## FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES

"Building a Better Future for Every Child - Every Day!"

Summer 2013



<b>Subject Content:</b>	Language Arts	Grade 4
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Weeks 1 – 3	Weeks 4 – 6
Unit/Topic	Unit/Topic
Literary Unit (Character, Setting, Plot)	Informational Unit (Organizational Patterns)
Character Analysis – The Character Says	(Organizational Patterns)
KENTUCKY CORE ACADEMIC STANDARDS	KENTUCKY CORE ACADEMIC STANDARDS
RL.4.3. Describe in depth a character, setting, or event in a story or drama,	RI.4.4. Determine the meaning of general academic and domain-specific words
drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	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,
SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one,	cause/effect, problem/solution) of events, ideas, concepts, or information in a
in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	text or part of a text.
	RI.4.8. Explain how an author uses reasons and evidence to support particular
SL.4.1 (a). Come to discussions prepared having read or studied required	points in a text.
material; explicitly draw on that preparation and other information known	CL 4.1. Encode officiatively in a range of collaborative discussions (one on one in
about the topic to explore ideas under discussion.	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,
SL.4.1 (b). Follow agreed-upon rules for discussions and carry out assigned	building on others' ideas and expressing their own clearly.
roles.	
	SL.4.1 (a). Come to discussions prepared having read or studied required
SL.4.1 (c). Pose and respond to specific questions to clarify or follow up on	material; explicitly draw on that preparation and other information known
information, and make comments that contribute to the discussion and link to the remarks of others.	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 (d). Review the key ideas expressed and explain their own ideas and	
understanding in light of the discussion.	SL.4.1 (c). Pose and respond to specific questions to clarify or follow up on
1.4.1 (g) Correctly use frequently confirmed words (e.g. to test two there	information, and make comments that contribute to the discussion and link to the remarks of others.
L.4.1 (g). Correctly use frequently confused words (e.g., to, too, two; there, their).	

		Letter and the second		Charles and the second standard second second second	all a fair and a fair a second
	progressive (e.g., I was wal	king; I am walking; I will	SL.4.1 (d). Review the key ideas expressed and explain their own ideas and		
be walking) verb tenses.			understanding in light of th	ne discussion.	
1.4.2 Demonstrate commo	and of the conventions of st	andard English	1 1 2 Demonstrate comm	and of the conventions of sta	andard English
	, and spelling when writing.	•		and spelling when writing.	
	, and spenning when writing.		capitalization, punctuation	i, and spennig when writing.	
L.4.2 (a). Use correct capita	alization		L.4.2 (a). Use correct capita	alization	
L.4.4 (b). Use common, gra	de-appropriate Greek and L	atin affixes and roots as	L.4.6. Acquire and use accu	urately grade-appropriate ge	eneral academic and
	vord (e.g., telegraph, photo		-	I phrases, including those the	
			-	ng (e.g., quizzed, whined, sta	
W.4.9 (a). Apply grade 4 Re	eading standards to literatur	e (e.g., "Describe in		e.g., wildlife, conservation, a	
depth a character, setting,	or event in a story or drama	a, drawing on specific	discussing animal preserva	ition).	
details in the text [e.g., a cl	haracter's thoughts, words,	or actions].").			
			W.4.7. Conduct short research	arch projects that build know	vledge through
W.4.10. Write routinely ov	er extended time frames (ti	me for research,	investigation of different aspects of a topic.		
reflection, and revision) an	d shorter time frames (a sin	gle sitting or a day or			
two) for a range of disciplin	ne-specific tasks, purposes,	and audiences.			
	CURRICULUM		CURRICULUM		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Identify	Identify	Identify	Identify	Identify	Identify
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics		Cub Taniaa
		•	Sub-Topics	Sub-Topics	Sub-Topics
Quilt Square	Setting	Plot Structure	Organizational patterns	Organizational Patterns	Organizational Patterns
Character	Prefixes/suffixes	Plot Structure Progressive verb	Organizational patterns Author's Opinion	Organizational Patterns Author's Opinion	Organizational Patterns Author's Opinion
Character Prefixes/suffixes	Prefixes/suffixes Frequently confused	Plot Structure Progressive verb tenses	Organizational patterns Author's Opinion Context clues	Organizational Patterns Author's Opinion Research projects	Organizational Patterns Author's Opinion Research projects
Character Prefixes/suffixes Frequently confused	Prefixes/suffixes Frequently confused words	Plot Structure Progressive verb tenses Context clues	Organizational patterns Author's Opinion	Organizational Patterns Author's Opinion	Organizational Patterns Author's Opinion
Character Prefixes/suffixes Frequently confused words	Prefixes/suffixes Frequently confused	Plot Structure Progressive verb tenses	Organizational patterns Author's Opinion Context clues	Organizational Patterns Author's Opinion Research projects	Organizational Patterns Author's Opinion Research projects
Character Prefixes/suffixes Frequently confused words Writing Conventions	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
Character Prefixes/suffixes Frequently confused words	Prefixes/suffixes Frequently confused words	Plot Structure Progressive verb tenses Context clues	Organizational patterns Author's Opinion Context clues	Organizational Patterns Author's Opinion Research projects	Organizational Patterns Author's Opinion Research projects
Character Prefixes/suffixes Frequently confused words Writing Conventions I CAN STATEMENTS:	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
Character Prefixes/suffixes Frequently confused words Writing Conventions	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

,	on evidence in the text.	arama basea on the	chionology, companson,	ideus, concepts, or	events, lacas, concepts,	i i
		evidence in the text.	cause/effect, or	information in a text or	or information in a text	1
I can identify specific	I can describe in depth		problem/solution) of a	part of a text.	or part of a text.	1
details about characters,	the setting of a story or	I can describe in depth	text or a part of a text.			l
settings, and events.	drama by using details	the plot of a story or		I can explain how an	I can explain how an	l
	in the text.	drama by using details	I can describe the overall	author uses reasons to	author uses evidence to	l
I can describe a		in the text.	structure (e.g.,	support particular points	support particular points	l
character's actions based				•••••		I

on evidence in the text.	I can identify and use		chronology, comparison,	in a text.	in a text.
	common 4th grade	I can form and use the	cause/effect, or		
l can describe a	prefixes and suffixes.	progressive verb	problem/solution) of	I can conduct short	I can conduct short
character's thoughts		tenses.	events, ideas, concepts,	research projects.	research projects that
based on evidence in the	I can correctly use		or information in a text		build knowledge
text.	frequently confused	I can determine the	or part of a text.	I can determine the	through investigation of
	words.	meaning of general		meaning of general	different aspects of a
I can describe and explain		academic and domain-	I can identify differences	academic and domain-	topic.
in depth the character in	I can cite textual	specific words or	between fact and	specific words and	
a story or drama by using	evidence to support	phrases in a fourth	opinion.	phrases in a text relevant	I can use general
details in the text.	analysis of what the text	grade text.		to a grade 4 topic or	academic and domain-
	, says explicitly.	5	I can define evidence	subject areas.	specific words and
l can use common 4th		I can analyze key ideas	and reason.	, , , , , , , , , , , , , , , , , , ,	phrases in a text
grade prefixes and	I can draw evidence	and details in a text as			relevant to a grade 4
suffixes.	from key ideas and	evidence for support	I can identify the		topic or subject areas.
	details as support for	understanding of text.	author's reasons and		
I can correctly use	research.	C C	evidence.		
frequently confused		I can reflect on key			
words.	I can identify the various	ideas and details in a	I can identify general		
	purposes for writing.	text as evidence for	academic and domain-		
I can identify key ideas		support understanding	specific words and		
and details which provide	I can identify and	of text.	phrases in a text		
evidence to support	understand the various		relevant to a grade 4		
conclusions about the	organizational		topic or subject areas.		
text accessed through	structures related to				
research.	different genres or				
	purposes for writing.				
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Describe	Describe	Describe	General academic	General academic	General academic
Character	Setting	Events (Plot)	language	language	language
Specific detail	Specific detail	Specific detail	Domain specific words	Domain specific words	Domain specific words
Story	Story	Story	Structures	Structures	Structures
, Drama	Drama	Drama	Chronology	Chronology	Chronology
Character development	Prop	Prop	Comparison	Comparison	Comparison
			Cause/effect	Cause/effect	Cause/effect
			Problem/solution	Problem/solution	Problem/solution
			Events	Events	Events
			Ideas	Ideas	Ideas
			Concepts	concepts	Concepts

			Evidence	Evidence	Evidence
			Claim	Claim	Claim
			Organization	Organization	Organization
			Paragraph	Paragraph	Paragraph
			Concluding statement	Concluding statement	Concluding statement
			Brainstorm	Brainstorm	Brainstorm
Suggested	Suggested	Suggested	Suggested	Suggested	Suggested
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
*Read aloud activity	*Read aloud activity	*Read aloud activity	*Read aloud activity	*Read aloud activity	*Read aloud activity
*Dialogue Activities	*Whole Brain Teaching	*Whole Brain Teaching	*Graphic Organizers for	*Research science	*Summarizing (Story
	Strategies (Reader's	Strategies (Reader's	Sequencing	related topic	Bit/Chunk – students
*Summarizing	Theatre - Read	Theatre - Read	Chronological Order		summarize the key ideas
	aloud/acting out story)	aloud/acting out story)		*Leveled readers	in the story and
*Think/Pair/Share			*Venn Diagram for		illustrate; "Bit" is half
Discussions	*Vocabulary Strategies:	*Pair Reading or Small	comparisons	*Write sentence stems	sheet of paper, "Chunk"
	Prefixes/Suffixes	Groups		on the board for students	is whole sheet of paper)
*Whole Brain Teaching			*Have students create a	to add to writing folders	
Strategies (Reader's	*Leveled Readers	*Summarize Sharing	poster using Venn	(First, Next, Then,	*Create a story chain in
Theatre - Read			Diagram and illustrations	After that, Finally, The	the classroom
aloud/acting out story)	*Create comic strips by	*Use index cards for	regarding likes and	story takes place, The	
	folding a sheet of paper	sequencing the plot of	differences.	main characters are, A	*Research science
*Vocabulary Strategies:	in fourths or eighths.	a story. Have student		problem occurs when, I	related topic
Prefixes/Suffixes		groups try to find the	*Flip Chart (T-chart) for	learned that, The most	
	*Comic Strip	correct order.	Cause and Effect Activity	important ideas in this	*Leveled readers
*Leveled Readers	Worksheets			text are, This part was	
	(havefunteaching.com)	*Journal Entry: How	*Use plot structure	about)	*Use whiteboards –
*Journal Entry: Describe		did the main character	diagrams for		Main Idea: Teacher lists
the personality of the	*Dialogue Bubbles	interact with other	problem/solution	*Whole Brain Strategies	several statements that
main character. What	Comic Strips (Quilt	characters in the	understanding		could be the main idea.
parts of the story support	Square)	story? How did this		*Extended Questions	Students "Accept" or
your description?		affect the plot? What	*Author's purpose	(How can you stretch	"Reject" (predict which
	*Journal Entry: Describe	parts of the story	activities	thinking? Ex. Who, What,	statement could be the
*Who Am I? Activity	the main conflict the	support your answer?		When, Why, and How)	main idea and defend
(teachervision.com)	main character faces.		*Research science		their choice). After
		*Vocabulary	related topic	*Multiple Questioning	reading, students keep
*DCL Everyday Edits	*Have students turn one	Strategies:		(Why? Explain – how do	choice or choose
(educationworld.com)	hands-on activity into a	Prefixes/Suffixes	*Write an article based	you know?)	another and use details
	constructed response		on research about		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.Internet4classroo ms.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.
<ul> <li>Balanced Assessment: Formative</li> <li>Multiple Choice questions</li> <li>Character Analysis/Traits (Graphic organizer)</li> <li>Question Starters – Write starters on strips of paper, students pull out a strip and pose a question (include questions from Bloom's)</li> <li>Synonym/Antonym Webs &amp; Chains</li> </ul>	<ul> <li>Balanced Assessment: Formative</li> <li>Multiple Choice questions</li> <li>Graphic Organizer: Setting</li> <li>Checklist – Create a checklist of key details a student should be able to recall from the text</li> <li>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)</li> </ul>	<ul> <li>Balanced Assessment: Formative</li> <li>Multiple Choice questions</li> <li>Graphic Organizer: Plot (events/sequence)</li> <li>Exit Slips (Have students list the two or three key terms they should understand. Justify the answer by verifying the information using the text)</li> </ul>	<ul> <li>Balanced Assessment: Formative</li> <li>Multiple choice questions (editing)</li> <li>Write an article</li> <li>Graphic Organizers</li> <li>Passage Multiple Choice</li> </ul>	<ul> <li>Balanced Assessment: Formative</li> <li>Write an informational piece (ex. Article, brochure)</li> <li>Timelines</li> </ul>	<ul> <li>Balanced Assessment: Formative</li> <li>Write an informational letter</li> <li>Interactive activity</li> </ul>
Summative	Summative	Summative	Summative	Summative	Summative
<ul><li>Multiple Choice</li><li>Short Answer</li></ul>	<ul><li>Multiple Choice</li><li>Short Answer</li></ul>	<ul><li>Multiple Choice</li><li>Short Answer</li></ul>	On Demand Writing- article	<ul><li>Research Project</li><li>Extended Response</li></ul>	Continue research     project (complete

Resources NeededResources NeededComputer to create an article or brochureComputer, informational booksComputer, informational booksComputer, informational booksComputer, informational booksComputer, informational booksComputer, informational booksComputer, informational booksReading Street Book:Eveled ReadersReading Street Book:Eveled ReadersReading Street Book:Eveled ReadersReading Street Book:Reading Str	• Extended Response Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	• Extended Response Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Extended Response     Common (PLC Teams will design the common assessments, i.e., grade level,	• 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.)	during this time) • Extended Response Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)
	level, and/or depts.)Resources Needed• Reading Street Book: Story-Because of Winn-Dixie• Website: Whole Brain Teaching• Website: Whole Brain Teaching• Study Island• Angela Hilterbrand Instructional Strategies• Story Form• Leveled Readers from reading series• Www.achievethecore. Org• www.fourthgradefrie nds.com• www.fourthgradefrie nds.com• www.fabulous- fourth.blogspot.com/ common.core• www.smartboardgoo dies.com• www.youtube.com (dialogue)• Character Analysis	level, and/or depts.) 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.achievethecor e.org www.fourthgradefri ends.com www.fabulous- fourth.blogspot.com /common.core www.havefunteachi	<ul> <li>i.e., grade level, and/or depts.)</li> <li>Resources Needed</li> <li>Reading Street Book: Story-The Horned Toad Prince</li> <li>Website: Whole Brain Teaching</li> <li>Study Island</li> <li>Angela Hilterbrand Instructional Strategies</li> <li>Story Form</li> <li>Leveled Readers from reading series</li> <li>www.smartboardg oodies.com</li> <li>Plot – BrainPop</li> <li>www.gobookee.co m</li> <li>Www.Internet4clas srooms.com</li> <li>Story Map</li> </ul>	level, and/or depts.) Resources Needed Computer Angela Hilterbrand Instructional Strategies Project Read: Report Form Leveled Readers from reading series Reading Street Book: story Study Island <u>http://www. Palmbeach.k12.fl. us/Learning Tools /students/ elementary.</u>	level, and/or depts.) Resources Needed Computer to create an article or brochure Computer, informational books for research Leveled Readers Reading Street Book: story www.read/write/lear n Study Island Education City Angela Hilterbrand Instructional Strategies <u>http://www. Palmbeach.k12.fl.</u> us/Learning_Tools /students/elementary.	<ul> <li>level, and/or depts.)</li> <li>Resources Needed</li> <li>Computer to create an article or brochure</li> <li>Computer, informational books for research</li> <li>Leveled Readers</li> <li>Reading Street Book: story</li> <li>www.read/write/lea rn</li> <li>Study Island</li> <li>Education City</li> <li>Angela Hilterbrand Instructional Strategies</li> <li>http://www. Palmbeach.k12.fl. us/Learning_Tools /students/elementary.</li> </ul>

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.	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; 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.	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.	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. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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 (a). Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
L.4.1 (e). Form and use prepositional phrases.	L.4.1 (c). Use modal auxiliaries (can, may, must) to convey various conditions.
L.4.3 (b). Choose punctuation for effect.	L.4.1 (d). Order adjectives within sentences according to conventional patterns.
L.4.4 (a). Use context as a clue to the meaning of a word or phrase.	L.4.1 (e). Form and use prepositional phrases.
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.4.3 (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.4.6. 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.	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).
W.4.1. Write opinion pieces on topics or texts, supporting a point of view with	

<ul> <li>reasons and information.</li> <li>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.</li> <li>W.4.1 (b). Provide reasons that are supported by facts and details.</li> <li>W.4.1 (c). Link opinion and reasons using words and phrases (for instance, in order to, in addition).</li> <li>W.4.1 (d). Provide a concluding statement or section related to the opinion presented.</li> </ul>			<ul> <li>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 (<i>wildlife, conservation, and endangered</i> when discussing animal preservation).</li> <li>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</li> <li>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.</li> <li>W.4.1 (b). Provide reasons that are supported by facts and details.</li> <li>W.4.1 (c). Link opinion and reasons using words and phrases (for instance, in order to, in addition).</li> <li>W.4.1 (d). Provide a concluding statement or section related to the opinion presented.</li> </ul>		
	CURRICULUM		an author uses reasons and evidence to support particular points in a text). CURRICULUM		
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Identify	Identify	Identify	Identify	Identify	Identify
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics
Theme of a story,	Theme of a story,	Theme of a story, drama,	Main Idea/Supporting	Main Idea/Supporting	Main Idea/Supporting
drama, or poem	drama, or poem	or poem	Details	Details	Details
Summarize	Antonyms/synonyms	Prepositional Phrases	Specialized Vocabulary	Specialized Vocabulary	Specialized Vocabulary
Context clues	Adjectives	Fact/Opinion	Paraphrase	Context Clues	Supporting a point of view
	Paraphrase	Auxiliaries	Relative pronouns &	Relative pronouns &	Relative pronouns &
			adverbs	adverbs	adverbs
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
I can "define" theme	I can identify a theme of	I can identify a theme of a	I can explain how the	I can identify the main	I can analyze key ideas and
of a story, drama, or	a story, drama, or poem	story, drama, or poem	supporting details	idea of a text and	details in a text as
poem.	from details in the text.	from details in the text.	determine the main idea of a text.	explain how it is supported by key	evidence for support understanding of text.
I can identify a theme	I can apply details of a	I can summarize key ideas		., , , ,	-

of a story, drama, or	text to determine the	and details for the theme	l can summarize a text.	details.	I can determine the
poem from details in	theme of a story,	of a story, drama, or			meaning of general
the text.	drama, or poem.	poem.	I can determine the	I can summarize the	academic and domain-
			meaning of general	text using key details.	specific words or phrases
I can identify a story or	I can demonstrate	I can form and use	academic and domain-		to a grade 4 topic or
drama in text, visually,	understanding of words	prepositional phrases.	specific words or	I can determine the	subject area.
and orally.	by relating them to their		phrases to a grade 4	meaning of general	
	opposites (antonyms)	I can provide reasons that	topic or subject area.	academic and domain-	I can write opinion pieces
I can identify	and similar meanings	are supported by facts and		specific words or	on topics on texts,
descriptions in a story	(synonyms).	details.	I can summarize portions	phrases to a grade 4	supporting a point of view
or drama in text,			of a text read aloud or	topic or subject area.	with reasons and
Visually, and orally.	l can summarize	I can use modal auxiliaries	information presented in		information.
	portions of a text read	to convey various	diverse media and	I can use context as a	
I can recognize stage	aloud or information	conditions.	formats.	clue to the meaning of a	I can write with strong
directions in a story or	presented in diverse			word or phrase.	organizational structure in
drama both in text and	media and formats.		I can create an opinion	I can write a clear	which related ideas are
a visual/oral		I can link opinions and	piece on topics or texts,	introduction of topic or	grouped to support my
presentation.	I can order adjectives	reasons using words and	supporting it with	text.	purpose.
1.	within sentences	phrases (e.g., for instance,	reasons and information.		
I can connect the text	according to	in order, in addition).		I can write a statement	I can write reasons that
of a story or drama to	conventional patterns.			of opinion.	are supported by facts and
the text of a visual or	·	I can provide a conclusion		•	details.
oral presentation	I can formulate an	related to the opinion			
recognizing the	opinion.	presented.			I can create links between
descriptions and		P			opinions and reasons
direction in each	I can organize by				using words and phrases
version.	grouping related ideas				(e.g., for instance, in order
	to support the writer's				to, in addition).
I can recognize facts	purpose.				
and details.					I can write a concluding
	I can provide reasons				statement or section
l can explain	that are supported with				related to the opinion
organizational	facts and details.				presented.
structures, use of					1
linking words and					
phrases, purpose of					
concluding statement					
or section, writer's					
purpose, and point of					
view.					

I can determine how					
to introduce the topic					
or text clearly.					
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Theme	Antonyms	Prepositional phrase	Main idea	Main idea	Main idea
Poem	Synonyms	Modal auxiliaries	Supporting details	Supporting details	Supporting details
Summarize	Adjectives	Conditions	Specialized vocabulary	Specialized vocabulary	Point of view
Visual/oral	Paraphrase	Convey	Paraphrase	Context clues	Relative pronouns
presentation	Diverse	Fact	Relative pronouns	Relative pronouns	Adverbs
Paraphrase		Opinion	Adverbs	Adverbs	
Diverse		Concluding statement			
Drama					
Suggested	Suggested	Suggested	Suggested	Suggested	Suggested
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
*Read aloud activity	*Read aloud activity	*Read aloud activity	*Read aloud activity (main idea and	*Read aloud activity	*Read aloud activity
*Main Idea and Theme	*Whole Brain Teaching	*Whole Brain Teaching	supporting details web	*After reading selected	*Whole Brain Teaching
activities	(read aloud acting out	(read aloud acting out	for active reading	text, students create a	(read aloud acting out
(internet4classrooms)	story)	story)	strategy)	3,2,1 box organizer (3 key details, 2	story)
*Aesop's Fables	*Leveled Readers	*Leveled Readers	*Whole Brain Teaching	supporting ideas, 1	*Leveled Readers
(internet4classrooms)			(read aloud acting out	main idea). Do as	
	*Angela Hilterbrand	*Use Storyworks	story)	partner work or	*Angela Hilterbrand
*Whole Brain Teaching	Instructional Strategies	magazines for poetry		individual.	Instructional Strategies
(read aloud acting out		activities	*Leveled Readers		
story)	*Story/article from			*Whole Brain Teaching	*Story/article from
*	reading series or coach	*Angela Hilterbrand	*Angela Hilterbrand	(read aloud acting out	reading series or coach
*Leveled Readers	¥11	Instructional Strategies	Instructional Strategies	story)	****
* • • • • • • • • • • • • • • • •	*Have students portray	*Ctown/outido fuous	*Ctowy/outide from	*Leveled Deedewe	*Have students create a
*Angela Hilterbrand	their text summaries	*Story/article from	*Story/article from	*Leveled Readers	Reading Response Journal:
Instructional Strategies	through art projects	reading series or coach	reading series or coach	*Angolo Hiltorbrond	1. What was the focus of
*Story/article from	such as creating a collage, timeline,	*Have student procents	*Fishbone Map (for	*Angela Hilterbrand Instructional Strategies	the reading selection? 2. Which details are most
reading series or coach	mobile, poster, or	*Have student presents their artistic	main idea and	instructional strategies	and least significant?
reading series of coduli	cartoon strip –			*Story/article from	3. How can you use key
*Have students create	suggested teacher	interpretations of a story, along with an oral	supporting details)	reading series or coach	ideas to condense the
a Paper Bag Report:	prompts:	presentation, to the class.	*Plate Sectioned Graphic	reduing series of codell	information in this story?
a raper bag hepoil.	prompts.	presentation, to the class.	Frate Sectioned Graphic		

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

<ul><li>Multiple choice</li><li>Short answer</li></ul>	Short answer	<u>shl/quiz.pl/modal-</u> <u>quiz.htm</u>	<ul><li>Notes</li><li>Journals</li></ul>	<ul><li>Short answer</li><li>Graphic Organizers</li></ul>	Short answer
Summative <ul> <li>Multiple choice</li> <li>Short answer</li> <li>Extended Response</li> </ul> Common (PLC Teams will design the common assessments, i.e., grade level,	Summative <ul> <li>Multiple choice</li> <li>Short answer</li> <li>Extended Response</li> </ul> Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Summative Multiple choice Short answer Extended Response Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Summative <ul> <li>Multiple choice</li> <li>Short answer</li> <li>Extended Response</li> </ul> Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Summative <ul> <li>Multiple choice</li> <li>Short answer</li> <li>Extended Response</li> </ul> Common (PLC Teams will design the common assessments, i.e., grade level, and/or	Summative <ul> <li>Multiple choice</li> <li>Short answer</li> <li>Extended Response</li> </ul> Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)
and/or depts.) Resources Needed	Resources Needed	Resources Needed	Resources Needed	depts.) Resources Needed	Resources Needed
<ul> <li>Reading Series</li> <li>Leveled Readers</li> <li>Website: Whole Brain Teaching</li> <li>Angela Hilterbrand Instructional Strategies</li> <li>Story Form</li> <li>Reading Coach Books</li> <li>Study Island</li> <li>Education City</li> <li>www.fcrr.com/cur riculum</li> <li>www.ereadingwor ksheets.com</li> </ul>	<ul> <li>Reading Series</li> <li>Leveled Readers</li> <li>Website: Whole Brain Teaching</li> <li>Angela Hilterbrand Instructional Strategies</li> <li>Story Form</li> <li>Reading Coach Books</li> <li>Study Island</li> <li>Education City</li> <li>www.internet4class rooms.com</li> <li>Character Booklets (http://www.fcrr.or g/studentactivities/l iterature_45.htm</li> </ul>	<ul> <li><u>http://www.oestar</u> <u>apublishing.com/</u> <u>grammar/</u> <u>prepkey.html</u></li> <li>Reading Series</li> <li>Leveled Readers</li> <li>Website: Whole Brain Teaching</li> <li>Angela Hilterbrand Instructional Strategies</li> <li>Story Form</li> <li>Reading Coach Books</li> <li>Study Island</li> <li>Education City</li> <li><i>Storyworks</i></li> </ul>	<ul> <li>Websites: (relative pronouns) <u>http://</u> Englishplus.com/gramm ar /00000370.htm (relative adverbs) <u>http://www.ego4u.com/</u> en/cram- up/grammar/relative- clauses/exercises?II</li> <li>Study Island</li> <li>Education City</li> <li>www.internet4classr ooms.com</li> <li>www.teachervision.c om</li> </ul>	<ul> <li>Reading Series</li> <li>Leveled Readers</li> <li>Website: Whole Brain Teaching</li> <li>Angela Hilterbrand Instructional Strategies</li> <li>Story Form</li> <li>Reading Coach Books</li> <li>Study Island</li> <li>Education City</li> </ul>	<ul> <li>Reading Series</li> <li>Leveled Readers</li> <li>Website: Whole Brain Teaching</li> <li>Angela Hilterbrand Instructional Strategies</li> <li>Story Form</li> <li>Reading Coach Books</li> <li>Study Island</li> <li>Education City</li> </ul>

Weeks 13 - 15	Weeks 16 - 18
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Unit/Topic Literary Unit	Unit/Topic Informational Unit
(Mythology)	(Drawing Inferences)
KENTUCKY CORE ACADEMIC STANDARDS	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.	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.
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).	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.
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,	SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
myths, and traditional literature from different cultures.	L.4.2 (b). Use commas and quotation marks to mark direct speech and quotations from a text.
SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	L.4.2 (d). Spell grade-appropriate words correctly, consulting references as needed.
L.4.1 (b). Form and use the progressive (I was walking; I am walking; I will be walking) verb tenses.	L.4.6. Acquire and use accurately grade-appropriated general academic and domain-specific words and phrases, including those that signal precise actions,
L.4.2 (b). Use commas and quotation marks to mark direct speech and quotations from a text.	emotions, or states of being (quizzed, whined, stammered) and that are basic to a particular topic (wildlife, conservation, and endangered when discussing animal preservation).
L.4.2 (d). Spell grade-appropriate words correctly, consulting references as needed.	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 (a). Introduce a topic clearly and group related information in paragraphs and sections; include formatting (headings), illustrations, and multimedia when
W.4.2 (b). Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	useful to aiding comprehension. W.4.2 (b). Develop the topic with facts, definitions, concrete details, quotations,
W.4.2 (c). Link ideas within categories of information using words and phrases	or other information and examples related to the topic.
(another, for example, also, because)	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 (d). Use precise language and domain-specific vocabulary to inform about		
W.4.2 (e). Provide a concluding statement or section related to the information or explanation presented.			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.			support from peers and adu ded by planning, revising, an	•	
	CURRICULUM			CURRICULUM		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	
Identify	Identify	Identify	Identify	Identify	Identify	
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	
Compare/Contrast	Compare/Contrast	Compare/Contrast	Specialized Vocabulary	Specialized Vocabulary	Specialized Vocabulary	
Themes	Themes	Themes	Drawing Inferences	Drawing Inferences	Drawing Inferences	
Drawing Inferences	Point of View	Specialized Vocabulary	Informative/Explanatory	Informative/Explanatory	Informative/Explanatory	
Context Clues	Verb Tenses	Reference Materials	Texts	Texts	Texts	
	Direct Quotes			Topic Development	Conclusion	
					Writing Process	
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	
I can identify specific	l can identify key	I can compare and	I can identify the	I can identify the	I can identify the	
details that describe	features for comparing	contrast the treatment of	meaning of general	meaning of general	meaning of general	
themes, topics, and	and contrasting themes,	similar themes and topics	academic and domain-	academic and domain-	academic and domain-	
patterns of events in	topics, and patterns of	and patterns of events in	specific words or	specific words or phrases	specific words or phrases	
stories, myths, or	events in stories, myths,	stories, myths, and	phrases in a text	in a text relevant to a	in a text relevant to a	
traditional literature	or traditional literature	traditional literature	relevant to a grade 4	grade 4 topic or subject	grade 4 topic or subject	
from different cultures.	from different cultures.	from different cultures.	topic or subject area.	area.	area.	
l can identify	I can compare and	I can understand and use	I can explain the	I can explain what the	I can refer to details and	
similarities of two or	contrast two or more	accurately grade-	difference between	text says using details	examples in a text when	
more themes, topics,	themes, topics, and	appropriate academic	explicit and inferred	and examples when	explaining what the text	
and patterns of events	patterns of events in	and content-specific	information in a text.	identifying explicit	says explicitly and when	
in stories, myths, or	stories, myths, or	words and phrases,		information.	drawing inferences from	
traditional literature	traditional literature	including those that	I can identify details and		the text.	
from different cultures.	from different cultures.	signal actions, emotions,	examples when	I can explain what the		
		or states of being.	explaining what the text	text says using details	l can write	
I can identify	I can identify the		says explicitly.	and examples when	informative/explanatory	
differences of two or	reasons and evidence a	I can spell grade-		drawing inferences.	texts to examine a topic	
more themes, topics,	speaker provides to	appropriate words	I can identify details and		and convey ideas and	

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and patterns of events	support particular	correctly, consulting	examples when drawing	I can write	information clearly.
in stories, myths, or	points.	references as needed.	inferences from the	informative/explanatory	
traditional literature			text.	texts to examine a topic	I can provide a
from different cultures.	I can form and use the	I can develop a topic that		and convey ideas and	concluding statement or
	progressive verb tenses.	is clearly introduced with	l can write	information clearly.	section related to the
I can identify key		related-information	informative/explanatory		information or
details and examples in	I can use commas and	grouped in paragraphs or	texts to examine a topic	I can develop a topic with	explanation presented.
a text.	quotation marks to mark	sections that contain	and convey ideas and	facts, definitions, concrete	
	direct speech and	formatting, illustrations,	information clearly.	details, quotations, other	I can, with guidance and
I can explain the	quotations from a text.	or multimedia when		information, and examples	support from peers and
difference between		useful in aiding	I can introduce a topic	related to the topic.	adults, develop and
explicit and inferred	I can identify a topic that	comprehension.	clearly and group	I can link ideas within	strengthen writing as
information.	is clear with related-		related information in	categories of information	needed by planning,
	information grouped	I can develop a topic with	paragraphs and sections	using words and phrases.	revision, editing,
I can explain how	together in paragraphs	facts, definitions,	using formatting,	5	rewriting, or trying a new
details and examples	or sections that contain	concrete details,	illustrations, or	I can use precise language	approach.
from the text support	formatting, illustrations,	quotations, other	multimedia when useful	and domain-specific	
making inferences.	or multimedia when	information, and	in aiding	vocabulary to inform about	
	useful in aiding	examples related to the	comprehension.	or explain the topic.	
I can identify words	comprehension.	topic.			
and phrases in a text					
that allude to	I can identify a topic	I can develop linked ideas			
significant characters	developed with facts,	within categories of			
found in mythology, in	definitions, concrete	information using words			
a text.	details, quotations, other	and phrases, precise			
	information, and examples	language and domain-			
I can identify significant	related to the topic.	specific vocabulary to			
Greek characters and	I can identify linked ideas	inform about or explain			
their defining	within categories of	the topic.			
characteristics.	information using words				
	and phrases, precise	I can develop a			
I can determine the	language and domain-	concluding statement or			
meaning of words and	specific vocabulary to	section related to the			
phrases as they are	inform about or explain	information or			
used in a text.	the topic.	explanation presented.			
	the topic.				
I can determine the	I can identify a	I can, with guidance and			
meaning of words and	-	support from peers and			
phrases that allude to	-	adults, identify how to			
, significant characters		plan, revise, edit, rewrite,			
meaning of words and phrases that allude to	I can identify a concluding statement or section related to the	support from peers and adults, identify how to			

found in mythology as	information or	or try a new approach.			
they are used in a text.	explanation presented.				
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Compare/Contrast Similar Pattern of events Myths Explicitly Drawing inferences	Myths Progressive verb tenses Direct speech Quotations	General academic language Domain specific words Precise States of being References	General academic language Domain specific words Explicitly Drawing inferences Informative	General academic language Domain specific words Explicitly Drawing inferences Relevant	General academic language Domain specific words Explicitly Drawing inferences Relevant
Drawing inferences Allude Mythology Herculean		References	Explanatory Convey Learning logs	Informative Explanatory Convey Learning logs	Informative Explanatory Convey Writing process Learning logs
Suggested	Suggested	Suggested	Suggested	Suggested	Suggested
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
*Vocabulary strategies	*Vocabulary strategies	*Vocabulary strategies	*Vocabulary strategies	*Vocabulary strategies	*Vocabulary strategies
*Stories/articles from various sources to compare/contrast	*Stories/articles from various sources to compare/contrast	*Stories/articles from various sources to compare/contrast	*Stories/articles from various sources to compare/contrast	*Stories/articles from various sources to compare/contrast	*Stories/articles from various sources to compare/contrast
*Read aloud activities	*Read aloud activities	*Read aloud activities	*Read aloud activities	*Read aloud activities	*Read aloud activities
*Angela Hilterbrand Instructional Strategies	*Angela Hilterbrand Instructional Strategies	*Angela Hilterbrand Instructional Strategies	*Inference songs (teacherspayteachers)	*Angela Hilterbrand Instructional Strategies	*Angela Hilterbrand Instructional Strategies
*Leveled Reading activities	*Leveled Reading activities	*Leveled Reading activities	*Angela Hilterbrand Instructional Strategies	*Leveled Reading activities	*Leveled Reading activities
		*Use the "Hamburger" analogy for organizing writing (Meat is the main idea, supporting details are the lettuce, tomato, cheese, etc)	*Leveled Reading activities *Have the students trace their hand on a sheet of paper and label "Helping Hand" then	*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	*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:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:
Formative	Formative	Formative	Formative	Formative	Formative
<ul> <li>Compare/contrast activities</li> <li>Multiple choice</li> <li>Short answer</li> <li>Extended Response</li> <li>Performance activity</li> </ul>	<ul> <li>Compare/contrast activities</li> <li>Multiple choice</li> <li>Short answer</li> <li>Extended Response</li> <li>Performance activity</li> </ul>	<ul> <li>Compare/contrast activities</li> <li>Multiple choice</li> <li>Short answer</li> <li>Extended Response</li> <li>Performance activity</li> </ul>	<ul> <li>Performance activities</li> <li>Multiple choice</li> <li>Extended Response</li> <li>Short answer</li> <li>Presentations</li> </ul>	<ul> <li>Performance activities</li> <li>Multiple choice</li> <li>Extended Response</li> <li>Short answer</li> <li>Presentations</li> </ul>	<ul> <li>Performance activities</li> <li>Multiple choice</li> <li>Extended Response</li> <li>Short answer</li> <li>Presentations</li> </ul>
Summative	Summative	Summative	Summative	Summative	Summative
<ul><li>Multiple choice</li><li>Short answer</li><li>Extended Response</li></ul>	<ul><li>Multiple choice</li><li>Short answer</li><li>Extended Response</li></ul>	<ul><li>Multiple choice</li><li>Short answer</li><li>Extended Response</li></ul>	<ul><li>Multiple choice</li><li>Short answer</li><li>Extended Response</li></ul>	<ul><li>Multiple choice</li><li>Short answer</li><li>Extended Response</li></ul>	<ul><li>Multiple choice</li><li>Short answer</li><li>Extended Response</li></ul>

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	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
<ul> <li>Reading series</li> <li>Leveled readers</li> <li>Literature from different cultures (internet)</li> <li>Study Island</li> <li>Education City</li> </ul>	<ul> <li>Reading series</li> <li>Leveled readers</li> <li>Literature from different cultures (internet)</li> <li>Study Island</li> <li>Education City</li> </ul>	<ul> <li>Reading series</li> <li>Leveled readers</li> <li>Literature from different cultures (internet)</li> <li>Study Island</li> <li>Education City</li> </ul>	<ul> <li>Reading series</li> <li>Leveled readers</li> <li>Literature from different cultures (internet)</li> <li>Study Island</li> <li>Education City</li> <li>Learning Logs</li> <li>www.teacherspayte acher.com</li> </ul>	<ul> <li>Reading series</li> <li>Leveled readers</li> <li>Literature from different cultures (internet)</li> <li>Study Island</li> <li>Education City</li> <li>Learning Logs</li> </ul>	<ul> <li>Reading series</li> <li>Leveled readers</li> <li>Literature from different cultures (internet)</li> <li>Study Island</li> <li>Education City</li> <li>Learning Logs</li> </ul>

Weeks 19 - 21	Weeks 22 - 24
Unit/Topic	Unit/Topic
Literary Text	Informational Text
(Structural Elements)	(Text Features, First Hand & Second Hand Accounts, Explaining Events)
KENTUCKY CORE ACADEMIC STANDARDS	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.	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.
L.4.4 (c). Consult reference materials (e.g., dictionaries, glossaries,	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.
thesauruses), both print and digital, to find the pronunciation and determine	
or clarify the precise meaning of key words and phrases.	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.
L.4.5 (b). Recognize and explain the meaning of common idioms, adages, and	
proverbs.	RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in
	charts, graphs, diagrams, time lines, animations, or interactive elements on Web

I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:		
	Proverbs						
	Adages	5					
Reference materials	Idioms	Narrative writing	Specialized vocabulary	accounts	r - 0		
Structural elements	Structural elements	Structural elements	Text features	First hand & second hand	Explaining events		
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics		
Identify	Identify	Identify	Identify	Identify	Identify		
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24		
understanding, rereating				CURRICULUM			
RF.4.4 (c). Use context to understanding, rereading	confirm or self-correct wor	d recognition and					
	(;						
rate, and expression.	, . , . ,						
RF.4.4 (b). Read grade-lev	el prose and poetry orally	with accuracy, appropriate					
RF.4.4 (a). Read grade-lev	el text with purpose and u	nderstanding.					
NI .4.4. Neau with sufficien	in accuracy and indency to						
RE 1 1 Read with sufficien	nt accuracy and fluency to	support comprehension					
events.	usion that follows from the	e narrated experiences or					
W.4.3 (d). Use concrete w experiences and events p	vords and phrases and sens recisely.	ory details to convey					
sequence of events.				d morphology (e.g., roots and tisyllabic words in context an	-		
	f transitional words and ph	rases to manage the		knowledge of all letter-sound	•		
show the responses of ch		Apenences and events of	words.				
W 4 3 (b) Use dialogue a	nd description to develop e	xneriences and events or		rade-level phonics and word	analysis skills in decoding		
	ler by establishing a situations; organize an event seque	_	basic to a particular topic discussing animal preserv	(e.g., wildlife, conservation, ation).	and endangered when		
using effective technique,	using effective technique, descriptive details, and clear event sequences.			d phrases, including those th ng (e.g., quizzed, whined, sta			
	develop real or imagined		L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions,				
appropriate to enhance the	he development of main id	eas or themes.	text in which it appears.				
			pages) and explains how the information contributes to an understanding of the				

I can explain the major	I can ovalain the major	I can ovalain the major	I can define interpret.	I can define firsthand and	I can identify events,
differences between	I can explain the major differences between	I can explain the major differences between	i can denne interpret.	secondhand account.	-
			L can identify tayt	seconunanu account.	procedures, ideas, and
poems, drama, and	poems, drama, and	poems, drama, and	I can identify text		concepts in an
prose.	prose.	prose.	features of nonfiction.	I can describe the events	informational text.
		Loop votes to the		or main ideas of each	
I can compare and	I can compare and	I can refer to the	I can read graphs,	account (firsthand and	I can explain why the
contrast poems.	contrast poems, drama,	structural elements of	charts, diagrams,	secondhand).	events, procedures,
	and prose.	prose (e.g., characters,	timelines, etc.	1	ideas, and concepts in an
I can refer to the	Less sufficients the	settings, descriptions,		I can compare the	informational text
structural elements of	I can refer to the	dialogue) when speaking	I can identify interactive	accounts of the event or	occurred.
poems (e.g., verse,	structural elements of	or writing about a text.	Web elements.	topic.	
rhyme, and meter)	drama (e.g., cast of				I can use specific
when speaking or	characters, settings,	I can write narratives to	I can explain	I can contrast the	information in the text to
writing about a text.	descriptions, dialogue,	develop real or imagined	information from charts,	accounts of the event or	support explanation.
	stage directions) when	experiences or events	diagrams, graphs,	topic.	
I can add audio	speaking or writing	using effective technique,	timelines, animations,		I can verify the meaning
recordings and visual	about a text.	descriptive details, and	and interactive	I can describe how the	of general academic and
displays to presentation		clear event sequences.	elements.	focus and information	domain-specific words or
when appropriate to	I can identify and			provided is different in	phrases in a text relevant
enhance the	explain the meaning of	I can support	I can interpret	each account.	to a grade 4 topic or
development of main	common idioms,	comprehension by	information that is		subject area.
ideas and themes.	adages, and proverbs.	reading on-level text	presented visually,	I can verify the meaning	
		fluently and accurately.	orally, or quantitatively	of general academic and	I can acquire and use
I can consult reference	I can apply foundational		in text or on the Web.	domain-specific words or	accurately grade-
materials, bold print	skills reflected in	I can support		phrases in a text relevant	appropriate general
and digital, to find the	Reading to support	comprehension by	I can explain how	to a grade 4 topic or	academic and domain
pronunciation and	comprehension to	rereading with fluency as	information presented	subject area.	specific words and
determine or clarify the	determine the purpose	necessary.	visually, orally, or		phrases.
precise meaning of key	for reading on-level		quantitatively adds to a	I can acquire and use	
words and phrases.	text.	I can read with accuracy,	better understanding of	accurately grade-	I can apply grade level-
		appropriate rate, and	the text or on the Web.	appropriate general	level phonics and word
I can identify and	I can apply foundational	expression on successive		academic and domain	analysis skills in decoding
understand	skills reflected in	readings.	I can verify the meaning	specific words and	words.
foundational skills for	Reading to support		of general academic and	phrases.	
Reading to support	comprehension to apply	I can write a narrative to	domain-specific words		I can synthesize phonics
comprehension to	reading strategies to be	develop real or imagined	or phrases in a text	I can identify	and word analysis skills
identify the purpose	used with text for	experiences that	relevant to a grade 4	syllabication patterns	to decode words.
and understanding of	accuracy, appropriate	establishes a situation, a	topic or subject area.	and root words	
text.	rate, and expression on	narrator or character(s),		(specifically Greek and	I can read accurately
	successive readings.	uses dialogue,	I can acquire and use	Latin).	unfamiliar multisyllabic

I can identify and		descriptions, concrete	accurately grade-		words in context and out
understand	I can apply foundational	and sensory details to	appropriate general	I can explain meanings of	of context.
foundational skills for	skills reflected in	, develop experiences,	academic and domain	prefixes and suffixes.	
Reading to support	Reading to support	events and reveal	specific words and		
comprehension to	comprehension to	characters.	phrases.	I can accurately read	
identify oral reading	confirm or self-correct			words with Latin roots.	
with accuracy,	word recognition and	I can use transitional	I can know and apply		
appropriate rate, and	understanding by using	words phrases.	grade level-level phonics		
expression on	context.		and word analysis skills		
successive readings.	context.	I can provide a	in decoding words.		
successive readings.	I can identify	conclusion.			
I can identify and	transitional words used				
understand	to develop sequence.				
foundational skills for	to develop sequence.				
Reading to support	I can describe how				
comprehension to	writers use concrete				
identify rereading,	and sensory details.				
	and sensory details.				
when necessary, as a	l can establish a				
strategy when					
confirming or self-	situation, a narrator				
correcting words in	and/or characters.				
text.	1				
	I can sequence events				
I can identify and	logically using				
understand	transitional words to				
foundational skills for	move the events along.				
Reading to support					
comprehension to	I can use dialogue and				
understand how	description to develop				
context can help to	experiences and events.				
confirm or self correct					
word recognition.	l can use concrete				
	and/or sensory details				
I can identify the story	to develop experiences				
elements, structure of a	or events.				
narrative, and use of					
dialogue and	l can establish				
description to develop	conclusions aligned				
experiences, events or	with sequence of				
characters.	events.				

Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Prose	Structural elements	Structural elements	Interpret	First hand account	Historical text
Structural elements	Idioms	Narratives	Quantitatively	Second hand account	Scientific text
Verse	Adages	Transitional words	General academic	General academic	Technical text
Rhythm	Proverbs	Sensory details	language	language	Phonics
Meter		Conclusion	Domain specific words	Domain specific words	Morphology (roots &
Reference materials		Fluency	Decoding	Phonics	affixes)
		,	0	Analysis	Multisyllabic words
				Decoding	
Suggested	Suggested	Suggested	Suggested	Suggested	Suggested
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
*Performance activities	*Performance activities	*Performance activities	*Vocabulary strategies	*Vocabulary strategies	*Vocabulary strategies
allowing students to	allowing students to	allowing students to use			
use reference materials	use reference materials	reference materials	*Reading Series	*Reading Series	*Reading Series
*Websites/activities	*Websites/activities	*Websites/activities	*Learning logs	*Learning logs	*Learning logs
*Reading series	*Reading series	*Reading series			*Discussion circles – what happened and why,
*Compare and contrast	*Use Storyworks	*Have students create a			based on specific
poems	magazine	Narrative Pyramid:			information in a text.
		Line 1 – Character's name			
*Computer/internet		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			
Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:

Formative	Formative	Formative	Formative	Formative	Formative
<ul><li>Presentations</li><li>Short answer</li><li>Multiple choice</li></ul>	<ul><li> Presentations</li><li> Short answer</li><li> Multiple choice</li></ul>	<ul><li> Presentations</li><li> Short answer</li><li> Multiple choice</li></ul>	<ul> <li>Learning logs</li> <li>Presentations</li> <li>Multiple choice</li> <li>Short answer</li> </ul>	<ul> <li>Learning Logs</li> <li>Presentations</li> <li>Multiple choice</li> <li>Short answer</li> </ul>	<ul> <li>Learning Logs</li> <li>Presentations</li> <li>Multiple choice</li> <li>Short answer</li> </ul>
Summative	Summative	Summative	Summative	Summative	Summative
<ul><li>Extended Response</li><li>Multiple choice</li><li>Short answer</li></ul>	<ul><li>Extended Response</li><li>Multiple choice</li><li>Short answer</li></ul>	<ul><li>Extended Response</li><li>Multiple choice</li><li>Short answer</li></ul>	<ul> <li>Extended Response</li> <li>Multiple choice</li> <li>Short answer</li> <li>presentations</li> </ul>	<ul> <li>Extended Response</li> <li>Multiple choice</li> <li>Short answer</li> <li>presentations</li> </ul>	<ul> <li>Extended Response</li> <li>Multiple choice</li> <li>Short answer</li> <li>presentations</li> </ul>
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
<ul> <li>Reader's Theatre Scripts</li> <li>http://www.teachinghe art.net/readerstheatre.</li> <li>htm or</li> <li>http:/www.aaronshep.c om/rt/RTE.htm</li> <li>Various reference materials</li> <li>www.hojosteaching adventures.com</li> </ul>	<ul> <li>Reader's Theatre Scripts</li> <li>http://www.teachinghe art.net/readerstheatre.</li> <li>htm or</li> <li>http:/www.aaronshep.c om/rt/RTE.htm</li> <li>www.hojosteaching adventures.com</li> <li>Storyworks</li> <li>Reading Books</li> <li>Common Core Books</li> </ul>	<ul> <li>Reader's Theatre Scripts</li> <li>http://www.teachinghear t.net/readerstheatre.htm or</li> <li>http:/www.aaronshep.co m/rt/RTE.htm</li> <li>www.hojosteachinga dventures.com</li> </ul>	<ul> <li>Reading series</li> <li>Learning logs</li> <li>Leveled readers</li> <li>Reader's Theatre Scripts</li> </ul>	<ul> <li>Reading series</li> <li>Learning logs</li> <li>Leveled readers</li> <li>Reader's Theatre Scripts</li> </ul>	<ul> <li>Reading series</li> <li>Learning logs</li> <li>Leveled readers</li> <li>Reader's Theatre Scripts</li> </ul>

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

(Point of View)			(Analyzing Two Texts)			
KENTU	CKY CORE ACADEMIC STAN	DARDS	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.				ing of general academic and a grade 4 topic or subject a	-	
W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific			-	RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		
<ul><li>expectations for writing types are defined in standards 1–3 above.)</li><li>L.4.3 (b). Choose punctuation for effect.</li><li>L.4.3 (a). Choose words and phrases to convey ideas precisely.</li></ul>			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.			
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.)			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 va appropriate to task and situ page 28 for specific expecta			
	CURRICULUM			CURRICULUM		
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	
Identify	Identify	Identify	Identify	Identify	Identify	
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	
Point of view	Point of view	Point of view	Analyzing two texts	Analyzing two texts	Analyzing two texts	
Writing for a specific	Punctuation for effect	Using words & phrases	Context clues	Context clues	Context clues	
Audience & purpose		to convey ideas	Complete sentences	Sentence fragments	Run-on sentences	
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	
I can define compare and contrast, point of view, and first and third	I can compare the points of view from which different stories are	I can compare and contrast the point of view from which	I can identify information within two texts on the same topic.	I can integrate information from two texts on same topic.	I can integrate information from two texts on the same topic	

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

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

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

Weeks 31 - 33	Weeks 34 - 36
Unit/Topic	Unit/Topic
Reading Literary Text Proficiently	Reading Informational Text Proficiently
KENTUCKY CORE ACADEMIC STANDARDS	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.	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.
L.4.5 (a). Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context	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.
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.	L.4.2 (c). Use a comma before a coordinating conjunction in a compound sentence.
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.	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
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	discussing animal preservation).
two) for a range of discipline-specific tasks, purposes, and audiences.	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.

	CURRICULUM		-		
14/2 - J. 24	CURRICULUM	West 22		CURRICULUM	West 20
Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Identify	Identify	Identify	Identify	Identify	Identify
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics
Reading literary text	Reading literary text	Reading literary text	Reading informational	Reading informational	Reading informational
proficiently	proficiently	proficiently	text proficiently	text proficiently	text proficiently
Write with a main idea	Note taking	Similes and metaphors	Context clues	Note taking and	Commas
and supporting details				categorizing	Conjunctions
					Compound sentences
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
I can identify and	I can comprehend	I can read and	I can identify/understand	I can comprehend	I can read and
understand in literary	independently in literary	comprehend literature	in an informational text:	independently in an	comprehend
'	text: key ideas and	including stories, drama,		informational text: key	informational texts
text: key ideas and	-		key Ideas and details, craft and structure,	Ideas and details, craft	including history, science,
details, craft and	details, craft and	and poetry on a fourth			
structure, integration of	structure, integration of	and fifth grade level	integration of knowledge	and structure, integration	and technical texts on a
knowledge and ideas.	knowledge and ideas.	proficiently.	and ideas.	of knowledge and ideas.	fourth and fifth grade
Leave wood and	Leen need and		Leen need and	Leen need and	level proficiently.
I can read and	I can read and	I can explain the	I can read and	I can read and	
comprehend literature	comprehend literature	meanings of simple	comprehend	comprehend	I can use a comma before
including stories, drama,	including stories, drama,	similes and metaphors	informational texts	informational texts	a coordinating
and poetry on a fourth	and poetry on a fourth	in context.	including history, science,	including history, science,	conjunction in a
and fifth grade level	and fifth grade level		and technical texts on a	and technical texts on a	compound sentence.
proficiently.	proficiently.	I can distinguish	fourth and fifth grade	fourth and fifth grade	
		between relevant and	level proficiently.	level proficiently.	I can distinguish between
I can identify relevant	I can gather relevant	irrelevant information.			relevant and irrelevant
information in a	information from print		I can determine the	I can take notes and	information.
passage.	and digital sources.	I can read literary text	meanings of general	categorize information	
		proficiently.	academic and domain-	providing a list of	I can write for various
I can recall and gather	I can take notes and		specific words or phrases	sources.	purposes and to various
relevant information	categorize information	I can determine when to	in a text relevant to a		audiences for short or
from experience.	providing a list of	write for short or	grade 4 topic or subject		extended time frame for
	sources.	extended time frames	area.		a range of discipline-
I can report on a topic or		for a range of discipline-			specific tasks, purposes,
text, tell a story, or	I can speak clearly at an	specific tasks, purposes,	I can recall relevant		and audiences.

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

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