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| Theme 1 Duration: - Oct. 17  |
| Lessons | Common Core Standards To Be Addressed w/ focus skills | Expectations (including instructional shifts\*) | Suggested Resources |
| 1. The Hot and Cold Summer/ Secret Talk2. DELETE THIS LESSON | RL3 | Analyze character traits and motivations\*Describe in depth a character in a story drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |  |
| 3. Danitra Brown Leaves Town/ Summertime Star Parties4. Kai’s Journey to Gold Mountain/ My Japanese Sister \*\*Extra LessonContinued…5. RT Pedro Puts on a Play\*\*EXTRA LESSON\*Extra Lesson  | RL3RL3RL6RL5RI6 | Compare/Contrast characters, places, and settings\*Describe in depth the setting and/or characters in a story drawing on specific details in the text.\*Compare and contrast the point of view from which different stories are narrated, including the difference between first and third narrations.Review focus skills/strategiesExplain major differences between poems, dramas, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g. cast of characters, stage directions, dialogue) when writing or speaking about a text.Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided | Whole Group: Use Lesson 3 for first person and Lesson 4 for third personSmall group:* On grade:

Two Bad Ants by AllsburgCrow Brings Daylight Oban’s MythsThe True Story of the Three Little Pigs* Below grade:

LR Our car is not a star (1st)LR Chun Teng comes to America (1st)The Pain and the Great One (1st)T108 Theme 1 Use as printed text (3rd)Need another poem to help teach elements of poems- maybe use “Moon” from CC exemplars-Appendix CStill looking… |
| Theme 1 Assessment: Oct. 18, 19 |

**Recursive:**

**RI4** -Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**RL4-**

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| Theme 2 Duration: Oct. 22-Nov. 28  |
| Lessons | Common Core Standards to be addressed w/ focus skills | Expectations (including instructional shifts\*) | Suggested Resources |
| CHOOSE LESSON 6 OR 7 not both6. On the Banks of Plum Creek/ Surviving on the Prairies7. Justin and the Best Biscuits in the World/ Home on the Range/ Hats off to the Cowboy | RL3RL3 | Analyze the plot of a story to determine the conflict and how it gets resolved.\*Describe in depth an event in a story or drama, drawing on specific details in the text. |  |
| 8. Three little Cyberpigs/ The Three Little Cyberpigs Revisited\*\*Extra Lesson9. Weaving a California Tradition/ Wonder Weaver10. Emerald’s Eggs | RL2RL3RI5RI2RI3RI9RI8 | Identify an author’s purpose for writing.Determine an author’s perspective.Summarize a story and drama.\*Determine the theme of drama.\*Describe the overall structure of events, ideas, concepts, or information in a text or part of a text (compare/contrast, problem/ solution)Identify an author’s purpose for writing.Determine an author’s perspective.Summarize an informational text.\*Explain events, procedures, ideas, or concepts in a historical, or technical text, including what happened and why, based on specific information in the text\*Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.\*Explain how an author uses reasons and evidence to support particular points in a textReview focus skills/strategies | C/Contrast- Social Studies Volume 2 choose any lesson 1-6P/Solution-possible lesson idea <http://betterlesson.com/lesson/42803/non-fiction-text-structures-main-idea-problem-solution-lesson-11>Also could have students choose correct graphic organizer to go with a particular text structure.Articles* <http://opinionator.blogs.nytimes.com/2011/11/24/an-electronic-eye-on-hospital-hand-washing/>
* <http://safety.lovetoknow.com/Earthquake_Safety_Precautions>

How to Weave video from you tube |
| Theme 2 Assessment: November 29, 30 |

**Recursive:**

**RI4** -Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**RL4-** Determine the meaning of words and phrases, including those with figurative and connotative meanings.

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| Theme 3 Duration: Dec. 3- Jan. 11  |  |
| Lessons | Common Core Standards To Be Addressed w/ focus skills | Expectations (including instructional shifts\*) | Suggested Resources |
| 11. Mimicry and Camouflage/ Lizards, frogs, and polliwogs12. Mountains/ To the Top of the World | RI5RI2RI1RI5RI3RI7  | Describe the overall structure (cause-effect) of ideas, concepts or information in a text or part of a text.\*Determine main ideas and supporting details.\*Refer to details and examples from the text when making inferences.Describe the overall structure (cause-effect) of ideas, concepts, or information in a text or part of a text.\*Explain events, procedures, ideas, or concepts in a scientific, or technical text, including what happened and why, based on specific information in the text.**\***Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears |  |
| 13. DELETE THIS LESSON14. The Stranger/ A Place in the Sun | RL1 | Draw conclusions\*Refer to details and examples from the text when making inferences. |  |
| Theme 3 Assessment: Jan. 14, 15 |

**RI4** -Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**RL4**

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| Theme 4 Duration: Jan. 16- Mar. 13  |  |
| Lessons | CCSS | Additional CCSS To Be Addressed | Instructional shift | Suggested Resources |
| 16. So You Want to Be An Inventor?/ Make a Movie Machine17. Just Like Me/ I am an Artist | RI8 | RI7RI1 | Interpret information presented visually and explain how the information contributes to an understanding of the text in which it appears.Refer to details and examples from the text when making inferences |  |
| 18. Hewitt Anderson’s Great Big Life/ The Little Fly and the Great Moose19. Juan Verdades: The Man Who Couldn’t Tell a Lie/ Hard Cheese\*\*Extra Lesson\*\* Extra lesson | RL2RL2RL9 | RL2RI8 | Determine theme of poem.Explain how an author uses reasons and evidence to support particular points in a text. | Options from Common Core Appendix B“The Echoing Green” by William Blake“Words Free as Confetti” by Pat Mora “A Bird Came Down the Walk” by Emily Dickinson“The New Collossus” by Emma Lazarus (could also integrate RL9 if use media below poem)[www.poetryinnature.com](http://www.poetryinnature.com) “Mountains”* <http://www.corestandards.org/assets/Appendix_C.pdf> page 25 has opinion sample for grade 4
* <http://www.doe.k12.de.us/aab/files/TBW%20Commentaries%20Grade%204.pdf> page 14 or higher might be a good example to use for analyzing reasons/evidence
* <http://area1fourth.wikispaces.com/file/view/banpitbulls.pdf>
* [Persuasive- Ready, Set, Play!- 4th.doc](http://area1fourth.wikispaces.com/file/view/Persuasive-%2BReady%2C%2BSet%2C%2BPlay%21-%2B4th.doc) may need to be adapted to lower reading level
* [Persuasive- Getting a Move On 4th.doc](http://area1fourth.wikispaces.com/file/view/Persuasive-%2BGetting%2Ba%2BMove%2BOn%2B4th.doc) may need to be adapted to lower reading level
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| Theme 4 Assessment: March 14, 15 |

**RL2** – Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**RI8** -Explain how an author uses reasons and evidence to support particular points in a text.

**RL9** -Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

**RI4** -Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

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| Theme 5 Duration: Mar 18- April 24 |  |
| Lessons | CCSS | Additional CCSS To Be Addressed | Instructional shift | Suggested Resources |
| 21. DELETE LESSON22. My Diary from Here to There/ Moving/ There’s an Orange Tree Out There | RL1 | RL3 | Describe in depth a setting, or event in a story, drawing on specific details in the text. |   |
| 23. The Cricket in Times Square/Cricket Thermometer24. Mangrove Wilderness/ Mangrove | RI5RI9 | RL7 | 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/or directions in the text. | The Cricket in Times Square video. We will keep looking for other resources since this is not free. |
| Theme 5 Assessment: April 25, 26 |

**RL1** – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**RI2** -Determine the main idea of a text and explain how it is supported by key details.

**RI5 -** Describe the overall structure (e.g. chronology) of events, ideas, concepts, or information in a text or part of a text.

**RI9** - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**RI4** -Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

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| Theme 6: April29- June 5 |  |
| Lessons | CCSS | Additional CCSS To Be Addressed | Instructional shift | Suggested Resources |
| 26. Dragons and Dinosaurs/Saturday Night at the Dinosaur Stomp27. Grand Canyon: A Trail Through Time/The Rock Cycle | RI2RI2RI9  | RL5RI7RI1 | Explain major differences between poems and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter).Interpret information presented visually or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.Refer to details and examples from the text when making inferences. | The Rock Cycle and T138-139 |
| 28. The Bunyans/ Mammoth Cave National Park29. John Muir and Stickeen: An Icy Adventure with a No-Good Dog/ John Muir: Extreme Explorer\*\*Extra lesson | RL4idiomsRL4SimileMetaphorPersonif… | RL2RL4 | Determine the meaning of words and phrases, including those that allude to significant mythological characters. | Greek myths can be found on this site.<http://greece.mrdonn.org/myths.html>AB: Pandora Mighty HerculesON: Demeter and Persephone Apollo and CassandroBE: Hades and King of CorinthHave students summarize each myth explaining the lesson to be learned if there was one. Then they should share out so other students learn the characters in each of the myths. Compare the mythological characters to characters previously read.  |
| Theme 6 Assessment: June 6, 7 |

**RI2** -Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**RL4** -Determine the meaning of words and phrases as they are used in a text (figurative).

**RI9** - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**RI4** -Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.