**4th Grade**

SECOND QUARTER

LEARNING PRIORITIES

TO DEVELOP CORE COMPETENCIES



**For resources to support learning progress, go to**

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

**Links to specific resources are embedded in the following pages.**

**Polk Bros. Foundation Center for Urban Education**

**at DePaul University**

**Learning Guides in Spanish and English**

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

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

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

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

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

**Use Graphic Organizers to Demonstrate,**

**Guide and *Assess to Advance***

**Students can work independently, then**

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

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

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

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

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

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

**Activities to Develop Comprehensive   
Reading/Thinking\Writing Competence**

* **Expand**[**Vocabulary**](http://teacher.depaul.edu/html/vocabulary.html)
* [**Writing Guides**](http://teacher.depaul.edu/html/Writing1.htm)
* [**Primary Guides**](http://teacher.depaul.edu/PrimaryLiteracyResources.html)
* [**Common Core Standards**](http://teacher.depaul.edu/CommonCoreStandards.html)**Charts**
* [**Common Core Posters**](http://teacher.depaul.edu/CommonCorePosters.html)
* [**Nonfiction Learning Guide**](http://teacher.depaul.edu/Documents/NonfictionLearningGuide.pdf)

**Reading Texts and Guides**

* [**Fiction**](http://teacher.depaul.edu/Fiction.html)
* [**Nonfiction**](http://teacher.depaul.edu/Nonfiction.html)
* [**Poetry and Proverbs, Speeches and Songs**](http://teacher.depaul.edu/PoetrySpeechesSongs.html)

**CONNECT SEL and LITERACY**

[***Incorporate SEL***](http://teacher.depaul.edu/Documents/IncorporateSELfromtheStart.pdf)[**Exemplary Trait/EmotionsChart**](http://teacher.depaul.edu/Documents/Ms.BrunettaWashingtonclarifiescharactertraitsvsemotions.pdf)

***Teaching/Learning Resources***

* [*Develop Thinking Across the Curriculum*](http://teacher.depaul.edu/Documents/developthinkingcrossthecurriculum.pdf)
* Online Resources to [Strengthen Math](http://teacher.depaul.edu/Documents/OnlineResourcesStrengthenMathUpdated2-2-18.pdf)
* [*Strengthen Science Learning*](http://teacher.depaul.edu/Documents/StrengthenScienceLearning.pdf)

**MATH MIX: New and Continuing PRIORITIES**

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 designed to organize planning for new math content and inclusion of math learned earlier in the school year in activities such as: learning centers; “bell ringers”; homework; science; social science--*Integrating math into science and social science makes math more meaningful.*

***The two-day Weeks of November are an ideal time for a comprehensive math mixer—students participate in a “math bowl” or make and exchange math problems or make their own math posters to clarify the math they have learned—as a thank you to their teacher!***

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| Week of | **New Math** | **Math “Mix”—Content to Revisit** |
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**Homework Essential:** Emphasize learning math facts through counting games and other kinds of practice.

**Daily kinds of assessment:**

\_\_glossary \_\_journal \_\_my own example \_\_change the problem, solve it

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**Weekly kinds of assessment:**

\_\_write math page—fact booklets \_\_make my own “anchor chart”

\_\_complete a problem that the teacher starts

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| **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 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. |
| 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 in which it appears. |
| 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. |

*Literature vocabulary listed for each two-week sequence should be incorporated in demonstrations and guided reading. Writing is integrated into reading so that students revisit texts to respond to questions and tasks.*

**Analyze Craft and Structure with NWEA Content**

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.*

Students can learn more about these techniques if they:

> **make a glossary** with a text-based example and *their own example*;

> write their own texts based on mentor texts, using relevant techniques.

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| **Story Writers** | **Poets** | **Nonfiction Writers** | **Biographers** |
| action  colloquialism  descriptive details  dialogue  figurative language  flashback  idiom  imagery  irony  metaphor  mood  narrator  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  sensory detail  simile  symbolism  tone  visual detail  voice | anecdote  argument  boldface  captions  compare  contrast  data  debate  description  details  dialogue  examples  graph  headings  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 * conflict * conflict resolution * context details * dialogue * mood * quotations * tone |

**4th Grade: Second Quarter, Weeks 10-12 Learning Priorities**

**Weeks 10-11 are combined—week 10 includes few instructional days.**

**Week 12 includes only 2 instruction days.**

**LITERATURE**

|  | **Weeks 10-11** | **Week 12** |
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| **Literature Genre** | \_story \_ folk tale \_\_tall tale \_fable  \_ fantasy \_poem \_myth \_\_legend \_\_mystery \_realistic fiction \_\_historical fiction | \_story \_ folk tale \_\_tall tale \_fable  \_ fantasy \_poem \_myth \_\_legend \_\_mystery \_realistic fiction \_\_historical fiction |
| [**Reading *Literature***](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  **CCSSRL4.2 infer theme**  **CCSSRL4.3 analyze character, plot**  **How did the writer help you understand that CCSSRL4.5** | Analyze plot to infer theme.   * What choices do characters make, what problems do they face, how do they resolve them? How does the narrator help explain what happens? * Analyze: How did the writer “build” the story with parts of the plot? * How does the writer use plot to communicate the theme?   Explain how you draw those conclusions.   |  |  |  | | --- | --- | --- | | Question | Answer | evidence | |  |  |  | | Analyze literature relating to values—can relate to Thanksgiving.  [Analyze then Create a Persuasive Song](http://teacher.depaul.edu/Documents/Analyze_then_Create_a_Persuasive_Song.pdf)—Simple Gifts |
| **Literature Terms (**CCSCSR4) | author, plot, character, evidence, motive, feelings | * values, feelings, emotions |
| Integrate [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  Narrative (CCSSW3) | * Write the journal of a character explaining feelings about an event in a story. | Write poem, song, or story that communicates a value--or add a stanza to a poem or song. |
| [Word Patterns and Grammar](http://teacher.depaul.edu/html/vocabulary.html)  This week’s focus: adjectives | *Identify adjectives in this week’s reading.* | * Identify adjectives in the story or poem. |
| Writing conventions | *Improve the journal entry by adding adjectives.* | Improve the poem/song/story you write by adding adjectives. |

**Skills Development Guides for Small Group and Independent Work**

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| [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**  [**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) |

**4th Grade: Second Quarter, Weeks 10-12 Learning Priorities**

**NONFICTION LITERACY IN SCIENCE AND SOCIAL SCIENCE**

**Read/Write to Learn, Learn to Read BETTER!**

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| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_\_museum exhibit | \_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and Social Science**  **READ TO LEARN/**  **LEARN TO READ**  CCSSRI4.2 summarize/analyze ideas  CCSSRI4.3—use structure of the text to identify ideas and their relationship to the central idea | ***Teacher sets FOCUS question.***  *Focus could relate to values—students then can analyze values of their own and other cultures.*  *Here is one source.*  [**Seneca** Thanksgiving Exercise - Center for Urban Education](http://teacher.depaul.edu/Content/SENECA%20THANKSGIVING%20thinking.pdf)  ***Students***   * *Read a text/texts* * *Use text features to identify important ideas.* * *For each idea cite one supporting detail/example from the text.* * *Figure out the central idea of the text—the idea that the main ideas support.* | ***Teacher continues FOCUS question.***  ***Students***   * *Read a different source—can be a video or another source.* * *Identify important ideas.* * *Figure out the central idea.*   *If you are able to incorporate a video, here are points to develop—*   * Analyze how the video uses narration and visuals to communicate. * Identify ideas the narration emphasizes |
| Academic Vocabulary (CCSSR4) | * Students make glossary of important content words about the topic. * Students use these terms to discuss the text.   Topic  Main ideas  Examples  Details  Text Features | * Students make glossary of important content words about the topic. * Students use these terms to discuss the topic and sources.   Topic  **Central idea**  Main ideas  Examples  Details |
| Respond in [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW2 and 4  Constructed Response | * List ideas and information you will include in a response to the Focus Question. | * Add to the list of ideas and information to include in the response to the Focus Question. * Outline the response. * Write the response. |

Skills Guides to use in demonstrations (“I do = I demonstrate), guiding groups, independent work and assessments .[**Nonfiction** Graphic Organizers](http://teacher.depaul.edu/NonfictionPARCCBasedGraphicOrganizers.html)

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

**4th Grade: Second Quarter, Weeks 13-14 Learning Priorities**

**LITERATURE**

Integrate writing in response to texts to strengthen reading that will support progress on NWEA.

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| **Literature Genre** | \_story \_ folk tale \_\_tall tale \_fable  \_ fantasy \_poem \_myth \_\_legend \_\_mystery \_realistic fiction \_\_historical fiction | \_story \_ folk tale \_\_tall tale \_fable  \_ fantasy \_poem \_myth \_\_legend \_\_mystery \_realistic fiction \_\_historical fiction |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  6. Distinguish their own **point of view** from that of the **narrator** or those of the **characters**. | Analyze the role of the narrator.   * **Identify the narrator** * Infer the narrator’s point of view. * Compare and contrast the narrator’s point of view with that of a character. | Analyze the role of the narrator.   * **Identify the narrator** * Infer the narrator’s point of view.   Compare and contrast the narrator’s point of view with that of a character. |
| **Literature Terms** (CCSCSR4) | narrator, point of view | * narrator, point of view |
| **Integrate** [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  **Analytic —CCSSW2** | Constructed response: How is the narrator’s point of view different from or like the point of view of the central character? | Constructed response: How is the narrator’s point of view different from or like the point of view of the central character? |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)  **focus: pronouns** | * Identify several pronouns used in the text. * Identify the antecedent for each one. | * Identify several pronouns used in the text. * Identify the antecedent for each one. |
| **Writing conventions** | Write sentence pairs. First sentence, cite a person or group. Second sentence, us a pronoun to refer to that person. Can be based on the story read this week. | Write sentence pairs. First sentence, cite a person or group. Second sentence, us a pronoun to refer to that person. Can be based on the story read this week. |

**Skills Development Guides for Small Group and Independent Work**

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| [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) |

**4th Grade: Second Quarter, Weeks 13-14 Learning Priorities**

**NONFICTION LITERACY IN SCIENCE AND SOCIAL SCIENCE**

**Read/Write to Learn, Learn to Read BETTER!**

Integrate writing in response to texts to strengthen reading that will support progress on NWEA and learning content.

|  |  |  |
| --- | --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_\_museum exhibit | \_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_\_museum exhibit |
| [Science](http://teacher.depaul.edu/Science_Activities_Assessments.html) and Social Science  READ TO LEARN/  LEARN TO READ  CCSSRI4.2 summarize/analyze ideas  CCSSRI4.3—use structure of the text to identify ideas and their relationship to the central idea | *Focus Question:*  *Two-week sequence to respond to the FOCUS question and compare a video and a text about the same topic.*   * Analyze how a nonfiction/informational text writer uses headings and other features to explain a topic in a passage. Outline the text. | *Focus Question continues.*   * Analyze how the video and the text use examples and graphics to communicate. * Combine information and ideas from the video and text to list ideas to include in a response to the Focus Question. |
| Academic Vocabulary (CCSSR4) | feature, technique, structure of the text, heading, outline. | Video, technique, graphic |
| Respond in [Writing](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW2 and 4  explanatory  Constructed Response | * List techniques the author uses, and examples. * Write a note to the author, telling which features helped you learn from the text. | Write a constructed response in which you contrast the kinds of information included in the text and the video, and compare and contrast the ideas each supports. |

**Skills Guides to use in demonstrations (“I do = I demonstrate), guiding groups, independent work and assessments.**

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

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

**4th Grade: Second Quarter, Weeks 15-16 Learning Priorities**

To provide for mid-quarter assessment and response, weeks 15-16 are combined.

**LITERATURE**

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| **Literature Genre** | \_story \_ folk tale \_\_tall tale \_fable  \_ fantasy \_poem \_myth \_\_legend \_\_mystery \_realistic fiction \_\_historical fiction |
| [Reading Literature](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  Analyze writer’s choice of words and use of techniques. (CCSSR4 and 5) | Analyze the words the writer uses to communicate feelings, create mood, and emphasize ideas.   * Students choose a poem or story that they like from the previous readings or from a collection of poetry and songs you introduce this week. * Students analyze the choices of words the author uses to communicate feelings and ideas—including imagery, similes, metaphors, other kinds of techniques. * Students write the next stanza of a poem or their own poem based on the mentor text, using the techniques the author used. Or students write the next part of the story, using techniques they have identified in the story. |
| Literature Terms (CCSCSR4) | Image, figurative language, communicate, emphasis, poetry, rhyme, rhythm, alliteration, stanza |
| Integrate [Writing](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW1  opinion | * Student writes to explain opinion about the texts selected—can comment on the one selected by the student and on texts recommended by other students. Basis for opinion should include the author’s choice of words, use of techniques to communicate feelings, create mood, other effects of the choice of words. |
| [Word Patterns and Grammar](http://teacher.depaul.edu/html/vocabulary.html)  focus: adjectives | Identify adjectives used in the selected texts.  Explain the ways they help the reader understand the ideas and  feelings.  Make your own prefix-suffix example list—  Inter de- mis- re- in- dis tri – pre- il- re- un-  --ist -less -phophia -ness –er -ful –y |
| Writing conventions | Make their own grammar guide—list conventions and construct examples. |

This guide integrates writing in response to texts to strengthen reading

that will support progress on NWEA.

**Skills Development Guides for Small Group and Independent Work**

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

**4th Grade: Second Quarter, Weeks 15-16 Learning Priorities**

**NONFICTION LITERACY IN SCIENCE AND SOCIAL SCIENCE**

**Read/Write to Learn, Learn to Read BETTER!**

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| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_\_museum exhibit  \_\_primary source \_\_Internet source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**  [**Social Science**](http://teacher.depaul.edu/social_studies.html)  READ TO LEARN/  LEARN TO READ  CCSSRI4.7 integrate information and ideas from different sources | Students collaborate to synthesize ideas and information about a topic.   * Choose a topic you think is important from the first semester. * Collect ideas and information from the texts you read. * Organize the information for a presentation or booklet or display. Use one of these structures:   description sequence  Use a “mentor text” that has that structure to see how the writer uses it and the kinds of text features the writer uses. |
| Academic Vocabulary (CCSSR4) | structure of a text, sequence, description, title, heading, sub-heading |
| Respond in [Writing](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW2 explanatory  or CCSSW3 narrative (if history or a science process) and  4--organize | Write the booklet or construct the display. |

**Skills Guides to use in demonstrations (“I do = I demonstrate), guiding groups, independent work and assessments.**

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

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

**Students should write based on the graphic organizer.**

**4th Grade: Second Quarter, Weeks 17-18 Learning Priorities**

**LITERATURE**

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| **Literature Genre** | \_story \_ folk tale \_\_tall tale \_fable  \_ fantasy \_poem \_myth \_\_legend \_\_mystery \_realistic fiction \_\_historical fiction | \_story \_ folk tale \_\_tall tale \_fable  \_ fantasy \_poem \_myth \_\_legend \_\_mystery \_realistic fiction \_\_historical fiction |
| [**Reading *Literature***](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  Comprehensive—includes standards 1 (read closely), 2 (summarize and figure out **themes,** 3 (analyze relationships and character development), | Recommended: Choose a myth and introduce the role of the myth in cultures.  Compare one story to another—that also develops the same theme. Analyze how each writer uses details—character, setting, plot--to communicate. | * 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.   Recommended—a second myth. |
| Literature Terms (CCSCSR4) | character, trait, main characters, action, problem and solution, plot structure | * character, trait, main characters, action, problem and solution, plot structure |
| Integrate [Writing](http://teacher.depaul.edu/html/Writing1.htm)  Analytic —CCSSW2 | Organize ideas and information to compare and contrast the two stories. | Write constructed response: analyze the two stories. Then improve it. |
| [Word Patterns and Grammar](http://teacher.depaul.edu/html/vocabulary.html)  focus: possessives | * Identify possessives in reading.   Write sentences with possessives | * Identify possessives in reading.   Write sentences with possessives |
| Writing conventions | Identify use of pronouns in text, list pronoun and antecedent. Then write examples of pronoun and antecedent. | Identify use of pronouns in text, list pronoun and antecedent. Then write examples of pronoun and antecedent. |

**Skills Development Guides for Small Group and Independent Work**

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| [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) |

**4th Grade: Second Quarter, Weeks 17-18 Learning Priorities**

**NONFICTION LITERACY IN SCIENCE AND SOCIAL SCIENCE**

**Read/Write to Learn, Learn to Read BETTER!**

Integrate writing in response to texts to strengthen reading.

|  |  |  |
| --- | --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_\_museum exhibit  \_\_primary source \_\_Internet source | \_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_\_museum exhibit  \_\_primary source \_\_Internet source |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**  [**Social Science**](http://teacher.depaul.edu/social_studies.html)  **READ to LEARN/**  **LEARN to READ**  CCSSRI4.2 summarize/analyze ideas  CCSSRI4.3—use structure of the text to identify ideas and their relationship to the central idea | *Teacher sets FOCUS question.*  *Students analyze a text to locate relevant ideas and information to include in a response.*  ***Central Idea****: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*   * Supporting Ideas * Explain how the writer develops the idea with the sequence of events (history) or relationships (science). | ***Focus question continues as students analyze another source,***  ***A second text or a VIDEO***  ***Central Idea****: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*   * Supporting Ideas   *Compare and contrast the two sources.*  *How is the information they include different or alike?*  *Which ideas are in both sources? Which ideas are only in one source?* |
| Academic Vocabulary (CCSSR4) | * *Students make glossary of important content words about the topic.* * *Students use these terms to discuss the text.*   *Central Idea*  *Main Ideas*  *Important Details*  *Text Features* | * ***Students make glossary of important content words about the topic.*** |
| Respond in [Writing](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW2 and 4  Analytic/explanatory  Constructed Response | * *List ideas and information that you will include in a response to the Focus Question.* | *Use information and ideas from both sources to respond to the FOCUS question.* |

**Skills Guides to use in demonstrations (“I do = I demonstrate), guiding groups, independent work and assessments.**

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

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

**4th Grade: Second Quarter, Weeks 19-20 Learning Priorities**

**LITERATURE**

|  |  |  |
| --- | --- | --- |
| **Literature Genre** | \_story \_ folk tale \_\_tall tale \_fable  \_ fantasy \_poem \_myth \_\_legend \_\_mystery \_realistic fiction \_\_historical fiction \_\_speech | \_story \_ folk tale \_\_tall tale \_fable  \_ fantasy \_poem \_myth \_\_legend \_\_mystery \_realistic fiction \_\_historical fiction \_\_speech |
| [**Reading *Literature***](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  CCSSRL.4.1  Analyze, infer with evidence  4.2 infer theme  4.5 Analyze structure and techniques  4.6 analyze purpose  9. Compare and contrast stories in the same genre on their approaches to similar themes and topics.  LITERATURE TERMS: | Compare and contrast two texts with the same theme. Can be a speech or other genre. Can be a two-week analysis beginning with one text this week, continuing with second text next week. May focus on a speech by Dr. Martin Luther King. Could include a nonfiction text explaining the context and a speech or letter from Dr. King.   * Analyze what the author includes to accomplish purpose. * Identify ways the writer develops mood, tone, and uses voice to communicate the message . | Students analyze an unfamiliar text, explaining how the writer uses structure of the text and techniques to communicate the theme.  Make a glossary of literary techniques with examples from texts you have read or examples you create. |
| Literature Terms (CCSCSR4) | Technique, author, genre, purpose, effect, plus technique terms | Make a glossary of literary techniques with examples from texts you have read or examples you create |
| Writing | Write text analysis—how the writer communicated the message | Improve the analysis written last week. |
| [Word Patterns and Grammar](http://teacher.depaul.edu/html/vocabulary.html)  focus: contractions | Identify contractions in readings.  Make a contractions chart:   |  |  | | --- | --- | | Contraction | Meaning | |  |  | | * Give examples of the grammar rules learned this semester.   Also give examples of errors in grammar and how to correct them. |
| Writing conventions | Write sentences with contractions. | Write sentences with contractions. |

**Skills Development Guides for Small Group and Independent Work**

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

**4th Grade: Second Quarter, Weeks 19-20 Learning Priorities**

**NONFICTION LITERACY IN SCIENCE AND SOCIAL SCIENCE**

**Read/Write to Learn, Learn to Read BETTER!**

|  |  |  |
| --- | --- | --- |
| **Nonfiction Sources** | \_\_ topic/trade book \_ biography  \_ history \_\_article \_video \_\_textbook \_\_museum exhibit  \_\_primary source \_\_Internet source | Include relevant sources. |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**  [**Social Science**](http://teacher.depaul.edu/social_studies.html)  8. **Explain** how an **author** uses **reasons** and **evidence** to **support** particular points in a text, identifying which **reasons** and **evidence** **support** which point(s). | ***Analyze a video or a speech***   * Analyze a video—identify the kinds of examples it uses to communicate ideas. * Identify opinion(s) in the video. * Identify a claim in the video   Write a summary of the video  Claim   * Support for the claim | ***Students analyze two sources.***  ***Central Idea****: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*   * Supporting Ideas   *Compare and contrast the two sources.*  *How is the information they include different or alike?*  *Which ideas are in both sources? Which ideas are only in one source?* |
| Academic Vocabulary (CCSSR4) | * *Students make glossary of important content words about the topic.* * *Students use these terms to discuss the text.*   *Opinion, claim, perspective, point of view, visual* | ***Students make glossary of terms that describe features and techniques of nonfiction.*** |
| Respond in [Writing](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW2 and 4  Analytic/explanatory  Constructed Response | *Evaluate the evidence the writer used to support the claim.*  *Write a constructed response—next week evaluate and improve it.* | *Improve the response—can be pair/compare/repair!* |

Skills Development Resources for Evaluating Evidence for a Claim

[Analyze Two Different Positions](http://teacher.depaul.edu/Documents/AnalyzeTwoDifferentPositions.pdf)

[Evaluate Support for a Claim](http://teacher.depaul.edu/Documents/EvaluateSupportforaClaim.pdf)

[**Evaluate Support for a Claim**](http://teacher.depaul.edu/Documents/Evaluate_Support_for_a_Claim.pdf)--decide which evidence is stronger

[Analyze Evidence then Improve an Argument](http://teacher.depaul.edu/Documents/AnalyzeEvidencethenImproveanArgument.pdf)

[Analyze Strength of Evidence](http://teacher.depaul.edu/Documents/AnalyzeStrengthofEvidence.pdf)

[Nonfiction PCR Organizer--How a Writer **Supports** a **Claim** CCSSR8](http://teacher.depaul.edu/Documents/NonfictionPCROrganizer--HowaWriterSupportsaClaim.pdf)