

Easthampton Public Schools
4th Grade Curriculum Unit

Unit: 1 Diversity

Duration: 6 weeks

Essential Questions:

- Why is it necessary to have rules for talking?
- How does what you know help you understand a text?
- How do readers recognize a non-fiction piece versus a fiction piece?
- Why is writing important?
- What does it mean to be organized in a piece of writing?

Enduring Understandings:

- Structured discussion is a powerful tool for learning.
- Readers interpret text by reading thoroughly and with purpose to determine main ideas and the facts and details used to support them.
- Knowledge of the organizational structures in nonfiction and fiction deepens readers understanding.
- Writing is a powerful tool for communicating.
- Ideas in writing can be organized in many different ways depending upon the author's purpose.

Summative Performance Assessment/Task

Do you have a favorite book that you have read? Create a poster featuring this book. Include a summary of the plot, an analysis of the main character, and illustrations of the cover or other important images. Present your poster to your classmates, making sure to explain why this book is special to you.

Learning Objectives and Outcomes

Students will . . .

- understand narrative plot structure

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- be able to identify and explain the genre of a text
- write a summary of a text
- use the features of nonfiction text to comprehend
- be able to identify the main idea of a text and supporting details

Vocabulary	Standards	Instructional Activities	Formative Assessments
plot character setting problem resolution climax theme main idea supporting details genre fiction historical	<p><u>Reading</u></p> <p>4.RL.1 Refer to details in the text & examples in the text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>4.RL.3 Describe in depth a character, setting, or event in a story or drama drawing on specific details in the text (e.g. character’s thoughts, words, or actions)</p> <p>4.RL.4 Determine the meaning of words and phrases as they are used in text including those that allude to specific characters in mythology (e.g. <i>Herculean</i>)</p> <p>4.RI.1 Refer to details in the text & examples in the text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>4.RI.2 Determine the main idea of a text and how it is supported by key details; summarize the text.</p> <p><u>Writing</u></p>	<p><u>Short Text Read Alouds</u></p> <p><u>Extended Text Guided Reading</u></p> <p><u>Independent Reading</u></p> <p><u>Routine Writing</u></p>	<ul style="list-style-type: none"> • Benchmark Reading Assessments • Directed class discussions • Guided reading response answers to text-dependent questions • Personal Narrative Writing Sample (prompt) • Exit Slips

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<p>fiction</p> <p>science fiction</p> <p>realistic fiction</p> <p>non-fiction/informational text</p> <p>traditional literature</p> <p>poetry</p> <p>topic sentence</p> <p>closing sentence</p> <p>paragraph</p>	<p>4.WS.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>4.WS.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (single sitting or a day or two) for a range of discipline-specific tasks, purposes, audience.</p> <p><u>Speaking and Listening:</u></p> <p>4.SL.1 Engage effectively in a range of discussions with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>4.SL.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 and at an understandable pace.</p> <p><u>Language:</u></p> <p>4.LS.4 Determine or clarify the meaning of unknown or multiple –meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p>	<ul style="list-style-type: none"> • Response in Reader’s Notebooks • Practice developing topic sentences, supporting details, and closing sentences • Letter writing in Reader’s Notebook <p><u>Analytical Writing (2)</u></p> <ul style="list-style-type: none"> • Summarize a text and explain its genre classification • Summarize the main idea and important details of a non-fiction text <p><u>Research</u></p> <ul style="list-style-type: none"> • Short research project on family history/ culture <p><u>Narrative (1)</u></p> <p>Personal Narrative on family culture</p>	
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<p style="text-align: center;">Reading Selections 3 or more short texts</p>	<p style="text-align: center;">Reading Selections 1 extended text</p>	<p style="text-align: center;">Other Resources</p>
<p>Reading Selections for Read Alouds (short texts, articles, or excerpts)</p> <p><u>Crow Boy</u> – realistic fiction <u>June 29, 1999</u> – science fiction <u>The Mystery of the Mary Celeste</u> historical fiction <u>Jumanji</u> – fantasy <u>The Empty Pot</u>- traditional literature, folktale “Math Is Brewing and I’m in Trouble”- poem “Math Makes Me Feel Safe”- poem <u>What Is Culture?</u>, Bobbie Kalman – social studies informational text and mentor text for writing</p>	<p>Reading Selections (1 extended text)</p> <p><u>The Hundred Dresses</u> Level O</p>	<p>Other Resources: (links, media, technology)</p>