

# 4<sup>th</sup> Grade 4<sup>TH</sup> QUARTER LEARNING PRIORITIES

*This quarter, students apply the core literacy strategies in comprehensive projects. Standards 7 and 9 are emphasized.*

READING LITERATURE	READING NONFICTION
<b>KEY IDEAS AND DETAILS</b>	<b>KEY IDEAS AND DETAILS</b>
1. <b>Refer to details and examples</b> in a text when <b>explaining</b> what the text says explicitly and when <b>drawing inferences</b> from the text.	1. <b>Refer to details and examples</b> in a text when <b>explaining</b> what the text says explicitly and when <b>drawing inferences</b> from the text.
2. <b>Determine</b> a <b>theme</b> of a story, drama, or poem from details in the text; <b>summarize</b> the text.	2. <b>Determine</b> the <b>main idea</b> of a text and <b>explain</b> how it is <b>supported by key details</b> ; <b>summarize</b> the text.
3. <b>Describe</b> in depth a <b>character, setting, or event</b> in a story or drama, drawing on <b>specific details</b> in the text (e.g., a <b>character's</b> thoughts, words, or actions).	3. <b>Explain events, procedures, ideas, or concepts</b> in a historical, scientific, or technical text, including <b>what happened and why, based on specific information</b> in the text.
<b>CRAFT AND STRUCTURE</b>	<b>CRAFT AND STRUCTURE</b>
4. <b>Determine</b> the <b>meaning of words and phrases</b> as they are used in a text, including those that allude to <b>significant characters</b> found in mythology (e.g., Herculean).	4. <b>Determine</b> the <b>meaning</b> of general academic and <b>domain-specific words or phrases</b> in a text relevant to a grade 4 <b>topic</b> 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 <b>overall structure</b> (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>
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.

## Writing: CPS Framework Assessment Specification

CCSSW 4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Note: This writing emphasis from the CPS Framework correlates with the emphasis on standards 7 and 9 of reading.

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

## Comprehension and Collaboration

- CCSS.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.
  - CCSS.ELA-Literacy.SL.4.1a 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.
  - CCSS.ELA-Literacy.SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.
  - CCSS.ELA-Literacy.SL.4.1c 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.
  - CCSS.ELA-Literacy.SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- CCSS.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.
- CCSS.ELA-Literacy.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

## Presentation of Knowledge and Ideas

- CCSS.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.
  - CCSS.ELA-Literacy.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- CCSS.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. (See grade 4 Language standards 1 here for specific expectations.)

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

	Week 30	Week 31
<p><b><u>Reading Literature</u></b>            CCSSRL.4.4 and 5—analyze poet’s use of language and images; CCSSRL9—contrast poem and prose</p>	<p>Interpret the use of imagery, metaphors, similes, in a <a href="#">poem</a>            Contrast <a href="#">poetry</a> and prose</p>	<p>Ask students to make their own genre guide <a href="#">Genre Guide</a>—what are the features of different genres, what’s an example we have read?            What techniques does the writer use to communicate in each one?  <a href="#">NWEA and Common Core Priorities</a></p>
<p><b><u>Science Nonfiction</u></b>            CCSSRI.4.2            Answer BIG questions to develop BIG ideas.            Use text features and author’s choice of examples to figure out nonfiction (CCSSR5)</p>	<p><i>How do you learn when you read nonfiction? use information and ideas from a text to figure out main ideas—</i>  <a href="#">Identify important details that support the main idea of a paragraph or passage.</a>            Use nonfiction reader’s questions to analyze text—  <a href="#">Nonfiction Passage Questions</a></p>	<p><i>How do you use text features to learn when you read nonfiction?</i>            Use nonfiction reader’s questions to analyze text—  <a href="#">Nonfiction Passage Questions</a></p>
<p><b><u>Social Science Nonfiction</u></b>            CCSSRI.4.2            Answer BIG questions to develop BIG ideas.            Use text features and author’s choice of examples to figure out nonfiction (CCSSR5)</p>	<p><i>How do you learn when you read nonfiction? use information and ideas from a text to figure out main ideas—</i>  <a href="#">Identify important details that support the main idea of a paragraph or passage.</a>            Use nonfiction reader’s questions to analyze text—  <a href="#">Nonfiction Passage Questions</a></p>	<p><i>How do you use text features to learn when you read nonfiction?</i>            Use nonfiction reader’s questions to analyze text—  <a href="#">Nonfiction Passage Questions</a></p>
<p><b><u>Fluency</u></b></p>	<p>This week’s read aloud:</p>	<p>This week’s read aloud:</p>
<p><b><u>Word Knowledge</u></b>            CCSSR.4.4</p>	<p><a href="#">Infer from context</a></p>	<p><a href="#">Infer from context</a></p>
<p><b><u>Writing</u></b>            poetry</p>	<p>Organize and write a <a href="#">poem</a> with a central message            Use the techniques of a poet to communicate it.</p>	<p>Outline a nonfiction passage you could write to explain this week’s science or social studies topic.</p>
<p><b><u>MATH</u></b>            CCSS Math Practice Standards            1: analyze problem, then solve it            6: Attend to precision</p>	<p>Focus  <a href="#">Terms</a>  <a href="#">Math Digest</a></p>	<p>Focus  <a href="#">Terms</a>  <a href="#">Math Digest</a></p>

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

	Week 32	Week 33
<p><b><u>Reading Literature</u></b> Analyze writer’s craft and structure—how the writer helps you understand the theme. CCSSRL 4.5</p>	<p>Fiction Genre: _____ Figure out the message and tell the choices the writer makes to communicate it <a href="#">Fiction Questions</a> column 3 emphasizes writer’s techniques</p>	<p>Fiction Genre: _____ Figure out the message and tell how the writer communicates it <a href="#">Fiction Questions</a> column 3 emphasizes writer’s techniques</p>
<p><b><u>Science Nonfiction</u></b> 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)</p>	<p><i>What are the important ideas the writer is teaching me—and how does the writer help me learn them?</i></p> <p>Use nonfiction reader’s questions to analyze text— <a href="#">Nonfiction Passage Questions</a></p>	<p><i>What are the important ideas the writer is teaching me—and how does the writer help me learn them?</i></p> <p>Use nonfiction reader’s questions to analyze text— <a href="#">Nonfiction Passage Questions</a></p>
<p><b><u>Social Science Nonfiction</u></b> 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)</p>	<p><i>What are the important ideas the writer is teaching me—and how does the writer help me learn them?</i></p> <p>Use nonfiction reader’s questions to analyze text— <a href="#">Nonfiction Passage Questions</a></p>	<p><i>What are the important ideas the writer is teaching me—and how does the writer help me learn them?</i></p> <p>Use nonfiction reader’s questions to analyze text— <a href="#">Nonfiction Passage Questions</a></p>
<p><b><u>Fluency</u></b></p>	<p>This week’s read aloud:</p>	<p>This week’s read aloud:</p>
<p><b><u>Word Knowledge</u></b> CCSSR.4.4</p>	<p><a href="#">Adjectives</a></p>	<p><a href="#">Suffixes</a></p>
<p><b><u>Writing</u></b> report CCSSW 4.4</p>	<p>Figure out what you think the writer did to prepare to write a text you read—what was the writer’s outline?</p>	<p>Continue to analyze a text—how did the writer decide what information and examples to include?</p>
<p><b><u>MATH</u></b> CCSS Math Practice Standards 1: analyze problem, then solve it 6: Attend to precision</p>	<p>Focus</p> <p><a href="#">Terms</a></p> <p><a href="#">Math Digest</a></p>	<p>Focus</p> <p><a href="#">Terms</a></p> <p><a href="#">Math Digest</a></p>

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

	Week 34	Week 35
<p><b><u>Reading Literature</u></b>            CCSSRL.4.9. <b>Compare</b> and <b>contrast</b> the treatment of similar <b>themes</b> and <b>topics</b> and patterns of <b>events</b> in stories, myths, and traditional literature from different cultures.</p>	<p>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.</p>	<p>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.</p>
<p><b><u>Science Learning</u></b>            CCSSRI.4.2            Answer BIG questions to develop BIG ideas.            9. <b>Integrate</b> information from two texts on the same <b>topic</b> in order to write or speak about the subject knowledgeably.</p>	<p><i>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.</i></p>	<p><i>Continue the research from week 34.            This is a continuation of a four-week project that includes the writing process listed for these weeks.</i></p>
<p><b><u>Social Science Learning</u></b>            CCSSRI.4.2            Answer BIG questions to develop BIG ideas.            9. <b>Integrate</b> information from two texts on the same <b>topic</b> in order to write or speak about the subject knowledgeably.</p>	<p><i>Choose a big question to research to construct an exhibit.            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.</i></p>	<p><i>Continue the research from week 34.            This is a continuation of a four-week project that includes the writing process listed for these weeks.</i></p>
<p><b><u>Fluency</u></b></p>	<p>This week's read aloud:</p>	<p>This week's read aloud:</p>
<p><b><u>Word Knowledge</u></b>            CCSSR.4.4            Analyze word structure            Infer from context</p>	<p>Compound words             Start glossary for the booklet or exhibit (see science or social studies)</p>	<p>Synonyms             Continue content glossary.</p>
<p><b><u>Writing</u></b>  <i>report CCSSW8</i></p>	<p>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.</p>	<p>Outline the report, look for additional examples.  <b><u>Book Writer</u></b> or exhibit maker</p>
<p><b><u>MATH</u></b>            CCSS Math Practice Standards            1: analyze problem, then solve it            6: Attend to precision</p>	<p>Focus   <u>Terms</u>   <u>Math Digest</u></p>	<p>Focus  <u>Terms</u>   <u>Math Digest</u></p>

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

	<b>Week 36</b>	<b>Week 37</b>
<p><b><u>Reading Literature</u></b>            CCSSRL.4.9. <b>Compare</b> and <b>contrast</b> the treatment of similar <b>themes</b> and <b>topics</b> and patterns of <b>events</b> in stories, myths, and traditional literature from different cultures.</p>	Analyze history and historical fiction—how does a historical fiction writer create a story that is based in history?	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.
<p><b><u>Science Learning</u></b>            CCSSRI.4.2            Answer BIG questions to develop BIG ideas.            CCSSRI 4.9. <b>Integrate</b> information from two texts on the same <b>topic</b> in order to write or speak about the subject knowledgeably.</p>	<i>Synthesize the research</i> seek additional information if needed	<i>Synthesize the research</i> <i>Seek additional information if needed</i>
<p><b><u>Social Science Learning</u></b>            CCSSRI.4.2            Answer BIG questions to develop BIG ideas.            CCSSRI 4.9. <b>Integrate</b> information from two texts on the same <b>topic</b> in order to write or speak about the subject knowledgeably.</p>	<i>Synthesize the research</i> seek additional information if needed	<i>Synthesize the research</i> <i>Seek additional information if needed</i>
<b><u>Fluency</u></b>	This week’s read aloud:	This week’s read aloud:
<p><b><u>Word Knowledge</u></b>            CCSSR.4.4</p>	Complete topic glossary	Improve the words included in your report—add adjectives!
<p><b><u>Writing</u></b>            CCSSW.4.2</p>	Write the report/booklet or construct the exhibit. Include illustrations and captions.	Edit and publish the booklet/report—or present the exhibit.
<p><b><u>MATH</u></b>            CCSS Math Practice Standards            1: analyze problem, then solve it            6: Attend to precision</p>	Focus  <a href="#">Terms</a>  <a href="#">Math Digest</a>	Focus  <a href="#">Terms</a>  <a href="#">Math Digest</a>

## Fourth Grade: FOURTH QUARTER Learning Priorities Weeks 38-39

	Week 38	Week 39
<b><u>Reading Literature</u></b> analyze writer's craft CCSSRL 4.5	Reading recommendation—write a synopsis of the book/story/ <a href="#">poem</a> and tell why you recommend it. Include information about the way the writer communicates ideas, why the topic or theme is relevant.	Book exchange—students choose a book/story they recommend, compare them, identifying similarities and differences.
<b><u>Science Progress</u></b> <b>Synthesize</b> CCSSRI 4.7	<a href="#">My career in _____</a> students write about a career they want to have based on science learning this year.	<b>Knowledge bank:</b> students “deposit” important science ideas and information they learned this year, sorted by topic. Can include illustrations.
<b><u>Social Science</u></b> <b>Progress</b> Synthesize CCSSRI 4.7	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.)	<b>Knowledge bank:</b> students “deposit” important ideas and information they learned this year, sorted by topic. Can include illustrations. These can be presented to current 3 <sup>rd</sup> graders.
<b><u>Fluency</u></b>	Read aloud: My favorite <a href="#">poem</a> or story. May include poems written by students.	Read aloud: My favorite <a href="#">poem</a> or story. Recommended: include poems written by students.
<b><u>Word Knowledge</u></b> CCSSR.3.4	Words about change.	Words about progress.
<b><u>Writing</u></b> <i>Apply writing skills to communicate ideas.</i>	My biography—progress I have made this year.	Write a <a href="#">poem</a> or <a href="#">letter</a> or speech--to yourself, to your family, or a speech you give to third graders.
<b><u>MATH</u></b> CCSS Math Practice Standards 1: analyze problem, then solve it 6: Attend to precision	Make a math display--important math we learned this year.	Make a math “yearbook”—each student contributes pages about what we learned.