCIAL SCIENCE**

|  | **Week of April 3—COMPREHENSIVE ASSESSMENT** |
| --- | --- |
| **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)**DEVELOP NONFICTION LITERACY**CCSSRI.4.1Read closely, analyzeCCSSR9 Integrate information and ideas from different texts | * Make a booklet or report that tells/shows what you have learned about a topic in science
* Answer UNIT-Level BIG QUESTION
 |

Nonfiction  [Guides](http://teacher.depaul.edu/html/Guide_Assess_Nonfiction.html)     [Assessments](http://teacher.depaul.edu/NonfictionAssessments.html)

**PARCC/NWEA Guiding Questions**  [nonfiction](http://teacher.depaul.edu/Documents/NonfictionPassageQuestions.pdf)