**4th Grade**

THIRD QUARTER LEARNING PRIORITIES

**Common Core 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: Opinion (CPS Framework Assessment Specification)**

CCSSW4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Balance with narrative and expository writing.

Learning Guides in Spanish and English

[**Math**](http://teacher.depaul.edu/BilingualMathResources.htm)**Guides**[**Reading**](http://teacher.depaul.edu/BilingualReadingResources.htm)**Guides**

[**Science**](http://teacher.depaul.edu/BilingualScienceResources.htm)**Guides**[**Social Studies**](http://teacher.depaul.edu/BilingualSocialStudiesResources.htm)**Guides**

[**Vocabulary**](http://teacher.depaul.edu/BilingualVocabularyResources.htm)**Guides**[**Writing**](http://teacher.depaul.edu/BilingualWritingResources.htm)**Guides**

***Readings--Texts in Spanish and English***

[**Fiction**](http://teacher.depaul.edu/BilingualResources-FictionReadings.html)[**Poetry**](http://teacher.depaul.edu/BilingualReading-Poems-Songs.htm)[**Nonfiction**](http://teacher.depaul.edu/BilingualResources-NonFictionReadings.html)[**Nonfiction featuring Chicago**](http://teacher.depaul.edu/Bilingual-NonfictionChicago.htm)

**Use Graphic Organizers to Demonstrate,**

**Guide and *Assess to Advance***

**Students can work independently, then**

**pair to compare and adjust to learn more.**

[**math**](http://teacher.depaul.edu/html/MathGraphicThinkers.htm)

[**science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)

[**social studies**](http://teacher.depaul.edu/Social_Studies.html)[**academic vocabulary**](http://teacher.depaul.edu/html/vocabulary.html)

[**reading skills**](http://teacher.depaul.edu/ReadingSkills.html)

[**Assessment Guides**](http://teacher.depaul.edu/Assess_Developmentally.html)

**Readings and Activities are available at**

[**http://teacher.depaul.edu**](http://teacher.depaul.edu)

**Scholastic Teachables**

[https://teachables.scholastic.com/teachables/guesthomepage.html](file:///Users/barbararadner/Dropbox (CUE)/__third quarter 1-27/https:/teachables.scholastic.com/teachables/guesthomepage.html)

**(first month is free!)**

**MATH PROGRESS PRIORITIES CALENDAR**

Polk Bros. Foundation Center for Urban Education

*List math content to* ***revisit*** *each week while you continue to develop new math competence.*

**Third Quarter**

|  |  |  |
| --- | --- | --- |
| Week of | New Math | Math “Mix”—What to Revisit |
| 4  February |  |  |
| 11 February |  |  |
| 18  February |  |  |
| 25 February |  |  |
| 4 March |  |  |
| 11 March |  |  |
| 18 March |  |  |
| 25 March |  |  |
| 1 April |  |  |

**During spring break, students should take home:**

* List of links to online math activities.
* Math games they make and take home to play.
* Activity pages you provide to parents in a parent “pickup” session before spring vacation.

**The Speaking and Listening Standards are Keys to Learning math, science, social science AND literacy!**

**CHOOSE THE STANDARDS YOU WILL EMPHASIZE THIS QUARTER.**

**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.

SOURCE of Common Core Standards cited in this guide: <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.

**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  colloquialism  descriptive details  dialogue  figurative language  flashback  foreshadowing  humor  hyperbole  idiom  imagery  irony  metaphor  mood  narrator   * first person * second person * third person * omniscient   onomatopoeia  plot twist  point of view  repetition  sensory detail  simile  story within a story  suspense  symbolism  narration  tone  visual detail  voice | alliteration  figurative language  hyperbole  imagery  irony  metaphor  meter  mood  narrator  onomatopoeia  paradox  personification  point of view  repetition  rhyme  rhythm  sensory detail  simile  symbolism  tone  visual detail  voice | anecdote  argument  boldface  captions  compare  contrast  data  debate  description  details  dialogue  examples  figurative language  graph  headings  humor  illustrations  imagery  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 * tone |

**NONFICTION TEXT FEATURES**

This quarter includes nonfiction text features each week.

Use this table to pre-assess and then post-assess at the end of the quarter.

|  |  |  |
| --- | --- | --- |
| diagram | chart | graph |
| map | glossary | bibliography |
| author’s biography | index | label |
| schedule | guide words | headings and subheading |
| title | caption | boldface |
| primary source | secondary source | table of contents |

A nonfiction author teaches ideas about a topic.

List text features in the left column.

Then in the right column tell how a reader would use each one to comprehend a nonfiction text.

|  |  |
| --- | --- |
| **Text Feature** | **How Readers Use this Feature to Learn from Nonfiction** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

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

**LITERATURE. Literary terms to emphasize are highlighted in boldface.**

**For readings and skills developers, go to** [**http://teacher.depaul.edu**](http://teacher.depaul.edu) **and**

<https://teachables.scholastic.com/teachables/guesthomepage.html (first month is free!)>

|  | **Week of February 4** | **Week of February 11** |
| --- | --- | --- |
| **Literature Genre** | \_\_history \_\_biography  \_\_historical fiction | \_\_history \_\_biography  \_\_historical fiction |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  Comprehensive—includes standards CCSSR4.1 (read closely), 4.1 (summarize, identify theme), 4.2 (analyze relationships and character development),  4.5) analyze the writer’s choice of words, characters, events to communicate a theme and (4.6) accomplish purpose | How do you read a history or biography? **Comprehensively.**   * **Analyze** **causes** and **effects, problem** and **solution** * **Infer** feelings, **traits** based on characters’ **actions** * Figure out the **theme** based on **events** and choices of characters/persons * **Infer** **author’s purpose** * **identify techniques** the author uses | How do you read a history or biography?  **Comprehensively.**   * **Analyze** **causes** and **effects, problem** and **solution** * **Infer** feelings, **traits** based on characters’ actions * Figure out the **theme** based on events and choices of characters/persons * Figure out **author’s purpose** * Identify **techniques** the author uses |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSR4.1 | * **Infer** **word meaning** from context * Make examples of **multi-meaning** words in different **contexts** | * **Infer** **word meaning** from context * Make examples of **multi-meaning** words in different **contexts** |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  Summary (CCSSW4.4) | * Construct a short **summary** of a history or biography, including important events. * Edit for use of commas. | * Write constructed response—which **event**s are most important in a history or biography you read—and why. * Edit for verb tense. |

**NWEA/Common Core 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**

For one-page nonfiction passages go to <http://teacher.depaul.edu> and to https://teachables.scholastic.com/teachables/guesthomepage.html

(First month of Scholastic Teachables is free!)

***EXPLORE EXAMINE EXPLAIN***

Students Learn about a Topic and improve nonfiction reading skills as they

**READ COMPREHENSIVELY:**

* Preview the text and graphics.
* Focus on a BIG Question, then use text features to comprehend.
* Identify IDEAS through examples.
* ▶Respond to the BIG question!

|  | **Week of February 4** | **Week of February 11** |
| --- | --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_\_museum exhibit | \_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_\_museum exhibit |
| STRATEGY | ***Preview*** *a passage.* | *Establish a* ***purpose*** *for reading.* |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**  [**Social Science**](http://teacher.depaul.edu/social_studies.html)  **DEVELOP NONFICTION LITERACY**  CCSSRI4.2 summarize/analyze ideas  CCSSRI4.2—use structure of the text to identify ideas and their relationship to the central idea | *Teacher asks a BIG question and uses a graphic organizer to demonstrate how to locate, collect, and analyze information to respond.*  ***History:*** *Students identify challenges, choices, actions, effects of actions.*  *Expository texts (including science): Students identify main ideas and supporting information.*   * *Students identify important information and ideas using text features, including table, diagram, graph, contents, glossary, illustration, other features* * *Students identify and support central idea and related ideas in a text.* * *Students identify the* ***structure of the text****—*   *sequence, compare/contrast; cause-effect; description; problem-solution* | *Teacher asks a BIG question and uses a graphic organizer to demonstrate how to locate, collect, and analyze information to respond.*  *History: Students identify challenges, choices, actions, effects of actions.*  *Expository texts: Students identify main ideas and supporting information.*   * *Students identify important information and ideas using text features, including table, diagram, graph, contents, glossary, illustration, other features* * *Students identify and support central idea and related ideas in a text.* * *Students identify the structure of the text—*   *sequence, compare/contrast; cause-effect; description; problem-solution* |
| **Text Feature** | *Graphic—illustration, bar graph, other visual* | *Caption* |

[**Nonfiction** Graphic Organizers](http://teacher.depaul.edu/NonfictionPARCCBasedGraphicOrganizers.html)

[**Graphic Organizer** Assessment **Rubric**](http://teacher.depaul.edu/Documents/GraphicOrganizerAssessmentRubric.pdf)

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

**LITERATURE**

**For spirituals and poems, go to** [**http://teacher.depaul.edu**](http://teacher.depaul.edu) **and**

[https://www.poetryfoundation.org/](file:///Users/barbararadner/Dropbox (CUE)/https:/www.poetryfoundation.org/)

**For poems and activities, including poems, go to Scholastic Teachables**

[https://teachables.scholastic.com/teachables/guesthomepage.html](file:///Users/barbararadner/Dropbox (CUE)/__third quarter 1-27/2-1/https:/teachables.scholastic.com/teachables/guesthomepage.html )

***(first month of Scholastic Teachables is free)***

|  | **Week of February 18** | **Week of February 25** |
| --- | --- | --- |
| **Literature Genre** | \_poem (May include African American Spiritual) | \_\_poem (may include African American Spiritual) |
| Interpret Poems  CCSSR4.5, CCSSR4.2 | **How do you read a poem?**   * **What techniques does the poet use? metaphor, simile, image, figurative language, repetition, detail, alliteration** * What is the poem’s message/theme? Which lines help you understand that theme? | **How do you read a poem?**   * **What techniques does the poet use?** metaphor, simile, image, figurative language, repetition, detail, alliteration, onomatopoeia, symbol * What is the poem’s message/theme? Which lines communicate it? |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSR.4.4 | * Identify **Figurative language** * Give examples of **multi-meaning** words used in appropriate contexts.  |  |  | | --- | --- | | Word | What It Means in this Context | |  |  | |  |  | | * Identify Figurative language * Give examples of multi-meaning words used in appropriate contexts.  |  |  | | --- | --- | | Word | What It Means in this Context | |  |  | |  |  | |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  Opinion  Narrative | * Write to tell about your favorite poem and what you like about it. * Write your own poem * Edit for commas, exclamation marks. | * Improve your poem—add techniques such as alliteration, onomatopoeia * Edit your poem for subject-verb agreement |

**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***

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(First month of Scholastic Teachables is free!)

Students Learn about a Topic and improve nonfiction reading skills as they

**READ COMPREHENSIVELY:**

* Preview the text and graphics.
* Focus on a BIG Question, then use text features to comprehend.
* Identify IDEAS through examples.
* ▶Respond to the BIG question!

|  | **Week of February 18** | **Week of February 25** |
| --- | --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_\_museum exhibit | \_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_\_museum exhibit |
| Strategy | *Skim a text to see how the pages are organized to preview what you will learn.* | *Adjust rate of reading to text difficulty—stop and think after each part—what did I learn?* |
| **Text Feature** | *Headings and subheadings* | *Guide words or boldfaced words* |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**  [**Social Science**](http://teacher.depaul.edu/social_studies.html)  **DEVELOP NONFICTION LITERACY**  CCSSRI4.2 summarize/analyze ideas  CCSSRI4.2—use structure of the text to identify ideas and their relationship to the central idea | *Teacher asks a BIG question and uses a graphic organizer to demonstrate how to locate, collect, and analyze information to respond.*  *History: Students identify challenges, choices, actions, effects of actions.*  *Expository texts: Students identify main ideas and supporting information.*   * *Students identify important information and ideas using text features, including table, diagram, graph, contents, glossary, illustration, other features* * *Students identify and support central idea and related ideas in a text.* * *Students identify the structure of the text—* * *sequence, compare/contrast; cause-effect; description; problem-solution* | *Teacher asks a BIG question and uses graphic organizer to demonstrate how to locate, collect, and analyze information to respond.*  *History: Students identify challenges, choices, actions, effects of actions.*  *Expository texts: Students identify main ideas and supporting information.*   * *Students identify important information and ideas using text features, including table, diagram, graph, contents, glossary, illustration, other features* * *Students identify and support central idea and related ideas in a text.* * *Students identify the structure of the text—*   *sequence, compare/contrast; cause-effect; description; problem-solution* |
| **Vocabulary** CCSSR4 | *Identify Latin root words used in texts.* | *Identify Latin root words used in texts.* |

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

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

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

**LITERATURE**

|  | **Week of March 4** | **Week of March 11** |
| --- | --- | --- |
| **Literature Genre** | \_ story \_ folk tale \_\_humor \_fable \_ fantasy \_poem \_realistic fiction \_\_mystery \_\_historical fiction | story \_ folk tale \_\_humor \_fable \_ fantasy \_poem \_realistic fiction \_\_mystery \_\_historical fiction |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  CCSSRL.4.1  **Infer with evidence**  **4.2 analyze character, plot**  **Author’s Craft and Strategies (4.5 and 4.6)** | * How do you figure out the author’s purpose—it’s much more than entertain, inform, or persuade. * Read a short text and figure out what the writer wanted you to understand or feel because of what the writer included and how the writer communicated the theme/message—techniques used, content included. | **Analyze clearly**   * Decide what the lesson or moral is of a story.  (Remind students about fables.) * Tell how the author communicates it—uses characters and events to make it clear. * Explain with examples. |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSR.4.4 | * Prefixes | * Suffixes |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  Opinion  Narrative based on mentor text | * Write your opinion about your favorite story—explain what makes it a good story. * Edit for verb tense. * Edit for subject-verb agreement. * Prepare a sequence chart for the next part of a story. | * Contrast a fable and a realistic story. Support your opinion about which kind will help people learn more about how to be a good person. * Write the next part of the story you charted last week. * Edit for verb tense, prounoun use. |

**Activity Guides or Assessments (if done independently)**

|  |  |
| --- | --- |
| [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) |

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

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

**NONFICTION LITERACY IN SCIENCE AND SOCIAL SCIENCE**

***EXPLORE EXAMINE EXPLAIN***

For one-page nonfiction passages go to <http://teacher.depaul.edu> and to https://teachables.scholastic.com/teachables/guesthomepage.html

(First month of Scholastic Teachables is free!)

Students Learn about a Topic and improve nonfiction reading skills as they

**READ COMPREHENSIVELY:**

* Preview the text and graphics.
* Focus on a BIG Question, then use text features to comprehend.
* Identify IDEAS through examples.
* ▶Respond to the BIG question!

|  | **Week of February 18** | **Week of February 25** |
| --- | --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_\_museum exhibit | \_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_\_museum exhibit |
| **Strategy** | *Use headings to locate information related to question, topic, or idea.* | *Use graphics and captions to locate information related to question, topic, or idea.* |
| **Text Feature** | *Title and sub-title* | *Graphics and captions* |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**  [**Social Science**](http://teacher.depaul.edu/social_studies.html)  **DEVELOP NONFICTION LITERACY**  CCSSRI4.2 summarize/analyze ideas  CCSSRI4.2—use structure of the text to identify ideas and their relationship to the central idea | *Teacher asks a BIG question and uses a graphic organizer to demonstrate how to locate, collect, and analyze information to respond.*  *History: Students identify challenges, choices, actions, effects of actions.*  *Expository texts: Students identify main ideas and supporting information.*   * *Students identify important information and ideas using text features, including table, diagram, graph, contents, glossary, illustration, other features* * *Students identify and support central idea and related ideas in a text.* * *Students identify the structure of the text—* * *sequence, compare/contrast; cause-effect; description; problem-solution* | *Teacher asks a BIG question and uses graphic organizer to demonstrate how to locate, collect, and analyze information to respond.*  *History: Students identify challenges, choices, actions, effects of actions.*  *Expository texts: Students identify main ideas and supporting information.*   * *Students identify important information and ideas using text features, including table, diagram, graph, contents, glossary, illustration, other features* * *Students identify and support central idea and related ideas in a text.* * *Students identify the structure of the text—*   *sequence, compare/contrast; cause-effect; description; problem-solution* |
| **Vocabulary** CCSSR4 | *Identify Greek root words used in texts.*  *Make a glossary for a text you read.* | *Identify Greek root words used in texts.*  *Make a glossary for a text you read.* |

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

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

**Fourth Grade: 3rd QUARTER Learning Priorities Weeks 27-28**

**LITERATURE**

|  | **Week of March 18** | **Week of March 25** |
| --- | --- | --- |
| **Literature Genre** | \_ story \_ folk tale \_\_humor \_fable \_ fantasy \_poem \_realistic fiction \_\_mystery \_\_historical fiction | story \_ folk tale \_\_humor \_fable \_ fantasy \_poem \_realistic fiction \_\_mystery \_\_historical fiction |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  Author’s Craft and purpose. (CCSSR5, 6) | * Read Comprehensively   Make a chart of the parts of fiction and then analyze a story – choose a genre to analyze. Then tell how the writer uses techniques to communicate the lesson or theme. | * Read Comprehensively   Make a chart of the parts of fiction and then analyze a story – choose a different genre to analyze. Then tell how the writer uses techniques to communicate the lesson or theme. |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSR.4.4 | * Identify, use contractions in sentences. | * Identify, use possessives and pronouns in sentences. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  *opinion*  Narrative | * Write about something you did that was difficult but you succeeded—explain how it shows a great trait you have. * Write the narrative of the action you took. * Edit for complete sentences (no fragments). | * Write about a person you admire. Tell why you have that positive opinion. * Write the narrative of an action that person took that you admire. * Add a quotation (with quotation marks). |

**NWEA/Common Core 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 27-28**

**NONFICTION LITERACY IN SCIENCE AND SOCIAL SCIENCE**

***EXPLORE EXAMINE EXPLAIN***

Students Learn about a Topic and improve nonfiction reading skills as they

**READ COMPREHENSIVELY:**

* Preview the text and graphics.
* Focus on a BIG Question, then use text features to comprehend.
* Identify IDEAS through examples.
* ▶Respond to the BIG question!

|  | **Week of March 18** | **Week of March 25** |
| --- | --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_\_museum exhibit | \_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_\_museum exhibit |
| **Strategy** | *Re-read to clarify ideas, confirm information.* | *Infer word meaning from context; confirm by re-reading with your definition.* |
| **Text Feature** | *Table of contents* | *Glossary (make one if you don’t find one with this week’s reading)* |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**  [**Social Science**](http://teacher.depaul.edu/social_studies.html)  **DEVELOP NONFICTION LITERACY**  Ideas and information (CCSSRI4., 2, 3);  structure of text (CCSSR4.5) | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.***   * *Use text features to organize the Answer to the BIG question with ideas and important supporting facts.* | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.***   * *Use text features to organize the Answer a BIG question with ideas and important supporting facts.* |

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

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

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

**LITERATURE**

|  | **Week of April 1—COMPREHENSIVE ASSESSMENT** |
| --- | --- |
| **[Reading Literature](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)**  **Analyze craft and structure to clarify the text.** | Write with examples about  genres of fiction   * how they are alike * how they are different * Explain how to use structures and text features to comprehend **nonfiction.** |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  CCSSRI.4.4  Analyze word patterns  Infer from context | Give examples of words:   * contractions * possessives * compound words * pronouns * Greek and Latin Roots * Prefixes and suffixes |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm) | Students make writer’s guide: How to use punctuation, verb tense, pronouns, subject verb agreement correctly. |

**NWEA/Common Core 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 1—COMPREHENSIVE ASSESSMENT** |
| --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_\_museum exhibit |
| [**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  **Analyze ideas** | * Make a booklet that explains ideas you learned about one Topic and BIG Question: why it is important to know. * Use nonfiction writer’s techniques in your booklet—headings, captions, illustrations, glossary. |
| **Strategies** | * Demonstrate or make a guide to using the nonfiction strategies you focused on this quarter to comprehend nonfiction. |
| **Text Features** | * Explain how readers us text readers to comprehend a nonfiction passage. |
| **Author’s Techniques** | * List with example techniques used by nonfiction authors. |

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

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