

**Quashnet School
Grade 4**

NAME: Tales of the Heart – Unit 1
STRANDS: Reading and Literature/Reading and Information/Reading and Foundational Skills/Writing/ Speaking and Listening/Language
ESSENTIAL GUIDING QUESTION: How do stories reveal what we have in common?
FOCUS QUESTIONS: Is the theme stated or implied? What are the strategies for decoding unfamiliar words? What writing rules need to be followed to insure a clear topic? What are the different types of conversations?

Massachusetts State Frameworks	Learning Expectations and Course Specific Goals	Instructional Strategies	Assessment Techniques	Materials, Supplies and Resources	Pacing Guide
RL.4.2 RI.4.1 RF.4.3 RF.4.3(a) W.4.2 W.4.2(a) W.4.2(b) SL.4.1 SL.4.1(a) SL.4.1(b) L.4.4 L.4.4(a)	<p>The student will be able to:</p> <p>Determine the theme of the story, drama, or poem from details in the text</p> <p>Summarize the text</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>Know and apply grade-level phonics and word analysis in decoding words</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns,</p>	<p>Activate prior knowledge</p> <p>Guided Reading</p> <p>Discussion</p> <p>Group Work</p> <p>Partner Work</p> <p>Questioning</p> <p>Modeling</p>	<p>Observation</p> <p>Formative Assessments such as the use of the students' white boards</p> <p>Presentations</p> <p>Rubrics</p> <p>Quizzes</p>	<p><u>Literature</u> Because of Winn Dixie 4th Grade Rats Trumpet of the Swan Waterstreet Gossames It Figures!</p> <p><u>Poetry</u> Love that Dog</p> <p><u>Grammar</u> Scott Foresman Grammar</p>	<p>Mid September – End of October</p>

and morphology to read accurately unfamiliar multisyllabic words in context and out of context

Write informative/explanatory texts to examine a topic and convey ideas and information clearly

Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful

Develop the topics with facts, definitions, concrete details, quotations, or other information and examples related to the topic

Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly

Come to discussion prepared, having read

	<p>or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</p> <p>Follow agreed-upon rules for discussions and carry out assigned roles</p> <p>Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 readings and content, choosing flexibly from a range of strategies</p> <p>Use context as a clue to the meaning of a word or phrase</p>				
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Grade 4 Unit 1

Tales of the Heart

Overview:

This four-week unit invites students to explore the mixture of emotions that accompany the transition to fourth grade, as well as to learn from informational text about the body. Students examine emotions, beginning with a traditional favorite, Judy Blume’s *Tales of a Fourth Grade Nothing*, and continuing with Sharon Creech’s *Love That Dog*, Grace Nichols’s poem, “They Were My People,” and the traditional “Monday’s Child Is Fair of Face.” *Harriet the Spy* (Louise Fitzhugh) is the suggested read aloud for this unit because, just as Harriet writes everything down in her journal, students keep a journal of what they learn throughout the year. Nonfiction text about body systems is supplemented with nonfiction biographies of doctors. Students summarize fiction and nonfiction texts, write informative/explanatory pieces, and engage in collaborative discussions—all skills that will be used throughout the fourth-grade year. Finally, this unit ends with a class discussion and paragraph response to the essential question.

Essential Question

How do stories reveal what we have in common?

Grade 4 Unit 1 Reading Rubric

RL.4.2 Determine the theme of a story, drama, or poem from details in a text; summarize the text.

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words.

RF.4.3(a): Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Complete	Score	Comments
Student determines the theme(s) of a story, drama, or poem using details from the text and understands that the author's intended message is the theme.		
Student summarizes the selection using details from the text.		
Student explains the text with the use of details and examples.		
Student refers to details and examples in order to draw inferences while reading the text.		
Student decodes unfamiliar words using a variety of strategies (context clues, root words, prefixes and suffixes, dictionary, etc.)		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

1= Not Met/Not Evidenced- Student does not demonstrate and understanding of the concepts.

RL.4.2 Determine the theme of a story, drama, or poem from details in a text; summarize the text.

In order to meet the standards students will need to understand that . . .

- Theme is the central idea or author's intended message
- Theme may be stated or implied/inferred
- Authors write with an intended theme
- There may be more than one theme in a given work

In order to understand, students will need to consider such questions as . . .

- What is the author's message?
- Is there more than one theme in the text?
- What details/clues are in the text that will help me determine the theme?
- Can I summarize what I have read?

In order to understand students will need to . . .

- Use details from a text to summarize
- Determine the theme

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

In order to meet the standards students will need to understand that . . .

- There is a difference between stating something explicitly and inferentially
- Reading is thinking
- Strategies help support the understanding of text

In order to understand, students will need to consider such questions as . . .

- Can I explain what I just read?
- What part of the text will help me explain what I read?
- Where will I find good examples/details to support my explanation of a text?
- Will I need to draw inferences to explain what I read?

In order to understand students will need to . . .

- Read text for understanding
- Draw inferences from the text
- Identify explicitly stated details to support explanation of the text

RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words.

RF.4.3(a): Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

In order to meet the standards students will need to understand that . . .

- Words are made up of syllables
- There are strategies (context clues, parts of words, root words, morphology etc) you can use which can help you decode or read unfamiliar words

In order to understand, students will need to consider such questions as . . .

- Can I pronounce this word and if not, what strategies can I use?
- Can I break this word into syllables?
- Can I recognize a root word, prefix or suffix?
- Have I read the words around it for any potential clues?

In order to understand students will need to . . .

- decode unfamiliar words using a variety of strategies such as context clues, root words, prefix suffix etc.
- Know what strategy to use
- Know how to use a dictionary to look up a words meaning

Grade 4 Unit 1 Writing Rubric

W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.2.(a): Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings,) illustrations, and multimedia when useful to aid comprehension.

W.4.2(b): Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Complete	Score	Comments
Student demonstrates an ability to plan their writing using the writing process (graphic organizer, rough draft, editing/revising, final draft). This includes recognizing the purpose of their writing as well as their audience.		
Student demonstrates the ability to write structured text using paragraphs, sequencing, transition words, etc.		
Student demonstrates an ability to use facts (not opinions) to support writing and relate them to a topic sentence.		
Student creates a topic sentence and includes sufficient and relevant supporting details.		
Student demonstrates the ability to independently follow the writing process – go back, edit, revise and accept feedback from others (peers and adults.)		
Student's writing was clear and easy to understand (formatting, headings, illustrations, and/or multi-media when useful to aid comprehension.)		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

1= Not Met/Not Evidenced- Student does not demonstrate and understanding of the concepts.

W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.2(a): Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.

W.4.2(b): Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

In order to meet the standards students will need to understand that . . .

- Good writing is well organized and there are rules to follow when writing and structuring your writing
- The purpose of your writing can determine the structure and desired outcome
- You need to use facts to support your writing and develop your topic, not opinions
- There is a difference between fact and opinion
- Facts can be validated based on the source
- Good writing also uses examples, details and quotations to explain your thinking
- There are different forms of writing for different purposes
- Good writing is a process, the best writers go back, edit, revise and accept feedback from others (peers and adults)

In order to understand, students will need to consider such questions as . . .

- Who is my audience?
- Are the facts, details quotations etc. relevant and do they support what I am trying to say?
- Is this important and relevant?
- Is this my opinion or is this based on fact?
- Am I meeting the requirements asked of me (rubric etc)?

In order to understand students will need to . . .

- Structure their writing (paragraphs, sequencing, organization, use of transitional words etc)
- Create a topic sentence with sufficient and relevant supporting details
- Be able to plan their writing (using the writing process)
- Be able to accept constructive feedback and go back to edit their writing
- Know how to be able to pull out the important facts and details
- Be able to recognize the purpose of their writing

Grade 4 Unit 1

Speaking and Listening Rubric

SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, group, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

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.4.1(b): Follow agreed-upon rules for discussions and carry out assigned roles.

Complete	Score	Comments
Student is able to express his/her ideas clearly when contributing to the discussion.		
Student is able to sit quietly and listen to what others are saying (taking turns).		
Student comes to the group prepared with the knowledge and understanding of the required material.		
Student knows assigned role and follows agreed-upon rules for discussions.		
Student can stay on topic during collaborative discussion (one-on-one, group, and teacher-led).		
Student demonstrates an ability to rephrase and build upon what others are saying.		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

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SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, group, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

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.4.1(b): Follow agreed-upon rules for discussions and carry out assigned roles.

In order to meet the standards students will need to understand that . . .

- There are rules to having conversations; there are different types (group, one-on-one) of conversations and rules to follow
- During group conversations there are different roles
- Everyone's input is important
- It is okay to have different opinions
- You need to be prepared in order to contribute in a meaningful way
- You need to stay on topic, no one will understand you if you are all over the place

In order to understand, students will need to consider such questions as . . .

- Am I listening to what others say or am I just thinking about what I want to say?
- Is my contribution relevant?
- Am I keeping an open mind?
- Am I being judgmental?
- Am I demonstrating that I am an active listener?
- Am I prepared?

In order to understand students will need to . . .

- Be able to express your ideas clearly
- Sit quietly while others are speaking
- Be able to listen to what others are saying
- Be able to rephrase and build upon what others have said
- Come prepared

Grade 4 Unit 1
Grammar and Language Rubric

L.4.4- Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content. Choosing flexibly from a range of strategies.

L.4.4(a) – Use context as a clue to the meaning of a word or phrase.

Complete	Score	Comments
Student demonstrates an understanding of how to use context clues to determine the meaning of unfamiliar words or phrases.		
Student demonstrates an understanding of how to use the structure of a word to determine its meaning. (Greek and Latin roots, affixes)		
Student demonstrates an ability to independently use a dictionary, glossary, or thesaurus to determine the meaning(s) of a word.		
Student demonstrates the ability to use new words or phrases from their reading appropriately in their writing.		
Student demonstrates the ability to determine the correct definition of multiple meaning words or phrases in a sentence.		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

1= Not Met/Not Evidenced- Student does not demonstrate and understanding of the concepts.

L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.

L.4.4(a): Use context as a clue to the meaning of a word or phrase.

In order to meet the standards students will need to understand that . . .

- There are strategies (context clues, Greek and Latin roots, dictionary, thesaurus) you can use to help you determine the meaning of unfamiliar words
- If you read the passage or words around a word it can help you determine its meaning
- If you don't understand the meaning of important words it can be hard to understand the reading
- Words have more than one meaning

In order to understand, students will need to consider such questions as . . .

- Do I know what this word means?
- Can I use this word in a sentence?
- Can this word have more than one meaning?
- Is there a strategy I can use to help me figure out the meaning of the word?

In order to understand students will need to . . .

- use the word in a sentence
- determine the meaning of unfamiliar words by reading the words around it
- use a dictionary, thesaurus, etc.
- use Greek and Latin roots to determine the meaning of words

**Quashnet School
Grade 4**

NAME: Weather or Not? Unit 2
STRANDS: Reading and Literature/Reading and Information /Reading and Foundational Skills/Writing/ Language/Speaking and Listening
ESSENTIAL GUIDING QUESTION: How does the author’s use of setting affect the plot of a story?
FOCUS QUESTIONS: What is the purpose to the reading? What are non-fiction text features? Why is listening as important as speaking? How does figurative language make a text better?

Massachusetts State Frameworks	Learning Expectations and Course Specific Goals	Instructional Strategies	Assessment Techniques	Materials, Supplies and Resources	Pacing Guide
RL.4.3 RI.4.3 RF.4.4 RF.4.4(a) RF.4.4(b) W4.7 SL.4.1(c) SL.4.1(d) L.4.5 L.4.5 (a) L.4.5(b) L.4.5(c)	Students will be able to: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text 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 Read with sufficient accuracy and fluency to support comprehension	Activate prior knowledge Guided Reading Discussion Group Work Partner Work Questioning Modeling	Observation Formative Assessments such as the use of the students’ white boards Presentations Rubrics Quizzes Common Assessments Research Projects	<u>Literature</u> The Day on the Prairie The Storm Book Owen and Mzee Eye of the Storm It Figures Time of Wonder Prairie Boys Winter	November – December

	<p>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings</p> <p>Conduct short research projects that building knowledge through investigation of different aspects of a topic</p> <p>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</p> <p>Review the key ideas expressed and explain their own ideas and understandings of their ideas in light of discussion</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>Explain the meaning of simple similes and</p>				
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	<p>metaphors in context</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs</p> <p>Demonstrate understanding of words by relating them to the opposites (antonyms) and to words with similar but not identical meanings (synonyms)</p>				
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Grade 4—Unit 2 **Weather or Not?**

Overview

This six-week unit invites students to explore geography as it relates to seasons and weather. Students discover how these settings are represented in—and affect events in—literature. Students read contrasting styles of poems about weather, including Carl Sandburg’s “Fog” and Robert Frost’s “Dust of Snow,” and discuss how poetic techniques affect the interpretation of poems. Then students read informational texts, such as “Kenya’s Long Dry Season” by Nellie Gonzalez Cutler, and apply the information learned to their appreciation of the setting of *Safari Journal* by Hudson Talbott. Students learn about geography and weather through a variety of informational texts. Class discussions will focus on the back-and-forth relationship between information gleaned from the informational texts and the insights they develop from literature.

Essential Question

How does the author's use of setting affect the plot of a story?

Grade 4 Unit 2

Reading Rubric

RI.4.3: 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.)

Complete	Score	Comments
Identifies significant and specific traits of main characters based on their thoughts, words, or actions in the text.		
Identifies elements of plot: problem, rising action, climax, and resolution of problem.		
Uses supporting details from the text to explain how the setting affects the events of the story.		
ADD COMPONENTS OF UNIT 1		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

1= Not Met/Not Evidenced- Student does not demonstrate and understanding of the concepts.

Grade 4 Unit 2 Reading Rubric

- RI.4.3: 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.
- RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
- RF4.4(a): Read on-level text with purpose and understanding.
- RF4.4(b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Complete	Score	Comments
Student explains events, procedures, ideas or concepts based on information in non-fiction text.		
Student explains what happened and why (cause and effect relationships) based on information in non-fiction text.		
Student reads fluently with accuracy, appropriate rate and expression.		
Student demonstrates comprehension when independently reading an on-level text.		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

1= Not Met/Not Evidenced- Student does not demonstrate and understanding of the concepts.

RI.4.3: 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.

In order to meet the standards students will need to understand that . . .

- There is a difference between historical, scientific, and technical texts
- There is specific information in a text that explains the events, procedures, ideas or concepts
- There is a sequence or order in a given text
- There is a cause and effect of actions or events

In order to understand, students will need to consider such questions as . . .

- What led up to this event?
- What were the actions and reactions?
- What specific information helps me to understand the information in the text?
- Is the order of events important to the outcome?
- Am I able to explain what is written in my own words?
- Are there graphic sources that can help my understanding?

In order to understand students will need to . . .

- Explain what happened and why
- Explain events, procedures, ideas or concepts based on specific information from the text (historical, scientific, or technical)

RL.4.3: 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).

In order to meet the standards students will need to understand that . . .

- See Unit 1 (inference)
- Characters, settings, and events are important elements that make up a story
- We learn about characters through their thoughts, words, and/or actions
- Setting affects the plot of a story
- Authors use specific details in order to convey meaning and describe characteristics of individuals

In order to understand, students will need to consider such questions as . . .

- What character traits are indicated by their words and actions?
- Where and when does the story take place?
- How does the setting influence/affect the plot?
- What is it about the character, setting, or event(s) that is important?
- What can we infer about the main character's thoughts and feelings?

In order to understand students will need to . . .

- Read to understand characters, setting and main event (story elements)
- Make inferences about character, setting and main event using supporting details.
- Differentiate between what is important what is not.
- Effectively describe characters, setting and events in written and/or oral format.

RF.4.4: Read with sufficient accuracy and fluency to support comprehension.

RF.4.4(a): Read on-level text with purpose and understanding.

RF.4.4(b): Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

In order to meet the standards students will need to understand that . . .

- Reading with accuracy and rate is important to the understanding of the selection
- There is a purpose to their reading
- Reading with expression helps comprehension
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In order to understand, students will need to consider such questions as . . .

- Is what I'm reading making sense?
- Am I reading at a rate which is acceptable at grade 4 and if not what can I do to improve it?
- Am I reading with expression?
- What is my purpose for reading the selection?
- Do I understand what I am reading?
- Am I using comprehension strategies?

In order to understand students will need to . . .

- Read grade level text with accuracy and appropriate grade level rate
- Read grade level text with fluency within appropriate grade level range
- Read with expression appropriate to the selection
-

Grade 4 Unit 2 Writing

W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Complete	Score	Comments
Student demonstrates an understanding that research is a process that locates and acknowledges a variety of sources (primary, secondary).		
Student demonstrates an understanding of the differences between facts and opinions.		
Student demonstrates an ability to investigate a chosen topic with relevance and focus while considering others' points of view.		
Student demonstrates an understanding of nonfiction text features (captions, graphic sources, headings).		
Student demonstrates an ability to create a plan for searching for valid information, take notes (without plagiarism), organize information in a meaningful way, and communicate the information with clarity.		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

1= Not Met/Not Evidenced- Student does not demonstrate and understanding of the concepts.

W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic

In order to meet the standards students will need to understand that . . .

- Research is a process
- There is a difference between facts and opinions
- Non-Fiction text features (captions, graphic sources, headings)
- There are a variety of sources (primary, secondary) available, both valid and invalid
- Plagiarism is copying someone else's words
- Acknowledge sources
- A question drives your investigation into a topic so that your research is relevant and has focus

In order to understand, students will need to consider such questions as . . .

- Are my sources valid and relevant?
- What are my sources?
- How do I locate them?
- Where do I start?
- Do I want to know more about this topic?
- Have I considered other points of view when conducting my research?
-

In order to understand students will need to . . .

- Take notes in your own words
- Organize notes in a meaningful way (main idea and details, topics and sub-topics)
- Know how to use the computer and library
- Demonstrate knowledge gained in writing
- Select topic
- Record sources

Grade 4 Unit 2

Speaking and Listening Rubric

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.4.1(d): Review the key ideas expressed and explain their own ideas and understanding of their own ideas in light of discussion.

Complete	Score	Comments
Student is able to express his/her ideas clearly when contributing to the discussion.		
Student is able to sit quietly and listen to what others are saying (taking turns).		
Student is able to ask questions to clarify and respond with on topic contributions.		
Student knows assigned role and follows agreed-upon rules for discussions.		
Recap and review the ideas expressed during discussion to show depth of understanding.		
Student demonstrates an ability to rephrase and build upon what others are saying.		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

1= Not Met/Not Evidenced- Student does not demonstrate an understanding of the concepts.

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.4.1(d): Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

In order to meet the standards students will need to understand that . . .

- Listening is as important as speaking
- Using other people's remarks in what you have to say shows that you are paying attention
- There is an audience and a purpose for conversation
- It's ok to change your opinion or to have a difference of opinion based on what other people have to say
- It's ok to ask questions if you don't understand what someone is saying
- Repeating what you said is not a method of clarifying

In order to understand, students will need to consider such questions as . . .

- Am I paying attention?
- Am I listening?
- Am I keeping an open mind?
- Do I have anything to add to what was said?
- Can I build on what was said by a previous speaker?
- Am I staying on topic?
- Can I use what someone else said to help me make my point?

In order to understand students will need to . . .

- Follow the rules of classroom discussion
- Be able to ask questions to clarify
- Be able to respond to others questions
- Clarify without repeating
- Be able to incorporate what other people have said into their own remarks
- Listen

Grade 4 Unit 2 Language Rubric

L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meaning of simple similes and metaphors in context
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms.)

Complete	Score	Comments
Student demonstrates an ability to identify and explain the meaning of simple similes and metaphors in context.		
Student demonstrates an ability to identify and explain the meaning of common idioms, adages, and proverbs.		
Student relates words to their synonyms and antonyms.		
Student identifies the type of stylistic device used and is able to explain what the author is trying to convey.		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

1= Not Met/Not Evidenced- Student does not demonstrate and understanding of the concepts.

L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meaning of simple similes and metaphors in context
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms.)

In order to meet the standards students will need to understand that . . .

- Words may say one thing but mean another
- Figurative language is used for a reason, it can help enhance writing and/or reading, express mood
- Figurative language is comprised of such things as simile, metaphor, alliteration, idioms, adages and proverbs.
- There are relationships between words
- Some phrases, stories, etc., have an underlying meaning (raining cats and dogs)

In order to understand, students will need to consider such questions as . . .

- What is the author trying to say?
- Why did the author choose the particular stylistic device?
- Is the author's language effective in conveying meaning?

In order to understand students will need to . . .

- Be able to identify figurative language and word relationships (synonyms and antonyms) when used
- Be able to identify the type of stylistic device
- Be able to explain what the author is trying to convey

**Quashnet School
Grade 4**

NAME: Animals are Characters, Too: Characters who Gallop, Bark, and Squeak – Unit 3
STRANDS: Reading and Literature/Reading and Information /Reading and Foundational Skills/Writing/Speaking and Listening/Language
ESSENTIAL GUIDING QUESTION: How do we portray animals in writing?
FOCUS QUESTIONS: Why is rereading a text important? What is the purpose of writing? What multimedia aids are appropriate to enhance a presentation? How do attributes apply to a word?

Massachusetts State Frameworks	Learning Expectations and Course Specific Goals	Instructional Strategies	Assessment Techniques	Materials, Supplies and Resources	Pacing Guide
RL.4.5 RI.4.5 RI.4.2 RF.4.4 RF.4.4(c) W.4.3 SL.4.5 L.4.5 L.4.5(b) L.4.5(c)	Students will be able to: 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 Determine the main idea of a text and explain how it is supported by key details; summarize the text Read with sufficient accuracy and fluency to support comprehension Use context to	Activate prior knowledge Guided Reading Discussion Group Work Partner Work Questioning Modeling	Observation Formative Assessments such as the use of the students’ white boards Presentations Rubrics Quizzes Common Assessments	<u>Literature</u> Miraculous Journey of Edward Tulane A Dog’s Life Ben and Me It Figures Horses; Dogs by Seymoursimon Every Living Thing <u>Reading Street</u> Lewis and Clark and Me: A Dog’s Tale The Great Kapok Tree Encanado: The Pink Dolphin <u>Poetry</u> Scranimals	January to mid March

	<p>confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p> <p>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>Define words by category and by one or more key attributes</p> <p>Identify real-life connections between words and their use</p>				
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Grade 4 Unit 3:
Animals are Characters, Too: Characters who Gallop, Bark, and Squeak

Overview

This eight-week unit invites students to compare how horses, dogs, and mice, are portrayed in fiction and nonfiction. Students study how animals and their traits are personified in literature and film. The teacher may choose to have students read varied texts about the same animals to facilitate a whole-group discussion, or may choose to encourage students to read in small groups about different animals and share what they learn with each other. Students choose an animal to research and compare the research with how animals are portrayed in literature. After reading selections from *Scranimals* by Jack Prelutsky or from *The Book of Nonsense* by Edward Lear, students also try their hand at writing a poem or limerick about an unusual animal. Students also begin writing their own narratives that incorporate the techniques and vocabulary learned with animal characters. If time permits, students may have the opportunity to compare how film and print versions of texts are similar and different from each other. This unit ends with a class discussion and informative/explanatory essay response to the essential question.

Essential Question

How do we portray animals in writing?

Grade 4 Unit 3
Reading Rubric

RI.4.5: 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 a text.

Complete	Score	Comments
Student identifies whether a text is a poem, drama, or prose using details, evidence, examples to identify the genre (poem, drama, prose.)		
Student recognizes the elements of a poem (rhyme scheme, poetic devices,) drama (stage directions, characters, etc.,) or prose.		
Student demonstrates an understanding of the author’s message		
Student can explain the difference between a specific poem, drama and prose and can make specific references to the structural elements of each.		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

1= Not Met/Not Evidenced- Student does not demonstrate and understanding of the concepts.

Grade 4 Unit 3 Reading Rubric

RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Complete	Score	Comments
Student can identify the main idea		
Student can identify the key details which support the main idea		
Student demonstrates the ability to organize the main idea and supporting details in an effective verbal or written summary.		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

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1= Not Met/Not Evidenced- Student does not demonstrate and understanding of the concepts.

Grade 4 unit 3 Reading Rubric

RF.4.4: Read with sufficient accuracy and fluency to support comprehension.

RF.4.4(c): Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Complete	Score	Comments
Student reads fluently with accuracy and expression.		
Student recognizes the connection between reading with expression and comprehension.		

Student independently uses context clues to recognize and determine unfamiliar words (self-correct)		
Student effectively uses re-reading as a strategy for recognizing and determining unfamiliar words.		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

1= Not Met/Not Evidenced- Student does not demonstrate and understanding of the concepts.

RL.4.5: 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 a text.

In order to meet the standards students will need to understand that . . .

- There are differences between poems dramas and prose. Poems have rhyme scheme, poetic devices etc. Drama has certain elements such as stage directions, characters etc.
- Poetry is meant to be heard with a certain sound or rhythm, it is written in verse and stanza and makes use of figurative language. Poems make use of sensory images to convey meaning and feeling.
- In a limited amount of words Poems can have a themes, convey feelings and meaning etc.
- Drama is different from a poem in that it can be read to be a story.
- Poems, dramas and prose are meant to provoke emotions
- There are different styles of writing for each.
- The success of a drama and or poem hinges upon its ability to provoke emotions.

In order to understand, students will need to consider such questions as . . .

- What is the genre you are reading and how do you know?
- Do I understand what the emotion, feeling, theme that the writer is trying to convey?
- What literary elements are present, what makes it a drama, prose or poem?
- Was the author successful in conveying the feeling, did it provoke a response from you?
- What images is the writer trying to convey with the figurative language?

In order to understand students will need to . . .

- Differentiate between drama, prose and poem when writing or speaking.
- Recognize and explain the authors' use of figurative language.
- Recognize all components, listed above, of the various genres (drama, prose and poem)
- Demonstrate an understanding of the message the author is trying to convey when writing or speaking
- Use specific details, evidence, examples to support your understanding of the various genre.

RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

In order to meet the standards students will need to understand that . . .

- There can be a variety of details and facts in a text but there is one central or main idea
- Informational texts are different from stories in that the purpose is to inform people about a topic
- There are many details that do not support the main idea and details which do.
- There is a difference between a fact and opinion.
- You can't summarize a text successfully without identifying specific supporting details or without knowing the main idea.

In order to understand, students will need to consider such questions as . . .

- What is the author trying to say about a topic?
- What details support the main idea or ideas?
- What is the main idea?
- Is this bit of information connected to the main idea or not?

In order to understand students will need to . . .

- Know what the topic is and be able to identify the most important idea
- Be able to identify supporting and key details
- Be able to organize the main idea, supporting details to provide an effective written or verbal summary of the text.
- Be able to distinguish between main idea and supporting details.

RF.4.4: Read with sufficient accuracy and fluency to support comprehension.

RF.4.4(c): Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

In order to meet the standards students will need to understand that . . .

- Re-reading a text is important; it is what active readers do.
- You may be able to determine the meaning of a word by reading the words around it
- Reading with expression aids comprehension.
- There are a variety of strategies you can employ which can aid in fluency

In order to understand, students will need to consider such questions as . . .

- Is what I'm reading making sense?
- Am I reading at a rate which is acceptable at grade 4 and if not what can I do to improve it?

In order to understand students will need to . . .

- Be able to independently use context clues to recognize and determine unfamiliar words.
- Demonstrate the ability to go back and re-read as necessary
- Be able to apply strategies learned to support fluency

Grade 4 Unit 3

Writing Rubric

W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Complete	Score	Comments
Student demonstrates an ability to plan their writing using the writing process. This includes recognizing the purpose of their writing as well as their audience.		
Student demonstrates the ability to write narrative text using sequential order (beginning, middle, and end).		
Student uses an interesting introduction to draw the reader in.		
Student writes with sufficient descriptive and sensory detail so that the reader visualizes the experience.		
Student describes the setting, characters and events with sufficient detail.		
Student uses many stylistic devices (interesting language) and techniques.		
Student writes a satisfying ending that includes a memory, hope, wish, feeling, decision.		
Student goes back to reread, revise, and rewrite.		

Scoring (4 Point Scale)

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3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

1= Not Met/Not Evidenced- Student does not demonstrate and understanding of the concepts.

W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

In order to meet the standards students will need to understand that . . .

- A narrative is a story about an imaginative or real experience.
- A narrative can be a character/problem/solution (plot) or personal experience
- A narrative includes a lot of descriptive detail
- A narrative has a sequential order (beginning, middle and end)
- A narrative has details of setting, characters, and events.
- There are many effective techniques or stylistic devices used in writing a narrative (effective beginnings, main event, satisfying conclusion, and extended ending)
- There is a purpose for writing and an awareness of intended audience
- There is a process to writing (prewrite, graphic organizers, rough draft, edit, revise, publish)
-

In order to understand, students will need to consider such questions as . . .

- Did I brainstorm and make use of an effective graphic organizer?
- Does my beginning hook the reader with an understanding of purpose and audience?
- Are my events in the correct order and does my order make sense?
- Have I used sensory and descriptive language?
- Have I used sufficient detail so the reader can visualize the experience?
- Have I stretched out the main event using interesting language?
- Have I included my thoughts and feelings?
- Did I write a conclusion that expresses a memory, feeling, decision, hope or wish?
- Did I go back to reread, revise, and rewrite?
-

In order to understand students will need to . . .

- Recognize what a quality narrative piece looks like for an intended audience.
- Follow the writing process to produce a narrative essay that includes all components listed above.
-

Grade 4 Unit 3
Speaking and Listening Rubric

SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Complete	Score	Comments
Student is able to find, select, and utilize audio and visual displays that are relevant to his/her presentation to enhance its main ideas/themes.		
Student can create a visual display that is attractive, colorful, neat, and detailed.		
Student is able to enhance his/her presentation with an appropriate audio recording.		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

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Grade 4 Unit 3

Language Rubric

L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.4.5 (b): Define words by category and by one or more key attributes (eg. a duck is a bird that swims: a tiger is a large cat with stripes.)

L.4.5 (c): Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Complete	Score	Comments
Student will be able to make real life connections to specific words in order to better understand a word and use the new word successfully in their writing or speaking.		
Student will be able to identify figurative language and word relationships to effectively explain what the author is trying to convey.		
Student will be able to use attributes and categories connected to a word in order to remember the word's meaning.		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

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L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.4.5(b): Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

L.4.5(c): Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

In order to meet the standards students will need to understand that . . .

- Words can be grouped into categories based on their key attributes.
- Words can be defined by their attributes.
- Making real-life connections to words can help understand the words.
- Attaching key attributes to words can help you remember its meaning.

In order to understand, students will need to consider such questions as . . .

- Do I know what this word means based on its attributes?
- Can I use this word in a sentence?
- Is there a strategy I can use to help me figure out the meaning of the word?
- How could this word be used in a real-life situation?

In order to understand students will need to . . .

- Make real-life connections to understand a word.
- Use attributes and categories connected to a word in order to remember a word's meaning.
- Be able to review skills from Unit 2 (figurative language, word relationships).

**Quashnet School
Grade 4**

NAME: Revolutionaries from the Past – Unit 4
STRANDS: Reading and Literature/Reading and Information /Writing/ Language/Speaking and Listening
ESSENTIAL GUIDING QUESTION: What life lessons can we learn from revolutionaries in fiction and nonfiction?
FOCUS QUESTIONS: What is the difference between first and third person? Do background events affect the story? If so, how? What makes an opinion piece valid and believable? How does restating something in different words affect the speaker’s position? If a word is unknown or has multiple meanings, how do I decide which word to use?

Massachusetts State Frameworks	Learning Expectations and Course Specific Goals	Instructional Strategies	Assessment Techniques	Materials, Supplies and Resources	Pacing Guide
RL.4.6 RI.4.5 RI.4.6 W.4.1 L.4.4 SL.4.3	Students will be able to: Compare and contrast the point of view from which different stories are narrated, including the difference between first-and-third person narrations Describe the overall structure of events, ideas, concepts, or information in a text or part of a text Compare and contrast a firsthand and secondhand account of the same event or topic; describe the	Use of graphic organizers Activate prior knowledge Guided Reading Discussion Group Work Partner Work Questioning Modeling	Observation Formative Assessments such as the use of the students’ white boards Presentations Rubrics Quizzes Common Assessments		

	<p>differences in focus and the information provided</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies</p> <p>Identify the reasons and evidence a speaker provides to support particular points</p>				
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Grade 4 Unit 4

Revolutionaries from the Past

Overview

While reading about America's past, not only do students highlight key information and supporting details about people and events in order to get a sense of chronology, but they spend time comparing and contrasting first- and third-person narratives. Students will read and discuss poetry, such as "Concord Hymn" by Ralph Waldo Emerson, and read speeches by revolutionaries including Patrick Henry and Sojourner Truth. Students read informational texts and study author Jean Fritz, who wrote books about the American Revolution, such as *Can't You Make Them Behave, King George?* After learning about revolutionary people of the past, students write their own speeches outlining their opinion on a current event, possibly taking a "revolutionary" position. This unit ends with a class discussion and essay response to the essential question.

Essential Question

What life lessons can we learn from revolutionaries in fiction and nonfiction?

Grade 4 Unit 4 Reading Rubric

RL 4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and-third person narrations.

Complete	Score	Comments
Student is able to identify whether a selection is told in first or third person.		
Student is able to explain how they know the selection is told in first or third person by citing specific evidence from the text.		
Student can compare and contrast the point of view from which two different stories are narrated.		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

1= Not Met/Not Evidenced- Student does not demonstrate and understanding of the concepts.

RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

In order to meet the standards students will need to understand that . . .

- A narrator is someone who is telling a story or gives an account.
- There is a difference between first and third person narrations.
- In a first person narrative, the narrator is talking about themselves
- In a third person narrative, the narrator is talking about someone else
- Emotions or point of view are conveyed differently based on whether the narration is first or third person

In order to understand, students will need to consider such questions as . . .

- Who is telling the story and how do I know?
- How is the story different and or alike if it is told in the first or third person?

In order to understand students will need to . . .

- Identify whether a selection is first or third person and how they know.
- Cite specific evidence from the text to support similarities and differences between a first and third person narration.
- Demonstrate an understanding through either writing or speaking as to how the story would be different if it were narrated through the opposite form of narration.

Grade 4 Unit 4

Informational Reading Rubric

RI.4.5: 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

Complete	Score	Comments
Student can use a variety of strategies to help them understand the structure of a text such as graphic organizers, and note-taking.		
Student identifies important information in the text and describes how it fits into the text structure.		
Student can identify important details in the text and use them to determine the main idea.		
Student can describe and identify comparative, cause/effect, and/or problem/solution relationships within the text.		
Student can describe the sequence or time order of a text (how and why things happened) and explain how this affected the events that followed.		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

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RI.4.5: 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.

In order to meet the standards students will need to understand that . . .

- Chronology/timeframe is the order/sequences in which events occur
- Non-fiction texts have a specific structure meant to help the text make more sense (follows a logical cause and effect, problem/solution framework).
- There are strategies which can help you understand the text better such as a timeline and other graphic organizers, note taking, skimming scanning, looking at graphic sources.
- The context of historic (background) events can impact your understanding of the text.

In order to understand, students will need to consider such questions as . . .

- When and where did this take place?
- What are the most important pieces of information?
- What was the main idea?
- How did the details support the main idea?
- How did the graphic sources help me to understand the information?
- What is the structure to this text, what happened when?
- What is the relationship between the problem and solution and or cause and effect?

In order to understand students will need to . . .

- Identify cause and effect and or problem/solution within a text.
- Pull out important pieces of information and describe how they fit into the overall structure of the text
- Utilize a variety of strategies when needed to assist in helping understand the overall structure of a text (graphic sources, organizers, note taking etc.)
- Describe the chronology of a text, how things happened and when and how they impacted the subsequent events and or the main idea/topic.

Grade 4 Unit 4

RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Complete	Score	Comments
Students identify if the reading is a first or second hand account and how they know this.		
Students described the differences and similarities between a firsthand and a secondhand account citing examples from text.		
Student described how the author's perspective (if the author was there, side the author is on, time the text was written, etc.) impacts the focus and information provided.		

Scoring (4 Point Scale)

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☐ **RI.4.6:** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

In order to meet the standards students will need to understand that . . .

- A second hand account tends to be more objective but may include opinions.
- A first person account may be more one sided and include opinions.
- A first person account tends to be narrated in the first person
- A second hand account tends to be narrated in the third person
- A first hand account comes from “someone who was there”
- A second hand account comes from someone who is reporting about it.
- Focus and information provided may vary depending on where the author is, time they were writing etc.

In order to understand, students will need to consider such questions as . . .

- Was this person there?
- Who is describing this information?
- Are the events stated as facts or opinions?
- How was each story different from one another?
- Does each author have the same or different opinion of events?
- How do you think the events and the author’s perspective impact the account?

In order to understand students will need to . . .

- Identify if the reading is a first or second hand account.
- Describe the differences and similarities between two texts, one first hand the other second hand on the same event
- Describe how the events and the authors perspective (if the author was there, side the author is on, time the text was written etc) impact the overall text and make it different or similar.

Grade 4 Unit 4
Writing Rubric

W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Complete	Score	Comments
Student demonstrates an understanding and use of the writing process (e.g. gather information, utilize a plan for writing) .		
Student demonstrates an ability to form an opinion based on facts about a topic and express it in written form.		
Student writes with a clear and organized point of view using sufficient reasons and information.		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

1= Not Met/Not Evidenced- Student does not demonstrate and understanding of the concepts.

W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

In order to meet the standards students will need to understand that . . .

- You must follow the writing process
- Opinions are more believable and valid when supported by facts and valid reasons
- There is a structure to writing an opinion essay that will help make your writing easier to understand

In order to understand, students will need to consider such questions as . . .

- What is my opinion and is it based on what I have learned?
- Can I support my opinion with facts/reasons from the text or information given about the topic?

In order to understand students will need to . . .

- Be able to read a text for understanding
- Form an opinion and express it in written form.
- Be able to use facts from an informational text to support their opinion
- Be able to write a clear and organized point of view with reasons and information

Grade 4 Unit 4
Speaking and Listening Rubric

SL 4.3: Identify the reasons and evidence a speaker provides to support particular points.

Complete	Score	Comments
Student can actively listen to the speaker's position.		
Student can re-state (either verbal or written) the speaker's position.		
Student can identify the speaker's reasons and evidence that support his/her position.		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

1= Not Met/Not Evidenced- Student does not demonstrate and understanding of the concepts.

SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.

In order to meet the standards students will need to understand that . . .

- A valid opinion is supported by facts and reasons
- An invalid opinion is faulty (not supported with accurate facts)
-

In order to understand, students will need to consider such questions as . . .

- What is the opinion of the speaker?
- Does the speaker use evidence/facts to support his reasoning?
- What evidence/facts does the speaker provide?
-

In order to understand students will need to . . .

- Actively listen to the speaker's position?
- Identify the speaker's reasons?
- Identify evidence the speaker uses?
-

L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.

- **See unit 1**

**Quashnet School
Grade 4**

NAME: Stories of the Earth and Sky – Unit 5
STRAND: Reading and Literature/Reading and Information/Writing/Language/Speaking and Listening
ESSENTIAL GUIDING QUESTION: How are the earth and sky portrayed in fiction and nonfiction?
FOCUS QUESTIONS: What strategies will help with text comprehension? Why is it important to use effective techniques when writing narratives (whether real or imagined)? Why are clarity, volume, and pace important to an oral presentation?

Massachusetts State Frameworks	Learning Expectations and Course Specific Goals	Instructional Strategies	Assessment Techniques	Materials, Supplies and Resources	Pacing Guide
RL.4.9 RI.4.7 W.4.3 L.4.3 L.4.3(a) L.4.3(b) L.4.3(c) SL.4.4	<p>Students will be able to:</p> <p>Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures</p> <p>Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p> <p>Use knowledge of language and its</p>	Activate prior knowledge Guided Reading Discussion Group Work Partner Work Questioning Modeling	Observation Formative Assessments such as the use of the students' white boards Presentations Rubrics Quizzes Common Assessments		Mid May – end of June

	<p>conventions when writing, speaking, reading, or listening</p> <p>Choose words and phrases to convey ideas precisely</p> <p>Choose punctuation for effect</p> <p>Differentiate between contexts that call for formal English and situations where informal discourse is appropriate</p> <p>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</p>				
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Grade 4 Unit 5

Stories of the Earth and Sky

Overview

This four-week unit pairs Native American stories with informational text about the earth and sky. The unit begins with a discussion about stories that explain nature's mysteries, and how these stories are often passed down orally from generation to generation. Students are asked to share any personal stories about the earth and sky that they have been told. After a brief introduction to Native Americans' reverence and respect for the earth and sky, students read Native American stories and compare and contrast them as a genre. Students alternate reading stories, such as *The Earth Under Sky Bear's Feet* by Joseph Bruchac, and related informational texts, such as *Zoo in the Sky: A Book of Animal Constellations* by Jacqueline Mitton. Class discussions focus on how the informational text helps us to appreciate literature and how authors use artistic license to make a good story. Students also conduct and present research on constellations. After discussing Vincent van Gogh's *Starry Night* and El Greco's *View of Toledo*, students write their own story and publish it on a class web page. This unit ends with a class discussion and informative/explanatory essay in response to the essential question.

Essential Question

How are the earth and sky portrayed in fiction and nonfiction?

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Reading

RL.4.9: 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.

Complete	Score	Comments
Student uses a variety of strategies for comprehending the text.		
Student identifies elements of traditional text (folktales, myths, and fables).		
Student sequences the pattern of events within traditional text.		
Student identifies the theme, values, morals, and beliefs within traditional literature.		
Student makes connections between the themes and structural elements of the stories and the culture they represent.		
Student compares and contrasts how similar themes and topics (e.g., good and evil) are portrayed in stories from different cultures.		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

3 = Standard Met- Student demonstrates complete and full understanding of concepts and can transfer their understanding to other areas.

2 = Partially Met- Student demonstrates a partial understanding of concepts or may have literal understanding but fails to transfer understanding.

1= Not Met/Not Evidenced- Student does not demonstrate and understanding of the concepts.

RL.4.9: 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.

In order to meet the standards students will need to understand that . . .

- Different cultures utilize stories and myths to convey similar themes and topics.
- Myths convey explanations of events related to particular themes
- Traditional literature is the written form of a story that was originally passed down through oral story telling.
- Compare and contrast patterns of events in different genres
- The characteristics of good and evil are exaggerated to get a message across
- Patterns of events in different cultures can be compared and contrasted
- Various cultures have different societal morals, values and beliefs that impact the themes, topics, or lessons
- There are elements that identify a story as traditional literature

In order to understand, students will need to consider such questions as . . .

- What is the background of the culture?
- What is the theme, value or belief conveyed by the story?
- How are the themes similar or different across cultures?
- How the characters are portrayed (good vs evil)?
- How are the patterns of events contributing to the outcome?
- In the traditional literature from various cultures, what are the similarities and differences?
- What can I tell about the culture after reading this story?
- Did the patterns of events happen the same way in both stories?

In order to understand students will need to . . .

- Use a variety of strategies for comprehending and organizing when needed
- Identify which type of traditional elements read (folktales, myths, fables)
- Identify the theme, values, morals and beliefs within the story
- Make connections between the themes of the stories and what that says about that culture
- Compare and contrast how similar themes (good and evil) are portrayed in stories from different cultures
- Explain the difference in the structural elements of both stories and its impact

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RI.4.7: 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.

Complete	Score	Comments
Students utilize and interpret information outside the written word to help understand the text.		
Students clearly explain how the information helped them understand the text.		
Students demonstrates an understanding of which strategy helps them best.		

Scoring (4 Point Scale)

4 = Above and Beyond- Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.

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RI.4.7: 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.

In order to meet the standards students will need to understand that . . .

- All presented information (class discussions, teacher enhancements, web based, charts and graphs) helps them to understand the text

In order to understand, students will need to consider such questions as . . .

- How did this help me understand the text?
- What did I think before I saw these references?
- Which of these things helped me understand the text?

In order to understand students will need to . . .

- Utilize and interpret information outside the written word to help understand the text
- Explain how the information helped them understand the text
- Know which formats or strategies help them the best and how they help

Grade 4 Unit 5

Writing Rubric

W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Complete	Score	Comments
Student demonstrates an ability to plan their writing using the writing process. This includes recognizing the purpose of their writing as well as their audience.		
Student demonstrates the ability to write narrative text using sequential order (beginning, middle, and end).		
Student uses an interesting introduction to draw the reader in.		
Student writes with sufficient descriptive and sensory detail so that the reader visualizes the experience.		
Student describes the setting, characters and events with sufficient detail.		
Student uses many stylistic devices (interesting language) and techniques.		
Student writes a satisfying ending that includes a memory, hope, wish, feeling, decision.		
Student goes back to reread, revise, and rewrite.		

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W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

See Unit 3

Grade 4 Unit 5
Speaking and Listening Rubric

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

Complete	Score	Comments
Student is able to speak about a topic or text, tell a story, or remember an experience in an organized manner.		
Student uses correct facts and descriptive details to support the main idea or theme.		
Student can speak clearly.		
Student can speak with proper volume.		
Student can use proper pacing.		

Scoring (4 Point Scale)

- 4 = Above and Beyond-** Student completely and fully understands concepts and demonstrates the ability to independently build on ideas and concepts. Student can model concepts for others and can transfer their understanding to other areas.
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- 1= Not Met/Not Evidenced-** Student does not demonstrate and understanding of the concepts.

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.

See rubric for this standard.

Grade 4 Unit 5 Language Rubric

L 4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases to convey ideas precisely.

b. Choose punctuation for effect.

c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informational discourse is appropriate (e.g., small-group discussions)

Complete	Score	Comments
Student selects appropriate words and phrases to convey ideas clearly.		
Student uses effective and appropriate punctuation.		
Student uses proper English conventions when required.		
Student uses informal English appropriately. (e.g., small-group discussions)		

Scoring (4 Point Scale)

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In order to meet the standards students will need to understand that . . .

- See rubric for this standard.

In order to understand, students will need to consider such questions as . . .

- o Who is my audience?

In order to understand students will need to . . .

- Vary speech for different audience.