**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.

**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  |
| 5February |  |  |
| 12 February |  |  |
| 19February  |  |  |
| 26 February |  |  |
| 5 March |  |  |
| 12 March |  |  |
| 19 March |  |  |
| 26 March | Spring Break! | *Students should take high-interest math activities home.*  |
| 2 April |  |  |
| 9 April |  |  |

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

**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>

The standards have been issued with a public license that allows them to be republished for any purpose that supports the standards initiative. © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

**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 colloquialismdescriptive detailsdialoguefigurative languageflashbackforeshadowinghumorhyperboleidiomimageryironymetaphormoodnarrator* first person
* second person
* third person
* omniscient

onomatopoeiaplot twistpoint of viewrepetitionsensory detailsimilestory within a storysuspensesymbolismnarrationtonevisual detail voice  | alliterationfigurative languagehyperboleimageryironymetaphormetermoodnarrator onomatopoeiaparadoxpersonificationpoint of viewrepetitionrhymerhythmsensory detailsimilesymbolismtonevisual detail voice | anecdoteargumentboldface captionscomparecontrast datadebate description detailsdialogueexamplesfigurative languagegraphheadingshumorillustrations imagerynarrative point of viewquotationssequence 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
* tone
 |

**Third Quarter READING VOCABULARY**

Select “technique” of the week for literature to feature as students locate in reading and also create examples.

Choose a Nonfiction text feature to highlight each week—ask students to write their own explanations of how the text feature helps readers comprehend a nonfiction text.

|  |  |  |
| --- | --- | --- |
| Week of | LITERATURE TECHNIQUES | NONFICTION TEXT FEATURES |
| 5February |  |  |
| 12 February |  |  |
| 19February  |  |  |
| 26 February |  |  |
| 5 March |  |  |
| 12 March |  |  |
| 19 March |  |  |
| 26 March | Spring Break! | *Spring Break!* |
| 2 April |  |  |
| 9 April |  |  |

**NONFICTION WRITERS USE TEXT FEATURES TO COMMUNICATE IDEAS**

|  |  |  |
| --- | --- | --- |
| Diagrams | Charts | Graphs |
| Maps | Glossary | Bibliography |
| Author’s Biography | Index/Table of Contents | Label  |
| Schedule  | Guide Words | Headings and subheadings |
| Title | Caption | Boldface |
| Primary source | Secondary Source  |  |

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.

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

**You can turn this into a matching game.**

Cut out the techniques and explanations, and then mix them up.

Then ask other students to match the feature with the way readers use it.

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

**LITERATURE**

|  | **Week of February 5**  | **Week of February 12** |
| --- | --- | --- |
| **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.
 | * 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.
 |
| [**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 5**  | **Week of February 12** |
| --- | --- | --- |
| **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 19** | **Week of February 26** |
| --- | --- | --- |
| **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) | 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) |
| [**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 19** | **Week of February 26** |
| --- | --- | --- |
| **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 5** | **Week of March 12**  |
| --- | --- | --- |
| **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 5** | **Week of March 12**  |
| --- | --- | --- |
| **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 19** | **Week of April 2** |
| --- | --- | --- |
| **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 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 19** | **Week of April 2** |
| --- | --- | --- |
| **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 9—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 9—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)