**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)

**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**

****  [**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.

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| Week of | **New Math** | **Math “Mix”—What to Revisit** |
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**Use the lists on the next pages to identify skills and knowledge your students need to complete**

**NWEA progress—**

**and next Grade Prep.**

**NWEA Math Priorities**

NWEA asks students to use a wide range of math skills.

**Determines probability** of an occurrence based on a simple experiment or frequency table—probability problems increase in complexity of data included in the analysis

**Geometry:** NWEA starts with basics

—identification of **shapes**, classification of **angles**

—then advances to problems of **size, including radius, diameter, area, and volume**, and problems that require them to

**compare and contrast geometric shapes**.

Students use coordinate geometry to figure out **distances.**

**Measurement** starts with basic kinds of measures such as elapsed time and moves to more complex levels, including conversion.

**Proportion** starts with simple fractions and moves to percentages, decimals, and conversion and use of fractions to solve problems.

**PROBLEM SOLVING**

**Solves real-world problems—complexity of the problem increases, including the number of steps required and the level of abstractness**

* Length, Distance, other spatial measures; Weight and mass
* Capacity
* Time
* Data from tables and graphs
* Proportion
* Measurement
* Data Analysis
* Prediction based on probability analysis
* Powers (advanced—grades 6-8)

**Algebra**

Missing elements (basic)

Patterns, sequences, functions, relationships

Expressions and equations of increasing complexity (advanced)

**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.

**Check these punctuation and grammar points.**

Review them to ensure that students are ready for NWEA and the next grade.

* comma
* contraction
* exclamation mark
* sentence fragment
* apostrophe
* past tense
* possessive
* Chooses the correct prefix (re-)
* Chooses the correct prefix (un-)
* Chooses the correct suffix based on context (-er)
* Chooses the correct suffix based on context (-ful)
* Chooses the correct suffix based on context (-less)
* Chooses the correct suffix based on context (-y)
* compound
* heading
* hyphen
* plural
* quotation mark
* run-on sentence
* semicolon
* subject verb agreement
* tense
* verb phrase
* Recognizes multiple meanings of homographs
* Selects the correct definition of a suffix (-phobia)
* Selects the correct meaning of a prefix and root word;
* Selects the correct meaning of a word based on its prefix
* Selects the correct word when given the definition of the suffix
* Selects the correct word when given the definition of the suffix and root word
* Uses prefixes, suffixes, and root words (meaning of each part given) to construct a word with a given meaning

**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.*

| **Reference Source or Tool**  | **How You Use It** |
| --- | --- |
| almanac |  |
| atlas |  |
| author’s biography |  |
| bibliography |  |
| catalog |  |
| dictionary |  |
| encyclopedia |  |
| manual |  |
| recipe |  |
| schedule |  |
| thesaurus |  |

**Nonfiction Text Features to Review to Prepare for NWEA and the Next Grade**

|  |  |
| --- | --- |
| **Text Features** | **How do readers use it to learn about the topic?** |
| TitleIntroduction | They help you figure out the topic. |
| Subtitles—headingsTable of Contents | They help you figure out the ideas of the parts.They help you figure out the structure of the text. |
| Boldface wordsItalicized words | They help you identify vocabulary important to understand the topic. |
| Graphs and Tables | They help you understand information about the topic. |
| Pictures and Captions | They help you understand information about the topic. |
| Index | It helps you find information in the text. |
| footnote | They provide an explanation of something in the text. |
|  bibliography | The bibliography tells you what the author used to prepare the text. |
| guide words | They help the reader see what is important. |
| Glossary | Explains words that are important to understand the text. |
| Map | Shows where places are, what’s there. |

**LITERACY TECHNIQUES**

**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 colloquialismdescriptive detailsdialoguefigurative languageflashbackhyperboleidiomimageryironymetaphormoodnarratoronomatopoeiapoint of viewsensory detailsimilesuspense symbolismnarrationtonevisual detail voice  | alliterationfigurative languagehyperboleimageryironymetaphormetermoodnarrator onomatopoeiapoint of viewrepetitionrhymerhythmsatiresensory detailsimilesymbolismtonevisual detail voice | anecdoteargumentboldface captionscomparecontrast datadebate description detailsdialogueexamplesgraphheadingshumorillustrations narrative 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
* perspectives
* tone
 |

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

|  |  |  |
| --- | --- | --- |
| **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 author’s techniques CCSSRL9—contrast poem and prose CCSSR4.3—analyze relationships | *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?
* Give examples of literary techniques.
* How does the narrator affect the story’s tone and mood?
 |
| **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.4.2Answer 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?**Adjust rate of reading to text complexity.**Use text features to figure out the organization of the text and important details.**What is the structure of the text?** *use information and ideas from a text to figure out main ideas—*

How do you use different reference sources?  | *How do you learn when you read nonfiction?**Adjust rate of reading to text complexity.**Use text features to figure out the organization of the text and important details.**What is the structure of the text?** *use information and ideas from a text to figure out main ideas—*

How do you use different reference sources?  |
| [**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. | * Use the NWEA punctuation and grammar list in front pages to make a list of examples.
 |
| [**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**

|  |  |  |
| --- | --- | --- |
| **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)CCSSRL2 and 3—analyze relationships in a story; analyze the theme; 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 techniquesUse relevant NWEA fiction techniques 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 techniquesUse relevant NWEA fiction techniques 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.4.2Answer 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) | *How do you learn when you read nonfiction?**Adjust rate of reading to text complexity.**Use text features to figure out the organization of the text and important details.**What is the structure of the text?** *use information and ideas from a text to figure out main ideas—*

How do you use different reference sources?  | *How do you learn when you read nonfiction?**Adjust rate of reading to text complexity.**Use text features to figure out the organization of the text and important details.**What is the structure of the text?** *use information and ideas from a text to figure out main ideas—*

How do you use different reference sources?  |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSRI.4.4 word structure and usage; infer from context | * Use the NWEA punctuation and grammar list in front pages to make a list of examples.
 | Use the NWEA punctuation and grammar list in front pages to make a list of 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**

|  |  |  |
| --- | --- | --- |
| **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) | 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 techniquesUse relevant NWEA fiction techniques to explain the writer’s craft in a story. | 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 techniquesUse relevant NWEA fiction techniques 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) **Learning** **CCSSRI2—figure out main ideas and central idea; CCSSRI5—figure out author’s techniques**[Reference Sources and Tools](http://teacher.depaul.edu/Documents/ReferenceSourcesandTools.docx) | *How do you learn when you read nonfiction?**Adjust rate of reading to text complexity.**Use text features to figure out the organization of the text and important details.**What is the structure of the text?** *use information and ideas from a text to figure out main ideas—*

How do you use different reference sources?  | *How do you learn when you read nonfiction?**Adjust rate of reading to text complexity.**Use text features to figure out the organization of the text and important details.**What is the structure of the text?** *use information and ideas from a text to figure out main ideas—*

How do you use different reference sources?  |
| [**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
 | * Make Synonyms chart
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)*Grammar points* | * Make a grammar guide—see list of NWEA grammar and punctuation and provide examples of each.
 | * Use NWEA Grammar guide to revise a paragraph.
 |

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

|  |  |  |
| --- | --- | --- |
| **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 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. | * 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.4.2Answer 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) | Read different texts and prepare a report on the topic.* Seek additional information if needed
 | Read different texts and prepare a report on the topic.* Seek additional information if needed
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)CCSSRI.4.4 word structure and usage; infer from context | * Make topic glossary
 | * Improve the words included in your report—add adjectives!
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW.4.2 | * Collect information for a report—outline it with topic and subtopics
 | * Write the report/booklet or construct the exhibit.
* Include illustrations and captions.
 |

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

|  |  |
| --- | --- |
| **[Reading Literature](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)**analyze writer’s craftCCSSRL 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.
 |
| [**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.
 |