Subject Content: _____**Language Arts**_____ **Grade** _____**4**_____

Weeks 1 – 3	Weeks 4 – 6
Unit/Topic **Literary Unit** **(Character, Setting, Plot)** **Character Analysis – The Character Says**	**Unit/Topic** **Informational Unit** **(Organizational Patterns)**
KENTUCKY CORE ACADEMIC STANDARDS 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). SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. SL.4.1 (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. 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. L.4.1 (g). Correctly use frequently confused words (e.g., to, too, two; there, their).	**KENTUCKY CORE ACADEMIC STANDARDS** RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. 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. RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text. SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. SL.4.1 (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. 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.

L.4.1 (b). Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	SL.4.1 (d). Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

L.4.1 (b). Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2 (a). Use correct capitalization.

L.4.4 (b). Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

W.4.9 (a). Apply grade 4 Reading standards to literature (e.g., "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].").

W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2 (a). Use correct capitalization.

L.4.6. Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

CURRICULUM			CURRICULUM		
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Identify Sub-Topics	**Identify Sub-Topics**	**Identify Sub-Topics**	**Identify Sub-Topics**	**Identify Sub-Topics**	**Identify Sub-Topics**
Quilt Square Character Prefixes/suffixes Frequently confused words Writing Conventions	Setting Prefixes/suffixes Frequently confused words Writing Conventions	Plot Structure Progressive verb tenses Context clues Writing Conventions	Organizational patterns Author's Opinion Context clues Writing Conventions	Organizational Patterns Author's Opinion Research projects Writing Conventions	Organizational Patterns Author's Opinion Research projects Writing Conventions
I CAN STATEMENTS: I can identify the character, setting, and/or events in a story. I can identify specific details about characters, settings, and events. I can describe a character's actions based	**I CAN STATEMENTS:** I can describe a story or drama's setting based on evidence in the text. I can describe in depth the setting of a story or drama by using details in the text.	**I CAN STATEMENTS:** I can describe the events in a story or drama based on the evidence in the text. I can describe in depth the plot of a story or drama by using details in the text.	**I CAN STATEMENTS:** I can determine the overall structure (e.g., chronology, comparison, cause/effect, or problem/solution) of a text or a part of a text. I can describe the overall structure (e.g.,	**I CAN STATEMENTS:** I can describe the overall structure of events, ideas, concepts, or information in a text or part of a text. I can explain how an author uses reasons to support particular points	**I CAN STATEMENTS:** I can describe the overall structure of events, ideas, concepts, or information in a text or part of a text. I can explain how an author uses evidence to support particular points

on evidence in the text. I can describe a character's thoughts based on evidence in the text. I can describe and explain in depth the character in a story or drama by using details in the text. I can use common 4th grade prefixes and suffixes. I can correctly use frequently confused words. I can identify key ideas and details which provide evidence to support conclusions about the text accessed through research.	I can identify and use common 4th grade prefixes and suffixes. I can correctly use frequently confused words. I can cite textual evidence to support analysis of what the text says explicitly. I can draw evidence from key ideas and details as support for research. I can identify the various purposes for writing. I can identify and understand the various organizational structures related to different genres or purposes for writing.	I can form and use the progressive verb tenses. I can determine the meaning of general academic and domain-specific words or phrases in a fourth grade text. I can analyze key ideas and details in a text as evidence for support understanding of text. I can reflect on key ideas and details in a text as evidence for support understanding of text.	chronology, comparison, cause/effect, or problem/solution) of events, ideas, concepts, or information in a text or part of a text. I can identify differences between fact and opinion. I can define evidence and reason. I can identify the author's reasons and evidence. I can identify general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject areas.	in a text. I can conduct short research projects. I can determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject areas.	in a text. I can conduct short research projects that build knowledge through investigation of different aspects of a topic. I can use general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject areas.
Critical Vocabulary Describe Character Specific detail Story Drama Character development	**Critical Vocabulary** Describe Setting Specific detail Story Drama Prop	**Critical Vocabulary** Describe Events (Plot) Specific detail Story Drama Prop	**Critical Vocabulary** General academic language Domain specific words Structures Chronology Comparison Cause/effect Problem/solution Events Ideas Concepts	**Critical Vocabulary** General academic language Domain specific words Structures Chronology Comparison Cause/effect Problem/solution Events Ideas concepts	**Critical Vocabulary** General academic language Domain specific words Structures Chronology Comparison Cause/effect Problem/solution Events Ideas Concepts

			Evidence Claim Organization Paragraph Concluding statement Brainstorm	Evidence Claim Organization Paragraph Concluding statement Brainstorm	Evidence Claim Organization Paragraph Concluding statement Brainstorm
Suggested Strategies/Activities	**Suggested Strategies/Activities**	**Suggested Strategies/Activities**	**Suggested Strategies/Activities**	**Suggested Strategies/Activities**	**Suggested Strategies/Activities**
*Read aloud activity *Dialogue Activities *Summarizing *Think/Pair/Share Discussions *Whole Brain Teaching Strategies (Reader's Theatre - Read aloud/acting out story) *Vocabulary Strategies: Prefixes/Suffixes *Leveled Readers *Journal Entry: Describe the personality of the main character. What parts of the story support your description? *Who Am I? Activity (teachervision.com) *DCL Everyday Edits (educationworld.com)	*Read aloud activity *Whole Brain Teaching Strategies (Reader's Theatre - Read aloud/acting out story) *Vocabulary Strategies: Prefixes/Suffixes *Leveled Readers *Create comic strips by folding a sheet of paper in fourths or eighths. *Comic Strip Worksheets (havefunteaching.com) *Dialogue Bubbles Comic Strips (Quilt Square) *Journal Entry: Describe the main conflict the main character faces. *Have students turn one hands-on activity into a constructed response	*Read aloud activity *Whole Brain Teaching Strategies (Reader's Theatre - Read aloud/acting out story) *Pair Reading or Small Groups *Summarize Sharing *Use index cards for sequencing the plot of a story. Have student groups try to find the correct order. *Journal Entry: How did the main character interact with other characters in the story? How did this affect the plot? What parts of the story support your answer? *Vocabulary Strategies: Prefixes/Suffixes	*Read aloud activity *Graphic Organizers for Sequencing Chronological Order *Venn Diagram for comparisons *Have students create a poster using Venn Diagram and illustrations regarding likes and differences. *Flip Chart (T-chart) for Cause and Effect Activity *Use plot structure diagrams for problem/solution understanding *Author's purpose activities *Research science related topic *Write an article based on research about	*Read aloud activity *Research science related topic *Leveled readers *Write sentence stems on the board for students to add to writing folders (First.., Next.., Then.., After that.., Finally.., The story takes place.., The main characters are.., A problem occurs when.., I learned that.., The most important ideas in this text are.., This part was about..) *Whole Brain Strategies *Extended Questions (How can you stretch thinking? Ex. Who, What, When, Why, and How) *Multiple Questioning (Why? Explain – how do you know?)	*Read aloud activity *Summarizing (Story Bit/Chunk – students summarize the key ideas in the story and illustrate; "Bit" is half sheet of paper, "Chunk" is whole sheet of paper) *Create a story chain in the classroom *Research science related topic *Leveled readers *Use whiteboards – Main Idea: Teacher lists several statements that could be the main idea. Students "Accept" or "Reject" (predict which statement could be the main idea and defend their choice). After reading, students keep choice or choose another and use details from the story to defend

*Drops In A Bucket (educationworld.com) *Character Analysis (The Character says…, The Character does…, I Think…) *Have students create character trait bookmarks (www.cherylsigmon.com)	question. Then work in teams to discuss rationales. *Have students create a Flow Chart for how and why characters change (www.Internet4classrooms.com)	*Leveled Readers *Have each student create a reference folder/notebook. The notebook will contain various reference sheets and notes regarding the different common core skills learned throughout the year.	science related topic.	*Nonfiction Text – Create a timeline of events (whole group). Have students add to timeline (small group, individual)	their choice.
Balanced Assessment: Formative • Multiple Choice questions • Character Analysis/Traits (Graphic organizer) • Question Starters – Write starters on strips of paper, students pull out a strip and pose a question (include questions from Bloom's) • Synonym/Antonym Webs & Chains	**Balanced Assessment: Formative** • Multiple Choice questions • Graphic Organizer: Setting • Checklist – Create a checklist of key details a student should be able to recall from the text • Story/Comic Strip/Film graphic organizer or conversation bubbles (draw a picture and write three key details in the text – whole, small, partner, or individual)	**Balanced Assessment: Formative** • Multiple Choice questions • Graphic Organizer: Plot (events/sequence) • Exit Slips (Have students list the two or three key terms they should understand. Justify the answer by verifying the information using the text)	**Balanced Assessment: Formative** • Multiple choice questions (editing) • Write an article • Graphic Organizers • Passage Multiple Choice	**Balanced Assessment: Formative** • Write an informational piece (ex. Article, brochure) • Timelines	**Balanced Assessment: Formative** • Write an informational letter • Interactive activity
Summative • Multiple Choice • Short Answer	**Summative** • Multiple Choice • Short Answer	**Summative** • Multiple Choice • Short Answer	**Summative** • On Demand Writing- article	**Summative** • Research Project • Extended Response	**Summative** • Continue research project (complete

• Extended Response	• Extended Response	• Extended Response	• Extended Response		during this time) • Extended Response
Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	**Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)**	**Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)**	**Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)**	**Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)**	**Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)**
Resources Needed • Reading Street Book: Story-Because of Winn-Dixie • Website: Whole Brain Teaching • Study Island • Angela Hilterbrand Instructional Strategies • Story Form • Leveled Readers from reading series • www.achievethecore.org • www.fourthgradefriends.com • www.fabulous-fourth.blogspot.com/common.core • www.educationworld.com • www.smartboardgoodies.com • www.youtube.com (dialogue) • Character Analysis Graphic Organizers • www.fcrr.com/curriculum	**Resources Needed** • Reading Street Book: Story- Lewis and Clark and Me • Website: Whole Brain Teaching • Study Island • Angela Hilterbrand Instructional Strategies • Story Form • Leveled Readers from reading series • www.achievethecore.org • www.fourthgradefriends.com • www.fabulous-fourth.blogspot.com/common.core • www.havefunteaching.com	**Resources Needed** • Reading Street Book: Story-The Horned Toad Prince • Website: Whole Brain Teaching • Study Island • Angela Hilterbrand Instructional Strategies • Story Form • Leveled Readers from reading series • www.smartboardgoodies.com • Plot – BrainPop • www.gobookee.com • www.Internet4classrooms.com • Story Map • Flow Chart	**Resources Needed** • Computer • Angela Hilterbrand Instructional Strategies • Project Read: Report Form • Leveled Readers from reading series • Reading Street Book: story • Study Island • http://www.Palmbeach.k12.fl.us/Learning_Tools/students/elementary.htm#science	**Resources Needed** • Computer to create an article or brochure • Computer, informational books for research • Leveled Readers • Reading Street Book: story • www.read/write/learn • Study Island • Education City • Angela Hilterbrand Instructional Strategies • http://www.Palmbeach.k12.fl.us/Learning_Tools/students/elementary.htm#science	**Resources Needed** • Computer to create an article or brochure • Computer, informational books for research • Leveled Readers • Reading Street Book: story • www.read/write/learn • Study Island • Education City • Angela Hilterbrand Instructional Strategies • http://www.Palmbeach.k12.fl.us/Learning_Tools/students/elementary.htm#science

Weeks 7 - 9	Weeks 10 - 12
Unit/Topic **Literary Unit** **(Themes)**	**Unit/Topic** **Informational Unit** **(Main Ideas/Supporting Details)**
KENTUCKY CORE ACADEMIC STANDARDS	**KENTUCKY CORE ACADEMIC STANDARDS**
RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.4.7. 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. SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. L.4.1 (c). Use modal auxiliaries (can, may, must) to convey various conditions. L.4.1 (d). Order adjectives within sentences according to conventional patterns (a small red bag rather than a red small bag). L.4.1 (e). Form and use prepositional phrases. L.4.3 (b). Choose punctuation for effect. L.4.4 (a). Use context as a clue to the meaning of a word or phrase. L.4.5 (c). Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, and or states of being and that are basic to a particular topic. W.4.1. Write opinion pieces on topics or texts, supporting a point of view with	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.4.1 (a). Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). L.4.1 (c). Use modal auxiliaries (can, may, must) to convey various conditions. L.4.1 (d). Order adjectives within sentences according to conventional patterns. L.4.1 (e). Form and use prepositional phrases. L.4.3 (b). Choose punctuation for effect. L.4.4 (a). Use context (definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. L.4.5 (c). Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

reasons and information.

W.4.1 (a). Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

W.4.1 (b). Provide reasons that are supported by facts and details.

W.4.1 (c). Link opinion and reasons using words and phrases (for instance, in order to, in addition).

W.4.1 (d). Provide a concluding statement or section related to the opinion presented.

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotion, or states of being (quizzed, whined, stammered) and that are basic to a particular topic (*wildlife, conservation, and endangered* when discussing animal preservation).

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

W.4.1 (a). Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

W.4.1 (b). Provide reasons that are supported by facts and details.

W.4.1 (c). Link opinion and reasons using words and phrases (for instance, in order to, in addition).

W.4.1 (d). Provide a concluding statement or section related to the opinion presented.

W.4.9 (b). Apply grade 4 reading standards to informational texts (Explain how an author uses reasons and evidence to support particular points in a text).

CURRICULUM			CURRICULUM		
Week 7	**Week 8**	**Week 9**	**Week 10**	**Week 11**	**Week 12**
Identify Sub-Topics Theme of a story, drama, or poem Summarize Context clues	**Identify Sub-Topics** Theme of a story, drama, or poem Antonyms/synonyms Adjectives Paraphrase	**Identify Sub-Topics** Theme of a story, drama, or poem Prepositional Phrases Fact/Opinion Auxiliaries	**Identify Sub-Topics** Main Idea/Supporting Details Specialized Vocabulary Paraphrase Relative pronouns & adverbs	**Identify Sub-Topics** Main Idea/Supporting Details Specialized Vocabulary Context Clues Relative pronouns & adverbs	**Identify Sub-Topics** Main Idea/Supporting Details Specialized Vocabulary Supporting a point of view Relative pronouns & adverbs
I CAN STATEMENTS: I can "define" theme of a story, drama, or poem. I can identify a theme	**I CAN STATEMENTS:** I can identify a theme of a story, drama, or poem from details in the text. I can apply details of a	**I CAN STATEMENTS:** I can identify a theme of a story, drama, or poem from details in the text. I can summarize key ideas	**I CAN STATEMENTS:** I can explain how the supporting details determine the main idea of a text.	**I CAN STATEMENTS:** I can identify the main idea of a text and explain how it is supported by key	**I CAN STATEMENTS:** I can analyze key ideas and details in a text as evidence for support understanding of text.

of a story, drama, or poem from details in the text. I can identify a story or drama in text, visually, and orally. I can identify descriptions in a story or drama in text, Visually, and orally. I can recognize stage directions in a story or drama both in text and a visual/oral presentation. I can connect the text of a story or drama to the text of a visual or oral presentation recognizing the descriptions and direction in each version. I can recognize facts and details. I can explain organizational structures, use of linking words and phrases, purpose of concluding statement or section, writer's purpose, and point of view.	text to determine the theme of a story, drama, or poem. I can demonstrate understanding of words by relating them to their opposites (antonyms) and similar meanings (synonyms). I can summarize portions of a text read aloud or information presented in diverse media and formats. I can order adjectives within sentences according to conventional patterns. I can formulate an opinion. I can organize by grouping related ideas to support the writer's purpose. I can provide reasons that are supported with facts and details.	and details for the theme of a story, drama, or poem. I can form and use prepositional phrases. I can provide reasons that are supported by facts and details. I can use modal auxiliaries to convey various conditions. I can link opinions and reasons using words and phrases (e.g., for instance, in order, in addition). I can provide a conclusion related to the opinion presented.	I can summarize a text. I can determine the meaning of general academic and domain-specific words or phrases to a grade 4 topic or subject area. I can summarize portions of a text read aloud or information presented in diverse media and formats. I can create an opinion piece on topics or texts, supporting it with reasons and information.	details. I can summarize the text using key details. I can determine the meaning of general academic and domain-specific words or phrases to a grade 4 topic or subject area. I can use context as a clue to the meaning of a word or phrase. I can write a clear introduction of topic or text. I can write a statement of opinion.	I can determine the meaning of general academic and domain-specific words or phrases to a grade 4 topic or subject area. I can write opinion pieces on topics on texts, supporting a point of view with reasons and information. I can write with strong organizational structure in which related ideas are grouped to support my purpose. I can write reasons that are supported by facts and details. I can create links between opinions and reasons using words and phrases (e.g., for instance, in order to, in addition). I can write a concluding statement or section related to the opinion presented.

I can determine how to introduce the topic or text clearly.					
Critical Vocabulary Theme Poem Summarize Visual/oral presentation Paraphrase Diverse Drama	**Critical Vocabulary** Antonyms Synonyms Adjectives Paraphrase Diverse	**Critical Vocabulary** Prepositional phrase Modal auxiliaries Conditions Convey Fact Opinion Concluding statement	**Critical Vocabulary** Main idea Supporting details Specialized vocabulary Paraphrase Relative pronouns Adverbs	**Critical Vocabulary** Main idea Supporting details Specialized vocabulary Context clues Relative pronouns Adverbs	**Critical Vocabulary** Main idea Supporting details Point of view Relative pronouns Adverbs
Suggested Strategies/Activities *Read aloud activity *Main Idea and Theme activities (internet4classrooms) *Aesop's Fables (internet4classrooms) *Whole Brain Teaching (read aloud acting out story) *Leveled Readers *Angela Hilterbrand Instructional Strategies *Story/article from reading series or coach *Have students create a Paper Bag Report:	**Suggested Strategies/Activities** *Read aloud activity *Whole Brain Teaching (read aloud acting out story) *Leveled Readers *Angela Hilterbrand Instructional Strategies *Story/article from reading series or coach *Have students portray their text summaries through art projects such as creating a collage, timeline, mobile, poster, or cartoon strip – suggested teacher prompts:	**Suggested Strategies/Activities** *Read aloud activity *Whole Brain Teaching (read aloud acting out story) *Leveled Readers *Use *Storyworks* magazines for poetry activities *Angela Hilterbrand Instructional Strategies *Story/article from reading series or coach *Have student presents their artistic interpretations of a story, along with an oral presentation, to the class. *Plate Sectioned Graphic	**Suggested Strategies/Activities** *Read aloud activity (main idea and supporting details web for active reading strategy) *Whole Brain Teaching (read aloud acting out story) *Leveled Readers *Angela Hilterbrand Instructional Strategies *Story/article from reading series or coach *Fishbone Map (for main idea and supporting details)	**Suggested Strategies/Activities** *Read aloud activity *After reading selected text, students create a 3,2,1 box organizer (3 key details, 2 supporting ideas, 1 main idea). Do as partner work or individual. *Whole Brain Teaching (read aloud acting out story) *Leveled Readers *Angela Hilterbrand Instructional Strategies *Story/article from reading series or coach	**Suggested Strategies/Activities** *Read aloud activity *Whole Brain Teaching (read aloud acting out story) *Leveled Readers *Angela Hilterbrand Instructional Strategies *Story/article from reading series or coach *Have students create a *Reading Response Journal*: 1. What was the focus of the reading selection? 2. Which details are most and least significant? 3. How can you use key ideas to condense the information in this story?

On the front of a lunch bag, students draw a scene from a book that they have read (include the title and author's name). On the back of the lunch bag, students write the names of the main characters and summarize the conflict and resolution. Inside the lunch bag, students place objects that represent significant events in the book. They could also put in objects that represent aspects of the character's personality. Students should share their Paper Bag Reports with classmates explaining inside items.	1. What words from the story jump out at you to help make an artistic representation? 2. What was the focus of the reading selection? 3. Think of all the parts in the story and put them together as if you were going to tell another person about the story. 4. What details are most and least significant? 5. How can you use key ideas to condense the information in this story? 6. Which words helped you get the gist/or the understanding of the story? 7. What is important and essential to the text? 8. Tell me about some of the important ideas that struck you.	*Have students create a scrapbook report using poster board or construction paper (focus on main idea, character, setting, or theme). *Have students create a story wheel: Ask them to list the important events in the story. Emphasize that the events should be from the beginning, middle, and end of the selection. Next have them narrow the list of events to the seven most important. Provide students with blank story wheels. Students write story title and author's name in a wedge of the story wheel. Then they illustrate a story event in each of the story wheel wedges; so that when the story wheel is completed they have a summary of the story. They could also include a written event in each wedge. Have students share with class.	Organizer for main idea and supporting details *Extend Plate Organizer to constructed response *Have students play "Character Detectives" – Partner or small groups (http://www.gobookee.net/charcter-analysis-lesson-plans-4th-grade/) *Have students do the "Life Size Character Analysis" activity (http://teacher.scholastic.com/lessonrepro/newcontent/pdf/916355.pdf)	*Charting main idea activity: give each student a sheet of blank paper. On the sheet, each student creates a chart with two columns and six rows. In each row of the first column, students write a different question related to the story. The "W" and "H" questions are: "Who is the main character of the story?" "What is the problem he/she faces?" "Where is the character?" "When does the story happen?" "Why does he/she feel how he/she feels?" and "How does he/she solve the problem?" Students answer these questions in the chart. Using the information from the chart, each student writes a summary of the story in his/her own words. All the major points from the "W" and "H" questions should be covered.	4. Which words helped you get the gist/or the understanding of the story? 5. What is important and essential to the text? 6. Tell me about some of the important ideas that struck you.
Balanced Assessment: Formative • On line practice quiz • Study Island	**Balanced Assessment: Formative** • On line practice quiz • Study Island • Multiple choice	**Balanced Assessment: Formative** • Online quiz: http://grammar.ccc.commnet.edu/grammar/cgi-	**Balanced Assessment: Formative** • Online quiz: relative adverbs • Graphic Organizers	**Balanced Assessment: Formative** • Online practice quiz • Study Island • Multiple choice	**Balanced Assessment: Formative** • Online practice quiz • Study Island • Multiple choice

• Multiple choice • Short answer	• Short answer	shl/quiz.pl/modal-quiz.htm	• Notes • Journals	• Short answer • Graphic Organizers	• Short answer
Summative • Multiple choice • Short answer • Extended Response	**Summative** • Multiple choice • Short answer • Extended Response	**Summative** • Multiple choice • Short answer • Extended Response	**Summative** • Multiple choice • Short answer • Extended Response	**Summative** • Multiple choice • Short answer • Extended Response	**Summative** • Multiple choice • Short answer • Extended Response
Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	**Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)**	**Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)**	**Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)**	**Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)**	**Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)**
Resources Needed • Reading Series • Leveled Readers • Website: Whole Brain Teaching • Angela Hilterbrand Instructional Strategies • Story Form • Reading Coach Books • Study Island • Education City • www.fcrr.com/curriculum • www.ereadingworksheets.com	**Resources Needed** • Reading Series • Leveled Readers • Website: Whole Brain Teaching • Angela Hilterbrand Instructional Strategies • Story Form • Reading Coach Books • Study Island • Education City • www.internet4classrooms.com • Character Booklets (http://www.fcrr.org/studentactivities/literature_45.htm	**Resources Needed** • http://www.oestarapublishing.com/grammar/prepkey.html • Reading Series • Leveled Readers • Website: Whole Brain Teaching • Angela Hilterbrand Instructional Strategies • Story Form • Reading Coach Books • Study Island • Education City • *Storyworks*	**Resources Needed** • Websites: (relative pronouns) http://Englishplus.com/grammar/00000370.htm (relative adverbs) http://www.ego4u.com/en/cram-up/grammar/relative-clauses/exercises?II • Study Island • Education City • www.internet4classrooms.com • www.teachervision.com	**Resources Needed** • Reading Series • Leveled Readers • Website: Whole Brain Teaching • Angela Hilterbrand Instructional Strategies • Story Form • Reading Coach Books • Study Island • Education City	**Resources Needed** • Reading Series • Leveled Readers • Website: Whole Brain Teaching • Angela Hilterbrand Instructional Strategies • Story Form • Reading Coach Books • Study Island • Education City

Weeks 13 - 15	Weeks 16 - 18

Unit/Topic Literary Unit (Mythology)	Unit/Topic Informational Unit (Drawing Inferences)
KENTUCKY CORE ACADEMIC STANDARDS RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (Herculean). RL.4.9. Compare and contrast the treatment of similar themes and topics (opposition of good and evil) and patterns of events (the quest) in stories, myths, and traditional literature from different cultures. SL.4.3. Identify the reasons and evidence a speaker provides to support particular points. L.4.1 (b). Form and use the progressive (I was walking; I am walking; I will be walking) verb tenses. L.4.2 (b). Use commas and quotation marks to mark direct speech and quotations from a text. L.4.2 (d). Spell grade-appropriate words correctly, consulting references as needed. W.4.2 (a). Introduce a topic clearly and group related information in paragraphs and sections; include formatting (headings), illustrations, and multimedia when useful to aiding comprehension. W.4.2 (b). Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W.4.2 (c). Link ideas within categories of information using words and phrases (another, for example, also, because)	**KENTUCKY CORE ACADEMIC STANDARDS** 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. RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade 4 topic or subject area. SL.4.3. Identify the reasons and evidence a speaker provides to support particular points. L.4.2 (b). Use commas and quotation marks to mark direct speech and quotations from a text. L.4.2 (d). Spell grade-appropriate words correctly, consulting references as needed. L.4.6. Acquire and use accurately grade-appropriated general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (quizzed, whined, stammered) and that are basic to a particular topic (wildlife, conservation, and endangered when discussing animal preservation). 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 (headings), illustrations, and multimedia when useful to aiding comprehension. W.4.2 (b). Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W.4.2 (c). Link ideas within categories of information using words and phrases (another, for example, also, because)

W.4.2 (d). Use precise language and domain-specific vocabulary to inform about or explain the topic. W.4.2 (e). Provide a concluding statement or section related to the information or explanation presented. W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.			W.4.2 (d). Use precise language and domain-specific vocabulary to inform about or explain the topic. W.4.2 (e). Provide a concluding statement or section related to the information or explanation presented. W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		
CURRICULUM			**CURRICULUM**		
Week 13	**Week 14**	**Week 15**	**Week 16**	**Week 17**	**Week 18**
Identify Sub-Topics Compare/Contrast Themes Drawing Inferences Context Clues	**Identify Sub-Topics** Compare/Contrast Themes Point of View Verb Tenses Direct Quotes	**Identify Sub-Topics** Compare/Contrast Themes Specialized Vocabulary Reference Materials	**Identify Sub-Topics** Specialized Vocabulary Drawing Inferences Informative/Explanatory Texts	**Identify Sub-Topics** Specialized Vocabulary Drawing Inferences Informative/Explanatory Texts Topic Development	**Identify Sub-Topics** Specialized Vocabulary Drawing Inferences Informative/Explanatory Texts Conclusion Writing Process
I CAN STATEMENTS: I can identify specific details that describe themes, topics, and patterns of events in stories, myths, or traditional literature from different cultures. I can identify similarities of two or more themes, topics, and patterns of events in stories, myths, or traditional literature from different cultures. I can identify differences of two or more themes, topics,	**I CAN STATEMENTS:** I can identify key features for comparing and contrasting themes, topics, and patterns of events in stories, myths, or traditional literature from different cultures. I can compare and contrast two or more themes, topics, and patterns of events in stories, myths, or traditional literature from different cultures. I can identify the reasons and evidence a speaker provides to	**I CAN STATEMENTS:** I can compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. I can understand and use accurately grade-appropriate academic and content-specific words and phrases, including those that signal actions, emotions, or states of being. I can spell grade-appropriate words	**I CAN STATEMENTS:** I can identify the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. I can explain the difference between explicit and inferred information in a text. I can identify details and examples when explaining what the text says explicitly. I can identify details and	**I CAN STATEMENTS:** I can identify the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. I can explain what the text says using details and examples when identifying explicit information. I can explain what the text says using details and examples when drawing inferences.	**I CAN STATEMENTS:** I can identify the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. I can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. I can write informative/explanatory texts to examine a topic and convey ideas and

and patterns of events in stories, myths, or traditional literature from different cultures. I can identify key details and examples in a text. I can explain the difference between explicit and inferred information. I can explain how details and examples from the text support making inferences. I can identify words and phrases in a text that allude to significant characters found in mythology, in a text. I can identify significant Greek characters and their defining characteristics. I can determine the meaning of words and phrases as they are used in a text. I can determine the meaning of words and phrases that allude to significant characters	support particular points. I can form and use the progressive verb tenses. I can use commas and quotation marks to mark direct speech and quotations from a text. I can identify a topic that is clear with related-information grouped together in paragraphs or sections that contain formatting, illustrations, or multimedia when useful in aiding comprehension. I can identify a topic developed with facts, definitions, concrete details, quotations, other information, and examples related to the topic. I can identify linked ideas within categories of information using words and phrases, precise language and domain-specific vocabulary to inform about or explain the topic. I can identify a concluding statement or section related to the	correctly, consulting references as needed. I can develop a topic that is clearly introduced with related-information grouped in paragraphs or sections that contain formatting, illustrations, or multimedia when useful in aiding comprehension. I can develop a topic with facts, definitions, concrete details, quotations, other information, and examples related to the topic. I can develop linked ideas within categories of information using words and phrases, precise language and domain-specific vocabulary to inform about or explain the topic. I can develop a concluding statement or section related to the information or explanation presented. I can, with guidance and support from peers and adults, identify how to plan, revise, edit, rewrite,	examples when drawing inferences from the text. I can write informative/explanatory texts to examine a topic and convey ideas and information clearly. I can introduce a topic clearly and group related information in paragraphs and sections using formatting, illustrations, or multimedia when useful in aiding comprehension.	I can write informative/explanatory texts to examine a topic and convey ideas and information clearly. I can develop a topic with facts, definitions, concrete details, quotations, other information, and examples related to the topic. I can link ideas within categories of information using words and phrases. I can use precise language and domain-specific vocabulary to inform about or explain the topic.	information clearly. I can provide a concluding statement or section related to the information or explanation presented. I can, with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revision, editing, rewriting, or trying a new approach.

found in mythology as they are used in a text.	information or explanation presented.	or try a new approach.			
Critical Vocabulary Compare/Contrast Similar Pattern of events Myths Explicitly Drawing inferences Allude Mythology Herculean	**Critical Vocabulary** Myths Progressive verb tenses Direct speech Quotations	**Critical Vocabulary** General academic language Domain specific words Precise States of being References	**Critical Vocabulary** General academic language Domain specific words Explicitly Drawing inferences Informative Explanatory Convey Learning logs	**Critical Vocabulary** General academic language Domain specific words Explicitly Drawing inferences Relevant Informative Explanatory Convey Learning logs	**Critical Vocabulary** General academic language Domain specific words Explicitly Drawing inferences Relevant Informative Explanatory Convey Writing process Learning logs
Suggested Strategies/Activities *Vocabulary strategies *Stories/articles from various sources to compare/contrast *Read aloud activities *Angela Hilterbrand Instructional Strategies *Leveled Reading activities	**Suggested Strategies/Activities** *Vocabulary strategies *Stories/articles from various sources to compare/contrast *Read aloud activities *Angela Hilterbrand Instructional Strategies *Leveled Reading activities	**Suggested Strategies/Activities** *Vocabulary strategies *Stories/articles from various sources to compare/contrast *Read aloud activities *Angela Hilterbrand Instructional Strategies *Leveled Reading activities *Use the "Hamburger" analogy for organizing writing (Meat is the main idea, supporting details are the lettuce, tomato, cheese, etc)	**Suggested Strategies/Activities** *Vocabulary strategies *Stories/articles from various sources to compare/contrast *Read aloud activities *Inference songs (teacherspayteachers) *Angela Hilterbrand Instructional Strategies *Leveled Reading activities *Have the students trace their hand on a sheet of paper and label "Helping Hand" then	**Suggested Strategies/Activities** *Vocabulary strategies *Stories/articles from various sources to compare/contrast *Read aloud activities *Angela Hilterbrand Instructional Strategies *Leveled Reading activities *Create a classroom kite from bulletin board paper and write the main idea on the kite. Give each student a ribbon strip to write supporting details on the ribbons	**Suggested Strategies/Activities** *Vocabulary strategies *Stories/articles from various sources to compare/contrast *Read aloud activities *Angela Hilterbrand Instructional Strategies *Leveled Reading activities *Fishing for Headlines Activity: Cut out several articles with headlines from magazines or newspapers. Trim the headlines from each article. You need one

			write the main idea of a passage on the palm with supporting details written on the fingers. They may draw a bracelet fro the story summary.	and connect to the kite.	article per student. Explain to students that headlines contain the main idea of an article. Break students into groups of six. Give each group six articles and six headlines. Place the headlines into a fishbowl. All students must read all of their group's articles. Then, each student takes a turn "fishing" a headline out of the bowl. The student tries to match the headline to the correct article. The group then switches articles with another group, continuing until each group has had all the articles and headlines.
Balanced Assessment: Formative • Compare/contrast activities • Multiple choice • Short answer • Extended Response • Performance activity	**Balanced Assessment: Formative** • Compare/contrast activities • Multiple choice • Short answer • Extended Response • Performance activity	**Balanced Assessment: Formative** • Compare/contrast activities • Multiple choice • Short answer • Extended Response • Performance activity	**Balanced Assessment: Formative** • Performance activities • Multiple choice • Extended Response • Short answer • Presentations	**Balanced Assessment: Formative** • Performance activities • Multiple choice • Extended Response • Short answer • Presentations	**Balanced Assessment: Formative** • Performance activities • Multiple choice • Extended Response • Short answer • Presentations
Summative • Multiple choice • Short answer • Extended Response	**Summative** • Multiple choice • Short answer • Extended Response	**Summative** • Multiple choice • Short answer • Extended Response	**Summative** • Multiple choice • Short answer • Extended Response	**Summative** • Multiple choice • Short answer • Extended Response	**Summative** • Multiple choice • Short answer • Extended Response

Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	• Presentations Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)
Resources Needed • Reading series • Leveled readers • Literature from different cultures (internet) • Study Island • Education City	**Resources Needed** • Reading series • Leveled readers • Literature from different cultures (internet) • Study Island • Education City	**Resources Needed** • Reading series • Leveled readers • Literature from different cultures (internet) • Study Island • Education City	**Resources Needed** • Reading series • Leveled readers • Literature from different cultures (internet) • Study Island • Education City • Learning Logs • www.teacherspayteacher.com	**Resources Needed** • Reading series • Leveled readers • Literature from different cultures (internet) • Study Island • Education City • Learning Logs	**Resources Needed** • Reading series • Leveled readers • Literature from different cultures (internet) • Study Island • Education City • Learning Logs

Weeks 19 - 21	Weeks 22 - 24
Unit/Topic **Literary Text** **(Structural Elements)**	**Unit/Topic** **Informational Text** **(Text Features, First Hand & Second Hand Accounts, Explaining Events)**
KENTUCKY CORE ACADEMIC STANDARDS 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, setting descriptions, dialogue, stage directions) when writing or speaking about a text. L.4.4 (c). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. L.4.5 (b). Recognize and explain the meaning of common idioms, adages, and proverbs.	**KENTUCKY CORE ACADEMIC STANDARDS** 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. RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. 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. RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web

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

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

W.4.3 (a). Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.4.3 (b). Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W.4.3 (c). Use a variety of transitional words and phrases to manage the sequence of events.

W.4.3 (d). Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.4.3 (e). Provide a conclusion that follows from the narrated experiences or events.

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

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

RF.4.4 (b). Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

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

pages) and explains how the information contributes to an understanding of the text in which it appears.

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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.

CURRICULUM			CURRICULUM		
Week 19	**Week 20**	**Week 21**	**Week 22**	**Week 23**	**Week 24**
Identify Sub-Topics Structural elements Reference materials	**Identify Sub-Topics** Structural elements Idioms Adages Proverbs	**Identify Sub-Topics** Structural elements Narrative writing	**Identify Sub-Topics** Text features Specialized vocabulary	**Identify Sub-Topics** First hand & second hand accounts	**Identify Sub-Topics** Explaining events
I CAN STATEMENTS:	**I CAN STATEMENTS:**	**I CAN STATEMENTS:**	**I CAN STATEMENTS:**	**I CAN STATEMENTS:**	**I CAN STATEMENTS:**

I can explain the major differences between poems, drama, and prose.	I can explain the major differences between poems, drama, and prose.	I can explain the major differences between poems, drama, and prose.	I can define interpret.	I can define firsthand and secondhand account.	I can identify events, procedures, ideas, and concepts in an informational text.
I can compare and contrast poems.	I can compare and contrast poems, drama, and prose.	I can refer to the structural elements of prose (e.g., characters, settings, descriptions, dialogue) when speaking or writing about a text.	I can identify text features of nonfiction.	I can describe the events or main ideas of each account (firsthand and secondhand).	I can explain why the events, procedures, ideas, and concepts in an informational text occurred.
I can refer to the structural elements of poems (e.g., verse, rhyme, and meter) when speaking or writing about a text.	I can refer to the structural elements of drama (e.g., cast of characters, settings, descriptions, dialogue, stage directions) when speaking or writing about a text.	I can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	I can read graphs, charts, diagrams, timelines, etc.

I can identify interactive Web elements.

I can explain information from charts, diagrams, graphs, timelines, animations, and interactive elements. | I can compare the accounts of the event or topic.

I can contrast the accounts of the event or topic.

I can describe how the focus and information provided is different in each account. | I can use specific information in the text to support explanation.

I can verify the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
| I can add audio recordings and visual displays to presentation when appropriate to enhance the development of main ideas and themes. | I can identify and explain the meaning of common idioms, adages, and proverbs. | I can support comprehension by reading on-level text fluently and accurately. | I can interpret information that is presented visually, orally, or quantitatively in text or on the Web. | I can verify the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. | I can acquire and use accurately grade-appropriate general academic and domain specific words and phrases. |
| I can consult reference materials, bold print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | I can apply foundational skills reflected in Reading to support comprehension to determine the purpose for reading on-level text. | I can support comprehension by rereading with fluency as necessary.

I can read with accuracy, appropriate rate, and expression on successive readings. | I can explain how information presented visually, orally, or quantitatively adds to a better understanding of the text or on the Web. | I can acquire and use accurately grade-appropriate general academic and domain specific words and phrases. | I can apply grade level-level phonics and word analysis skills in decoding words. |
| I can identify and understand foundational skills for Reading to support comprehension to identify the purpose and understanding of text. | I can apply foundational skills reflected in Reading to support comprehension to apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings. | I can write a narrative to develop real or imagined experiences that establishes a situation, a narrator or character(s), uses dialogue, | I can verify the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

I can acquire and use | I can identify syllabication patterns and root words (specifically Greek and Latin). | I can synthesize phonics and word analysis skills to decode words.

I can read accurately unfamiliar multisyllabic |

I can identify and understand foundational skills for Reading to support comprehension to identify oral reading with accuracy, appropriate rate, and expression on successive readings. I can identify and understand foundational skills for Reading to support comprehension to identify rereading, when necessary, as a strategy when confirming or self-correcting words in text. I can identify and understand foundational skills for Reading to support comprehension to understand how context can help to confirm or self correct word recognition. I can identify the story elements, structure of a narrative, and use of dialogue and description to develop experiences, events or characters.	I can apply foundational skills reflected in Reading to support comprehension to confirm or self-correct word recognition and understanding by using context. I can identify transitional words used to develop sequence. I can describe how writers use concrete and sensory details. I can establish a situation, a narrator and/or characters. I can sequence events logically using transitional words to move the events along. I can use dialogue and description to develop experiences and events. I can use concrete and/or sensory details to develop experiences or events. I can establish conclusions aligned with sequence of events.	descriptions, concrete and sensory details to develop experiences, events and reveal characters. I can use transitional words phrases. I can provide a conclusion.	accurately grade-appropriate general academic and domain specific words and phrases. I can know and apply grade level-level phonics and word analysis skills in decoding words.	I can explain meanings of prefixes and suffixes. I can accurately read words with Latin roots.	words in context and out of context.

Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Prose Structural elements Verse Rhythm Meter Reference materials	Structural elements Idioms Adages Proverbs	Structural elements Narratives Transitional words Sensory details Conclusion Fluency	Interpret Quantitatively General academic language Domain specific words Decoding	First hand account Second hand account General academic language Domain specific words Phonics Analysis Decoding	Historical text Scientific text Technical text Phonics Morphology (roots & affixes) Multisyllabic words
Suggested Strategies/Activities	**Suggested Strategies/Activities**	**Suggested Strategies/Activities**	**Suggested Strategies/Activities**	**Suggested Strategies/Activities**	**Suggested Strategies/Activities**
*Performance activities allowing students to use reference materials *Websites/activities *Reading series *Compare and contrast poems *Computer/internet	*Performance activities allowing students to use reference materials *Websites/activities *Reading series *Use *Storyworks* magazine	*Performance activities allowing students to use reference materials *Websites/activities *Reading series *Have students create a Narrative Pyramid: Line 1 – Character's name Line 2 – Two words describing the character Line 3 – Three words describing the setting Line 4 – Four words stating the problem Line 5 – Five words describing one event Line 6 – Six words describing another event Line 7 – Seven words describing a third event Line 8 – Eight words describing the solution to the problem	*Vocabulary strategies *Reading Series *Learning logs	*Vocabulary strategies *Reading Series *Learning logs	*Vocabulary strategies *Reading Series *Learning logs *Discussion circles – what happened and why, based on specific information in a text.
Balanced Assessment:	**Balanced Assessment:**	**Balanced Assessment:**	**Balanced Assessment:**	**Balanced Assessment:**	**Balanced Assessment:**

Formative	**Formative**	**Formative**	**Formative**	**Formative**	**Formative**
• Presentations • Short answer • Multiple choice	• Presentations • Short answer • Multiple choice	• Presentations • Short answer • Multiple choice	• Learning logs • Presentations • Multiple choice • Short answer	• Learning Logs • Presentations • Multiple choice • Short answer	• Learning Logs • Presentations • Multiple choice • Short answer
Summative	**Summative**	**Summative**	**Summative**	**Summative**	**Summative**
• Extended Response • Multiple choice • Short answer	• Extended Response • Multiple choice • Short answer	• Extended Response • Multiple choice • Short answer	• Extended Response • Multiple choice • Short answer • presentations	• Extended Response • Multiple choice • Short answer • presentations	• Extended Response • Multiple choice • Short answer • presentations
Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	**Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)**	**Common (PLC Teams will design the common assessments, i.e., grade level, and/or d epts.)**	**Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)**	**Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)**	**Common (PLC Teams will design the common assessments, i.e., grade level, and/or d epts.)**
Resources Needed	**Resources Needed**	**Resources Needed**	**Resources Needed**	**Resources Needed**	**Resources Needed**
• Reader's Theatre Scripts http://www.teachingheart.net/readerstheatre.htm or http:/www.aaronshep.com/rt/RTE.htm • Various reference materials • www.hojosteachingadventures.com	• Reader's Theatre Scripts http://www.teachingheart.net/readerstheatre.htm or http:/www.aaronshep.com/rt/RTE.htm • www.hojosteachingadventures.com • *Storyworks* • Reading Books • Common Core Books	• Reader's Theatre Scripts http://www.teachingheart.net/readerstheatre.htm or http:/www.aaronshep.com/rt/RTE.htm • www.hojosteachingadventures.com	• Reading series • Learning logs • Leveled readers • Reader's Theatre Scripts	• Reading series • Learning logs • Leveled readers • Reader's Theatre Scripts	• Reading series • Learning logs • Leveled readers • Reader's Theatre Scripts

Weeks 25 - 27	Weeks 28 - 30
Unit/Topic **Literary Text**	**Unit/Topic** **Informational Text**

(Point of View)	(Analyzing Two Texts)
KENTUCKY CORE ACADEMIC STANDARDS 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. W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) L.4.3 (b). Choose punctuation for effect. L.4.3 (a). Choose words and phrases to convey ideas precisely. SL.4.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.)	**KENTUCKY CORE ACADEMIC STANDARDS** RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. L.4.1 (f). Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). SL.4.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.)

CURRICULUM			CURRICULUM		
Week 25	**Week 26**	**Week 27**	**Week 28**	**Week 29**	**Week 30**
Identify Sub-Topics Point of view Writing for a specific Audience & purpose	**Identify Sub-Topics** Point of view Punctuation for effect	**Identify Sub-Topics** Point of view Using words & phrases to convey ideas	**Identify Sub-Topics** Analyzing two texts Context clues Complete sentences	**Identify Sub-Topics** Analyzing two texts Context clues Sentence fragments	**Identify Sub-Topics** Analyzing two texts Context clues Run-on sentences
I CAN STATEMENTS: I can define compare and contrast, point of view, and first and third	**I CAN STATEMENTS:** I can compare the points of view from which different stories are	**I CAN STATEMENTS:** I can compare and contrast the point of view from which	**I CAN STATEMENTS:** I can identify information within two texts on the same topic.	**I CAN STATEMENTS:** I can integrate information from two texts on same topic.	**I CAN STATEMENTS:** I can integrate information from two texts on the same topic

narrations. I can identify first and third narrations. I can identify point of view (including first and third person narrations) in a variety of stories. I can differentiate between contexts that call for formal English and situations where informal discourse is appropriate. I can use formal English when appropriate to task and situation. I can analyze the reason for writing a piece to decide on task, purpose, and audience.	narrated, including 1st and 3rd narrations. I can contrast the points of view from which different stories are narrated, including first and third person narrations. I can differentiate between contexts that call for formal English and situations where informal discourse is appropriate. I can use formal English when appropriate to task and situation. I can choose punctuation for effect. I can determine suitable idea development strategies and organization appropriate to task, purpose, and audience.	different stories are narrated, including the difference between first and third person narrations. I can differentiate between contexts that call for formal English and situations where informal discourse is appropriate. I can use formal English when appropriate to task and situation. I can choose words and phrases to convey ideas precisely. I can produce clear and coherent writing in which the idea development and organization are appropriate to the task, purpose, and audience.	I can determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. I can differentiate between contexts that call for formal English and situations where informal discourse is appropriate. I can use formal English when appropriate to task and situation. I can produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. I can, with some guidance and support use keyboarding skills, know how to use word processing to produce and publish writing, and know how to use the Internet to communicate with others.	I can determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. I can, with some guidance and support, evaluate the appropriate technology tools for producing and publishing writing and for collaborating with others. I can produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	in order to write or speak about the subject knowledgeably. I can determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. I can produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. I can, with some guidance and support, use technology, including the Internet, to develop, revise, edit, and publish writing; use technology to communicate and collaborate with others; use keyboarding skills to type one page or more in a single sitting.
Critical Vocabulary Point of view 1st & 3rd persons narrations Differentiate Formal English	**Critical Vocabulary** Point of view 1st & 3rd persons narrations Differentiate Formal English	**Critical Vocabulary** Point of view 1st & 3rd persons narrations Differentiate Formal English	**Critical Vocabulary** Integrate General academic language Domain specific words/phrases	**Critical Vocabulary** Integrate General academic language Domain specific words Collaborate	**Critical Vocabulary** Integrate General academic language Domain specific words Collaborate

Coherent Learning Logs	Learning logs	Convey Learning logs	Differentiate Fragments/run-ons Learning logs	Fragments/run-ons Learning Logs	Fragments/run-ons Learning logs
Suggested Strategies/Activities *Learning Logs *Read aloud activities *Angela Hilterbrand Instructional strategies *Use Extend Questioning (Why is this the correct answer?) *Have students create a Pie Diagram in their journals for "Purpose" – P = Persuade I = Inform E = Entertain	**Suggested Strategies/Activities** *Learning Logs *Read aloud activities *Angela Hilterbrand Instructional strategies *Use Extend Questioning (How do you know this is the correct answer? Explain.) *Have students create a flap book in their journals for Author's Purpose (P-I-E)	**Suggested Strategies/Activities** *Learning Logs *Read aloud activities *Angela Hilterbrand Instructional strategies *Use Extend Questioning (Could there be another answer? Explain.)	**Suggested Strategies/Activities** *Learning Logs *Read aloud activities *Angela Hilterbrand Instructional strategies *Student groups are given 2 different passages on the same general subject to read and write a brief summary. Then discuss passages and analyze the two texts. Have students write one summary as a group to analyze both texts.	**Suggested Strategies/Activities** *Learning Logs *Read aloud activities *Angela Hilterbrand Instructional strategies *Use Extend Questioning (Would anyone like to add? Give another example.)	**Suggested Strategies/Activities** *Learning Logs *Read aloud activities *Angela Hilterbrand Instructional strategies *Review Strategies
Balanced Assessment: Formative • Performance activities • Presentations • Short answer • Learning logs **Summative** • Short answer • Presentations • Extended Response	**Balanced Assessment: Formative** • Performance activities • Presentations • Short answer • Learning logs **Summative** • Short answer • Presentations • Extended Response	**Balanced Assessment: Formative** • Performance activities • Presentations • Short answer • Learning logs **Summative** • Short answer • Presentations • Extended Response	**Balanced Assessment: Formative** • Performance activities • Presentations • Short answer • Learning logs **Summative** • Short answer • Presentations • Extended Response	**Balanced Assessment: Formative** • Performance activities • Presentations • Short answer • Learning logs **Summative** • Short answer • Presentations • Extended Response	**Balanced Assessment: Formative** • Performance activities • Presentations • Short answer • Learning logs **Summative** • Short answer • Presentations • Extended Response

Common (PLC Teams will design the common assessments, i.e., grade level, and/or d epts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or d epts.)
Resources Needed • Reading series • Leveled Readers • Learning logs • Angela Hilterbrand strategies	Resources Needed • Reading series • Leveled Readers • Learning logs • Angela Hilterbrand strategies	Resources Needed • Reading series • Leveled Readers • Learning logs • Angela Hilterbrand strategies	Resources Needed • Reading series • Leveled Readers • Learning logs • Angela Hilterbrand strategies	Resources Needed • Reading series • Leveled Readers • Learning logs • Angela Hilterbrand strategies	Resources Needed • Reading series • Leveled Readers • Learning logs • Angela Hilterbrand strategies

Weeks 31 - 33	Weeks 34 - 36
Unit/Topic Reading Literary Text Proficiently	Unit/Topic Reading Informational Text Proficiently
KENTUCKY CORE ACADEMIC STANDARDS RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. L.4.5 (a). Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context 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. W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**KENTUCKY CORE ACADEMIC STANDARDS** RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range. L.4.2 (c). Use a comma before a coordinating conjunction in a compound sentence. L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

			W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
CURRICULUM			**CURRICULUM**		
Week 31	**Week 32**	**Week 33**	**Week 34**	**Week 35**	**Week 36**
Identify Sub-Topics Reading literary text proficiently Write with a main idea and supporting details	**Identify Sub-Topics** Reading literary text proficiently Note taking	**Identify Sub-Topics** Reading literary text proficiently Similes and metaphors	**Identify Sub-Topics** Reading informational text proficiently Context clues	**Identify Sub-Topics** Reading informational text proficiently Note taking and categorizing	**Identify Sub-Topics** Reading informational text proficiently Commas Conjunctions Compound sentences
I CAN STATEMENTS: I can identify and understand in literary text: key ideas and details, craft and structure, integration of knowledge and ideas. I can read and comprehend literature including stories, drama, and poetry on a fourth and fifth grade level proficiently. I can identify relevant information in a passage. I can recall and gather relevant information from experience. I can report on a topic or text, tell a story, or	**I CAN STATEMENTS:** I can comprehend independently in literary text: key ideas and details, craft and structure, integration of knowledge and ideas. I can read and comprehend literature including stories, drama, and poetry on a fourth and fifth grade level proficiently. I can gather relevant information from print and digital sources. I can take notes and categorize information providing a list of sources. I can speak clearly at an	**I CAN STATEMENTS:** I can read and comprehend literature including stories, drama, and poetry on a fourth and fifth grade level proficiently. I can explain the meanings of simple similes and metaphors in context. I can distinguish between relevant and irrelevant information. I can read literary text proficiently. I can determine when to write for short or extended time frames for a range of discipline-specific tasks, purposes,	**I CAN STATEMENTS:** I can identify/understand in an informational text: key Ideas and details, craft and structure, integration of knowledge and ideas. I can read and comprehend informational texts including history, science, and technical texts on a fourth and fifth grade level proficiently. I can determine the meanings of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. I can recall relevant	**I CAN STATEMENTS:** I can comprehend independently in an informational text: key Ideas and details, craft and structure, integration of knowledge and ideas. I can read and comprehend informational texts including history, science, and technical texts on a fourth and fifth grade level proficiently. I can take notes and categorize information providing a list of sources.	**I CAN STATEMENTS:** I can read and comprehend informational texts including history, science, and technical texts on a fourth and fifth grade level proficiently. I can use a comma before a coordinating conjunction in a compound sentence. I can distinguish between relevant and irrelevant information. I can write for various purposes and to various audiences for short or extended time frame for a range of discipline-specific tasks, purposes, and audiences.

recount an experience in an organized manner using appropriate facts and relevant details to support main ideas or themes.	understandable pace.	and audiences and use the appropriate organizational structure needed for specific audiences and purposes.	information from experiences or gather relevant information from print and digital sources.		
Critical Vocabulary Story Drama Poetry Relevant Digital sources Recount	**Critical Vocabulary** Story Drama Poetry Taking notes Categorize	**Critical Vocabulary** Story Drams Poetry Simple similes/metaphors	**Critical Vocabulary** Informational texts General academic language Domain-specific words or phrases Relevant Digital sources	**Critical Vocabulary** Informational texts Note taking Categorize	**Critical Vocabulary** Informational texts Coordinating conjunction Compound sentence
Suggested Strategies/Activities *Read aloud activities *Angela Hilterbrand Instructional strategies *Leveled reader activities *Learning Logs	**Suggested Strategies/Activities** *Read aloud activities *Angela Hilterbrand Instructional strategies *Leveled reader activities *Learning Logs	**Suggested Strategies/Activities** *Read aloud activities *Angela Hilterbrand Instructional strategies *Leveled reader activities *Learning Logs	**Suggested Strategies/Activities** *Read aloud activities *Angela Hilterbrand Instructional strategies *Leveled reader activities *Learning Logs	**Suggested Strategies/Activities** *Read aloud activities *Angela Hilterbrand Instructional strategies *Leveled reader activities *Learning Logs	**Suggested Strategies/Activities** *Read aloud activities *Angela Hilterbrand Instructional strategies *Leveled reader activities *Learning Logs
Balanced Assessment: Formative • Short answer • Extended Response • Multiple choice • Learning logs **Summative** • Multiple choice • Short answer	**Balanced Assessment: Formative** • Short answer • Extended Response • Multiple choice • Learning logs **Summative** • Multiple choice • Short answer	**Balanced Assessment: Formative** • Short answer • Extended Response • Multiple choice • Learning logs **Summative** • Multiple choice • Short answer	**Balanced Assessment: Formative** • Short answer • Extended Response • Multiple choice • Learning logs **Summative** • Multiple choice • Short answer	**Balanced Assessment: Formative** • Short answer • Extended Response • Multiple choice • Learning logs **Summative** • Multiple choice • Short answer	**Balanced Assessment: Formative** • Short answer • Extended Response • Multiple choice • Learning logs **Summative** • Multiple choice • Short answer

• Extended Response • Presentation **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)**	• Extended Response • Presentation **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)**	• Extended Response • Presentation **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)**	• Extended Response • Presentation **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)**	• Extended Response • Presentation **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)**	• Extended Response • Presentation **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)**
Resources Needed • Reading Series • Learning logs • Angela Hilterbrand Instructional strategies • Leveled readers from reading series	**Resources Needed** • Reading Series • Learning logs • Angela Hilterbrand Instructional strategies • Leveled readers from reading series	**Resources Needed** • Reading Series • Learning logs • Angela Hilterbrand Instructional strategies • Leveled readers from reading series	**Resources Needed** • Reading Series • Learning logs • Angela Hilterbrand Instructional strategies • Leveled readers from reading series	**Resources Needed** • Reading Series • Learning logs • Angela Hilterbrand Instructional strategies • Leveled readers from reading series	**Resources Needed** • Reading Series • Learning logs • Angela Hilterbrand Instructional strategies • Leveled readers from reading series

Grade 4 TEXT EXEMPLARS:

*The Black Stallion (*Walter Farley), *The Little Prince (*Antoine de Saint-Exupery), *Zlateh the Goat (*Isaac Bashevis Singer), *The Birchbark House (*Louise Erdrich), *Where the Mountain Meets the Moon (*Grace Lin), *Discovering Mars: The Amazing Story of the Red Planet (*Melvin Berger), *Let's Investigate Marvelously Meaningful Maps (*Madelyn Wood Carlisle), *Hurricanes: Earth's Mightiest Storms (*Patricia Lauber), *Toys! Amazing Stories Behind Some Great Inventions (*Don Wulffson), *Good Pet, Bad Pet (*Elizabeth Schleichert), *Ancient Mound Builders (*E. Barrie Kavash), *About Time: A First Look at Time and Clocks (*Bruce Koscielniak)

Grade 4 RESOURCE WEBSITES:

www.readworks.org

www.manatee.k12.fl.us

www.schooltube.com/video

www.internet4classrooms.com

www.abcteach.com

www.worksheetworks.com

www.smartboardgoodies.com

www.readwritethink.com

www.educationworld.com

www.kathyschrock.com

www.teachertube.com

www.readingrockets.com

www.readinga-z.com

www.pbskids.org

www.superteacherworksheets.com

www.waltkesweb.com

www.jc-schools.net

www.havefunteaching.com

www.enchantedlearning.com

www.fcrr.org/curriculum

www.teachervision.com

www.timeforlearning.com

www.lessonplanet.com

www.teacherscorner.net

www.kimscorner.com

www.learninggamesforkids.com

www.slideshare.net

www.pppst.com

www.softschools.com

www.humphriesclss.com/videos/cause--effect--pap

www.cherylclassroomtips.com

www.bllblogs.typepad.com

www.flocabulary.com

www.teacherspayteachers.com

www.educationworld.com

www.fabulours-fourth.blogspot.com/commoncore

www.fourthgradefriends.com

www.achievethecore.org