**4th Grade**

FOURTH QUARTER LEARNING PRIORITIES

**NWEA Resources**

* [***NWEA PROGRESS GUIDES***](http://teacher.depaul.edu/Documents/nweaguide.pdf)
* [*Math and Reading Comprehensive Guide*](http://teacher.depaul.edu/Documents/nweaguide.pdf)
* Make Strategic Use of [Online NWEA Resources](http://teacher.depaul.edu/Documents/MakeStrategicUseOfOnlineResourcesupdatedMarch2.pdf)
* [**Multiple Choice Item Analyzer**](http://teacher.depaul.edu/Documents/MultipleChoiceItemAnalyzer.pdf)

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

Rochester School District Links to Khan Academy

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

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)

**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) |

**Enrichment Resources—For After NWEA!**

**SEL/Literacy--Plan a Fable that Teaches a Lesson**[**Spanish**](http://teacher.depaul.edu/Documents/FablePlannerESP.pdf)[**English**](http://teacher.depaul.edu/Documents/FablePlanner.pdf)

**Learning Guides in Spanish and English**

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

**Connect Learning to Chicago**

**[](http://teacher.depaul.edu/chicago.html)**  [**Chicago Literacies--**](http://teacher.depaul.edu/Documents/ChicagoLearningResources.pdf)

             Activities and Texts to Learn about past and plan the future

             --Organized for the Chicago History Museum

[**Read/THINK\Write Chicago**](http://teacher.depaul.edu/ChicagoConnectedReadingWritingThinking.htm)

**Engaging activities so students strengthen skills and learn about their city**

**THE ART PLUS. Visual Representation**[**Expands Learning**](http://teacher.depaul.edu/html/IllustratetoAssess.htm)

"Art is the representation, science the explanation, of the same reality."

       --Herbert Read

[**Illustrated Preamble to the Constitution**](http://teacher.depaul.edu/Documents/GraySchoolStudentsIllustratethePreamble.pdf)

**Literacy Standards Emphasized this Quarter**

|  |  |
| --- | --- |
| **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 poems (e.g., verse, rhythm, meter) and drama (e.g., casts of **characters**, **settings**, **descriptions**, dialogue, stage directions) 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** (e.g., opposition of good and evil) and **patterns** of **events** (e.g., the quest) 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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**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 this Quarter—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** |
| 16 April |  |  |
| 23 April |  |  |
| 30 April |  |  |
| 7 May |  |  |
| 14 May |  |  |
| 21 May |  |  |
| 28 May |  |  |
| 4 June |  |  |
| 11 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.

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

*This list is based on NWEA skills items. Adjust it to match your learning priorities.*

*Get it as a Word document you can expand at teacher.depaul.edu.*

| **Reference Source or Tool** | **How You Use It** |
| --- | --- |
| almanac |  |
| annotated bibliography |  |
| appendix |  |
| atlas |  |
| author’s biography |  |
| bibliography |  |
| catalog |  |
| definition |  |
| dictionary |  |
| directions |  |
| encyclopedia |  |
| field guide |  |
| 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 |

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

|  | **Week of April 16** | **Week of April 23** |
| --- | --- | --- |
| **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) | *How do you learn when you read nonfiction?*   * *use information and ideas from a text to figure out main ideas—*   How do you use different reference sources? (Focus on one each week.) | *How do you learn when you read nonfiction?*   * *use information and ideas from a text to figure out main ideas—* * —   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 | Figurative language—explain how a poet uses it.  Look for examples of images, metaphors, similes in poems. | * Review root words—make word family trees. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  poetry | * Organize and write a [poem](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm) with a central message * Use the techniques of a poet to communicate it. | * Outline a nonfiction passage you could write to explain this week’s science or social studies topic. |

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

|  | **Week of April 30** | **Week of May 7** |
| --- | --- | --- |
| **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. | * Suffixes and Prefixes-- explain how they affect work meaning—with examples. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  report CCSSW 4.4 | * Figure out what you think the writer did to prepare to write a text you read—what was the writer’s outline? | * Continue to analyze a text—how did the writer decide what information and examples to include? |

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

|  | **Week of May 14** | **Week of May 21** |
| --- | --- | --- |
| **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) | *Choose a big question to research.*   * *Use two or more sources to locate information to answer it.* * *Begin to organize information.*   *This begins a four-week project that correlates with writing development.*  How do you use different reference sources? (Focus on one each week.) | * *Continue the research from Week of May 14.*   *This is a continuation of a four-week project that includes the writing process listed for these weeks.*  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 | * Identify and construct and use Compound words * Start glossary for the booklet or exhibit (see science or social science) | * Make Synonyms chart * Continue content glossary. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  *report CCSSW8* | * Start to research to write a booklet or make an exhibit about a topic. (Relates to science or social science) Start by identifying big idea and supporting ideas you will look for examples to support. | * Outline the report, look for additional examples |

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

|  | **Week of May 29** | **Week of June 4** |
| --- | --- | --- |
| **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) | * *Synthesize the research* * Seek additional information if needed * How do you use different reference sources? (Focus on one each week.) | * *Synthesize the research* * *Seek additional information if needed*   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 | * Complete topic glossary | * Improve the words included in your report—add adjectives! |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW.4.2 | * Write the report/booklet or construct the exhibit. * Include illustrations and captions. | * Edit and publish the booklet/report—or present the exhibit. |

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

|  | **Week of June 11** |
| --- | --- |
| **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)  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. |