Grade 4 English Language Arts, Quarter 1, Unit 1.1

Identifying and Understanding Story Elements

Overview

**Number of instructional days:** 25 (1 day = 60 minutes)

Students will read a variety of stories, plays, or poems, describing story elements such as character, setting, and plot events, and determining themes that appear. Students complete several writing drafts, demonstrating proper use of grammar and complete sentences. One writing draft consists of another multi-paragraph narrative or a short research project. This draft incorporates story elements of this unit’s focus that are expressed in clear and concise language.

After reading a variety of texts, students identify a specific set of story elements (character, main idea, setting, plot event, etc). Students are engaged in a range of discussions (one-on-one, small groups, and teacher-led groups) to describe in depth the story’s characters, setting, and plot events. During their discussions, students should have an opportunity to present their story elements visually, orally, or quantitatively (charts, graphs, diagrams, animations, time lines, or interactive elements, etc). Students should have extended time for reflection and revision while constructing multi-paragraph narratives. It is expected that students’ writing will be periodically checked for complete sentences, capitalization, punctuation, and spelling.

This unit is taught in the first quarter because skills are relatively basic. These skills are just being introduced and will be used throughout the course of the year. These reading, comprehension, and writing skills are the basis for building higher-level thinking skills. Collaboration is essential in establishing strategies to acquire vocabulary and understand concepts. Modeling story concepts aids in acquiring reading, writing, grammar, and speaking skills for students.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on details and evidence of the text to support their analysis of the readings and writings.

**Concepts to Be Learned and Skills to Be Used**

- **READ** with sufficient **accuracy** and **fluency** to support **comprehension**.
  - **DESCRIBE** in depth **story elements** in a variety of **texts** and **DRAW** on **specific details** in the **text**.
  - **DETERMINE** and **CLARIFY** the meaning of **multiple-meaning words** and phrases.
  - **REFER** to **details** and **examples** in a text when **EXPLAINING** what the text says **explicitly** and when **DRAWING** **inferences** from the text.
• ENGAGE effectively in a range of **collaborative discussions**, building on others’ **ideas** and expressing their own clearly.

• PRODUCE clear and **coherent writing** in which the **development** and **organization** are appropriate to **task, purpose, audience**.
  
  o DEMONSTRATE command of the **conventions** of standard English grammar and usage when **writing** or **speaking** to PRODUCE **complete sentences**.
  
  o RECOGNIZE and CORRECT **inappropriate fragments** and **run-ons**.

**Essential Questions**

• What story elements contribute to the plot of the story?

• How does each element affect a story?

• What is the role or purpose of each element?

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**Written Curriculum**

*The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.*

*The following standards are the **focus** of this unit of study:*

**Reading Standards for Literature**

**Key Ideas and Details**

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

**Reading Standards for Informational Text**

**Key Ideas and Details**

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.

**Writing Standards**

**Production and Distribution of Writing**

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
Speaking and Listening Standards

Comprehension and Collaboration

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

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Reading Standards: Foundational Skills

Fluency

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

a. Read on-level text with purpose and understanding.

Language Standards

Conventions of Standard English

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*

Vocabulary Acquisition and Use

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

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

The following standards reinforce and/or support the unit of study focus standards:

Reading Standards for Informational Text

Integration of Knowledge and Ideas

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Writing Standards

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)
Identifying and Understanding Story Elements (25 days)

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

Language Standards

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

Vocabulary Acquisition and Use

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).

Reading Standards for Literature

Range of Reading and Level of Text Complexity

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.

Writing Standards

Range of Writing

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

Clarifying the Standards

**Key:** RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards

**RL**—In previous learning, students described character traits and how actions contributed to sequence of events. In *fourth grade, students draw on specific details from texts that include characters’ thoughts, words, or actions.* In grade 5, students will be comparing and contrasting specific story elements with in depth detail.

**RI**—In previous learning, students asked and answered questions to ensure comprehension using concrete details from the text. In *fourth grade, students refer to details to draw inferences and directly quote text to explain and answer for fifth grade. Also, determine the main idea of the text and identify key details and summarize.* In grade 5, students will use direct details to explain explicitly what the text says and draw an inference.

**RF**—Students read grade-level text for deep understanding and purpose.
— In grades 3-5 students produce clear and coherent writing in which the development and organization are appropriate narratives to task audience and purpose. With guidance from peers and adults students will strengthen their writing by planning, revising, and editing.

— Students engage effectively in discussions with groups having prepared and read the material to explore ideas and pose and respond to questions (grade 3-5).

In grade 3, students ensured subject and verb agreement and pronoun-antecedent agreement to write complete sentences. In fourth grade, students produce complete sentences to avoid writing run-on or fragment phrases. Students use appropriate capitalization, commas, and other grammatical conventions. Students use grade-level appropriate conversational, general academic, and domain-specific words and phrases. In grade 3, students determined word meaning when an affix was added to the base word. In fourth grade, students use grade-level appropriate affixes to determine word meaning. In grade 5, students will use correct punctuation and spelling in the command of the conventions of standard English.

Resources: References to Appendices A–C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Students need opportunities to stretch their reading abilities, but also to experience the satisfaction and pleasure of easy, fluent reading within them, both of which the CCSS allow for. As noted above, such factors as students’ motivation, knowledge, and experiences must also come into play in text selection. Students deeply interested in a given topic, for example, may engage with texts on that subject across a range of complexity. Particular tasks may also require students to read harder texts than they would normally be required to. Conversely, teachers who have had success using particular texts that are easier than those required for a given grade band should feel free to continue to use them so long as the general movement during a given school year is toward texts of higher levels of complexity.

Appendix B: Text Exemplars and Sample Performance Tasks

Possible Performance Tasks:

- Students read Natalie Babbitt’s Tuck Everlasting and describe in depth the idyllic setting of the story, drawing on specific details in the text, from the color of the sky to the sounds of the pond, to describe the scene. [RL.4.3]

- Students interpret the visual chart that accompanies Steve Otfinoski’s The Kid’s Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It and explain how the information found within it contributes to an understanding of how to create a budget. [RI.4.7]

Appendix C: Samples of Student Writing

One quiet, Tuesday morning, I woke up to a pair of bright, dazzling shoes, lying right in front of my bedroom door.
Terminology

- Character
- Setting
- Main idea
- Plot

Online Resources

**Suggested Local Resources**

- [http://www.studyzone.org/testprep/ela4/h/storyelements.cfm](http://www.studyzone.org/testprep/ela4/h/storyelements.cfm)

**Literature: Story Elements**

- These sites have hands-on activities and graphic organizers to help students understand the different story elements, including plot: [ethemes.missouri.edu/resources/S00000236.shtml](http://ethemes.missouri.edu/resources/S00000236.shtml)
- The Seven Key Elements of Fiction: [hrbstaff.ednet.ns.ca/ldownie/...key_elements_of_literature.htm](http://hrbstaff.ednet.ns.ca/ldownie/...key_elements_of_literature.htm)

**Attachments**

- Elements of a Story–4
- Elements of a Story Booklet

**Common Core State Standards, Appendices, and PARCC Assessments**

*The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.*

[http://corestandards.org/the-standards](http://corestandards.org/the-standards)
Other Websites with CCSS Information, Strategies, or Lessons

States’ Sites

- New Mexico Department of Education: http://newmexicocommoncore.org/
- Rhode Island Department of Education (PARCC): http://www.ride.ri.gov/Division-EEIE/transition.aspx

General Sites

- A resource for student writing samples: http://www.edsteps.org/CCSSO/Home.aspx
- Links to several sites with Common Core Resources: http://gettingsmart.com/cms/edreformer/10-common-core-resources/
- Lessons and Assessments, some aligned to Common Core: http://learnzillion.com/overview
- Common Core Tools from Student Achievement Partners, David Coleman’s organization: http://www.achievethecore.org/steal-these-tools
Overview

Number of instructional days: 20 (1 day = 60 minutes)

Students read and comprehend stories that include drama and poetry. They use story details to identify the main idea of the story and perform specific tasks targeted in the standards, from describing how focusing on different details affects a text to identifying both the main idea and supporting ideas. They explain what happened and why, and recognize specific details in writing a narrative. Students produce a variety of written texts, including opinion pieces, explanations, narratives, and short research projects (at the end of the year). In these writings, they present evidence in an organized fashion to clarify the topic and main idea under discussion for the intended audience.

Students determine word meanings by focusing on general academic and domain-specific words and other phrases from the text. Using clear and concise language, students plan, organize, revise, and edit narrative writing that includes experiences and events of characters or situations of the story.

This unit is taught in the first nine weeks following Unit 1.1 because students build on story comprehension, focusing on specific story elements of the main idea. Collaboration between the teacher and students is an integral part of identifying and expressing the main idea and writing with specific vocabulary to relate meaning in the communication of the text.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on details and evidence of the text to support their interpretation story.

Concepts to Be Learned and Skills to Be Used

- DETERMINE the main idea of a text and explain how it is supported by key details.
  - SUMMARIZE the text.
- WRITE narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences to introduce the narrator/characters.
- DEMONSTRATE understanding of figurative language, word relationships, and nuances in word meanings. RECOGNIZE and explain the meaning of common idioms, adages, and proverbs.
• 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.

**Essential Questions**

• What details of the story support the main idea?
• How does an author use a variety of details to keep a reader’s interest?
• What techniques does a writer use to help a reader comprehend text?
• How does a reader use story details to describe text?
• What key points (main idea) should be included to effectively write a summary?

**Written Curriculum**

_The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section._

_The following standards are the focus of this unit of study:_

**Reading Standards for Informational Text**

**Key Ideas and Details**

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

**Writing Standards**

**Text Types and Purposes**

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

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

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

**Language Standards**

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

b. Recognize and explain the meaning of common idioms, adages, and proverbs.
The following standards reinforce and/or support the unit of study focus standards:

<table>
<thead>
<tr>
<th>Reading Standards for Literature</th>
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<tbody>
<tr>
<td>Craft and Structure</td>
</tr>
<tr>
<td>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 (e.g., Herculean).</td>
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</table>

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<thead>
<tr>
<th>Reading Standards for Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Craft and Structure</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Writing Standards</th>
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</thead>
<tbody>
<tr>
<td>Production and Distribution of Writing</td>
</tr>
<tr>
<td>W.4.4   Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</td>
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<td>W.4.5   With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</td>
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<th>Speaking and Listening Standards</th>
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<tbody>
<tr>
<td>Comprehension and Collaboration</td>
</tr>
<tr>
<td>SL.4.1   Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</td>
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<tr>
<td>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</td>
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<tr>
<th>Language Standards</th>
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<tbody>
<tr>
<td>Knowledge of Language</td>
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<tr>
<td>L.4.3    Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
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<tr>
<td>b. Choose punctuation for effect.*</td>
</tr>
<tr>
<td>Vocabulary Acquisition and Use</td>
</tr>
<tr>
<td>L.4.4    Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</td>
</tr>
<tr>
<td>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</td>
</tr>
</tbody>
</table>
The following standards recur through many/all of the units of study:

**Reading Standards for Literature**

**Range of Reading and Level of Text Complexity**

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.

**Writing Standards**

**Range of Writing**

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

**Clarifying the Standards**

*Key:* RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards

**RL**—Students read and comprehend literature independently and proficiently according to grade level.

**RL**—In grade 3, students recounted stories to determine the central message, lesson, or moral. They explained how it was conveyed through key details. In grade 4, students determine the theme of a story, drama, or poem from details in the text. In grade 5 students will determine the theme of a story, drama, or poem, including how the characters respond to challenges. They will determine the meanings of general grade-level texts and phrases.

**RL**—No focus standards at this time.

**W**—In grade 3-5 students write informative/explanatory text to examine a topic, convey ideas, and information clearly in paragraph form using concrete details and examples.

**SL**—Students engage effectively in a range of collaboration discussions. They express and explain their own ideas (same across 3-5).

**L**—In grade 3, students demonstrated understanding of literal and non-literal meanings of words and phrases to make real-life connections. In grades 4-5, students demonstrate understanding of figurative language and word relationships and explain meaning. They use knowledge of language and word agreement when speaking; they use punctuation for effect; and they compare and contrast varieties of English.
Resources: References to Appendices A–C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Students need opportunities to stretch their reading abilities, but also to experience the satisfaction and pleasure of easy, fluent reading within them, both of which the CCSS allow for. As noted above, such factors as students’ motivation, knowledge, and experiences must also come into play in text selection. Students deeply interested in a given topic, for example, may engage with texts on that subject across a range of complexity. Particular tasks may also require students to read harder texts than they would normally be required to. Conversely, teachers who have had success using particular texts that are easier than those required for a given grade band should feel free to continue to use them so long as the general movement during a given school year is toward texts of higher levels of complexity.

Appendix B: Text Exemplars and Sample Performance Tasks

Students determine the meaning of the metaphor of a cat in Carl Sandburg’s poem “Fog” and contrast that figurative language to the meaning of the simile in William Blake’s “The Echoing Green.” [RL.5.4]

Appendix C: Samples of Student Writing

Glowing Shoes (p. 27)

Terminology

- Drama
- Poetry
- Figurative language
- Idiom
- Adage
- Proverb

Online Resources

Suggested Local Resources


Hobbs Municipal Schools with process support from the Charles A. Dana Center at the University of Texas at Austin
Understanding the Main Idea (20 days)


Attachment

- Main Idea and Details Reference Card 2

Storytown Units

- Lesson stories 21 and 22
- Lesson stories 26 and 27

Common Core State Standards, Appendices, and PARCC Assessments

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

http://corestandards.org/the-standards
http://www.parcconline.org/: PARCC website

Other Websites with CCSS Information, Strategies, or Lessons

States’ Sites

- New Mexico Department of Education: http://newmexicocommoncore.org/
- Rhode Island Department of Education (PARCC): http://www.ride.ri.gov/Division-EEIE/transition.aspx

General Sites

- A resource for student writing samples: http://www.edsteps.org/CCSSO/Home.aspx
- Links to several sites with Common Core Resources: http://gettingsmart.com/cms/edreformer/10-common-core-resources/
- Lessons and Assessments, some aligned to Common Core: http://learnzillion.com/overview
- Common Core Tools from Student Achievement Partners, David Coleman’s organization: http://www.achievethecore.org/steal-these-tools
Grade 4 English Language Arts, Quarter 2, Unit 2.1
Determining the Theme or Main Idea

Overview

**Number of instructional days:** 10 (1 day = 60 minutes)

Students read and comprehend literature. They then determine the theme of a literary text and summarize the text. Students examine text and use domain-specific words in their summaries as they write informative/explanatory texts to convey ideas and information in a clear and concise language. The teacher and peers will provide guidance to the student in the writing process.

Students read and listen to various stories, poems, and dramas, determine the theme, and then summarize the text in a clear, concise language. Visuals including, but not limited to charts, graphs, and illustrations are used when appropriate to help strengthen students’ understanding of text. Teachers and peers support students in order to strengthen the writing process of planning, revising, and editing. Students use grade-appropriate vocabulary in their writing, demonstrating a command of capitalization, punctuation, and spelling.

This unit is presented in the second quarter because it continues to build on comprehension by drawing on specific details in the text (characters, setting and events) as well as development and organization of writing skills. The story element focus for Unit 2.1 is identifying the theme of a text. Guidance and assistance from the teacher and peers are essential for the student to grasp key concepts of comprehending text and identifying theme. Focusing on key words and phrases will aid students in this process.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on details and evidence of the text to support their interpretation of the story.

**Concepts to Be Learned and Skills to Be Used**

- DETERMINE a theme of a story, drama, or poem from details in the text.
- SUMMARIZE the text.
- WRITE informative/explanatory texts to examine a topic and convey ideas and information.
- USE precise language and domain-specific vocabulary and PROVIDE a concluding statement or section related to the information or explanation presented.
Essential Questions

- How does the author clarify the theme using details from the story?
- How can audio recordings and visual displays help students understand the theme of the story?
- In writing, how important is capitalization, spelling, and punctuation to the English language?

Written Curriculum

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.

The following standards are the focus of this unit of study:

| Writing Standards |

| Text Types and Purposes |

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

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Provide a concluding statement or section related to the information or explanation presented.

| Reading Standards for Literature |

| Key Ideas and Details |

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

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

The following standards reinforce and/or support the unit of study focus standards:

| Writing Standards |

| Production and Distribution of Writing |

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)
**Speaking and Listening Standards**

**Presentation of Knowledge and Ideas**

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

**Language Standards**

**Conventions of Standard English**

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

  g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).*

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

  d. Spell grade-appropriate words correctly, consulting references as needed.

**Vocabulary Acquisition and Use**

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).

*The following standards recur through many/all of the units of study:*

**Reading Standards for Literature**

**Range of Reading and Level of Text Complexity**

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.

**Writing Standards**

**Range of Writing**

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

**Clarifying the Standards**

*Key:* RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking and Listening Standards, L = Language Standards

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Hobbs Municipal Schools with process support from the Charles A. Dana Center at the University of Texas at Austin
Determined the Theme or Main Idea (10 days)

**RL**—In grade 3, students determined the central message, lesson, or moral and explained how it was conveyed through key details. **In grade 4, they determine the theme of the story, drama, or poem.** In grade 5, students will determine how the characters in the text respond to situations and challenges.

**NL**—No focus standards at this time.

**RF**—No focus standards at this time.

**W**—In grade 3, students wrote informative/explanatory texts to examine a topic and convey ideas and information clearly. **In grade 4, they provide a concluding statement or section in multi-paragraph writing. They do peer editing using clear and coherent writing.** In grade 5, students will be required to include more details and information imbedded in the text.

**SL**—Students use multimedia to enhance development across grade levels.

**L**—Students determine or clarify the meaning of unknown and multiple-meaning words according to grade level. They use correct grammar and punctuation (commas, quotes, possessives, etc).

## Resources: References to Appendices A–C and Other Resources

### Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Students need opportunities to stretch their reading abilities, but also to experience the satisfaction and pleasure of easy, fluent reading within them, both of which the CCSS allow for. As noted above, such factors as students’ motivation, knowledge, and experiences must also come into play in text selection. Students deeply interested in a given topic, for example, may engage with texts on that subject across a range of complexity. Particular tasks may also require students to read harder texts than they would normally be required to. Conversely, teachers who have had success using particular texts that are easier than those required for a given grade band should feel free to continue to use them so long as the general movement during a given school year is toward texts of higher levels of complexity.

*Students reading well above and well below grade-band level need additional support.* Students for whom texts within their text complexity grade band (or even from the next higher band) present insufficient challenge must be given the attention and resources necessary to develop their reading ability at an appropriately advanced pace. On the other hand, students who struggle greatly to read texts within (or even below) their text complexity grade band must be given the support needed to enable them to read at a grade-appropriate level of complexity.

### Appendix B: Text Exemplars and Sample Performance Tasks

Students determine the main idea of Colin A. Ronan’s “Telescopes” and create a summary by explaining how key details support his distinctions regarding different types of telescopes. **[RI.4.2]**

### Terminology

- Theme
- Summarize
Informative Text
Explanatory Text

Online Resources

Suggested Local Resources
- http://staff.fcps.net/mpoage/4th_grade_activities.htm
- http://www.ereadingworksheets.com/free-reading-worksheets/theme-worksheets/: Website attached with theme worksheets

Storytown Lesson Stories
- Lesson Stories (pp. 18-19)

Common Core State Standards, Appendices, and PARCC Assessments

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

http://corestandards.org/the-standards
http://www.parcconline.org/: PARCC website

Other Websites with CCSS Information, Strategies, or Lessons

States’ Sites
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- Rhode Island Department of Education (PARCC): http://www.ride.ri.gov/Division-EEIE/transition.aspx

General Sites
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- Links to several sites with Common Core Resources: http://gettingsmart.com/cms/edreformer/10-common-core-resources/
- Lessons and Assessments, some aligned to Common Core: http://learnzillion.com/overview
- Common Core Tools from Student Achievement Partners, David Coleman’s organization: http://www.achievethecore.org/steal-these-tools

Hobbs Municipal Schools with process support from the Charles A. Dana Center at the University of Texas at Austin
Grade 4 English Language Arts, Quarter 2, Unit 2.2
Comparing and Contrasting—Themes and Topics

Overview

Number of instructional days: 15 (1 day = 60 minutes)

Students read and comprehend stories. Students then compare and contrast the treatment of similar themes and topics and establish a design of events while comparing and contrasting various types of literature. Students report on a specific literary topic in an organized order. While speaking, students speak at an appropriate level and use correct pacing. Students produce clear and coherent writing while planning, revising, and editing a draft.

Students read and comprehend myths and traditional literature from different cultures. Students integrate information from two texts on the same topic and present an oral or written account of the events. Students verbalize or write their point of view based on story details and facts. Students demonstrate appropriate language and word meanings in both oral and written reports. Teachers and peers provide guidance for students in the planning, revising, and editing of the information.

This unit is taught the second quarter because students must first plan, revise, and edit a single piece of literature as provided in quarter 1. This second quarter, students compare two different stories after comprehending each piece of text. Students are now expected to present their knowledge verbally and in writing using appropriate voice and pacing. Students are still provided guidance and help from teacher and peers.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on details and evidence of the text to support their interpretation of the story.

Concepts to Be Learned and Skills to Be Used

- COMPARE and CONTRAST the treatment of similar themes and topics (good and evil) and patterns of events (quest) in stories, myths, and traditional literature from different cultures.

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

- REPORT on a topic or literary 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.

**Essential Questions**

• How do different authors treat similar themes?
• How does the author convey information through similes and metaphors?

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**Written Curriculum**

_The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section._

_The following standards are the _**focus**_ of this unit of study:_

**Reading Standards for Literature**

**Integration of Knowledge and Ideas**

RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

**Reading Standards for Informational Text**

**Integration of Knowledge and Ideas**

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**Speaking and Listening Standards**

**Presentation of Knowledge and Ideas**

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.
The following standards reinforce and/or support the unit of study focus standards:

### Writing Standards

#### Text Types and Purposes

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

- 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.
- b. Provide reasons that are supported by facts and details.

#### Production and Distribution of Writing

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)

### Language Standards

#### Knowledge of Language

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

- a. Choose words and phrases to convey ideas precisely.*

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

- a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

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).

### Reading Standards for Informational Text

#### Range of Reading and Level of Text Complexity

R1.4.10 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 needed at the high end of the range.
Writing Standards

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

Clarifying the Standards

Key: RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards

**RL**—In grade 3, students compared and contrasted the themes, setting, and plot of stories written by the same author or similar characters. **In grade 4, students compare and contrast the treatment of similar themes and topic events in stories and literature.** In grade 5, students will perform the same standard, using more details from the text.

**RI**—In grade 3, students compared and contrasted the most important points or key details on the same topic. **In grade 4, students combine information from two texts on the same topic in order to write or speak about the subject.** They will continue this in grade 5.

**RF**—No focus standards at this time.

**W**—In grades 3-5, students write opinion pieces on topics or texts, supporting a point of view with reasons and information. They introduce a topic, state an opinion, and create organizational structure to relate ideas. With guidance from peers and adults, students produce clear and coherent writing through editing, revising, and planning.

**SL**—Students report on a topic or text, tell a story, or recount an experience in an organized manner, using facts, and details to clearly express information. In grade 5, students will report on a topic or text and present an opinion and use appropriate facts to support their opinion.

**L**—In grades 3-5, students acquire grade-appropriate academic words and phrases, including those that signal precise actions, emotions, or state of being.

Resources: References to Appendices A–C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Students need opportunities to stretch their reading abilities, but also to experience the satisfaction and pleasure of easy, fluent reading within them, both of which the CCSS allow for. As noted above, such factors as students’ motivation, knowledge, and experiences must also come into play in text selection. Students deeply interested in a given topic, for example, may engage with texts on that subject across a range of complexity. Particular tasks may also require students to read harder texts than they would normally be required to. Conversely, teachers who have had success using particular texts that are easier
than those required for a given grade band should feel free to continue to use them so long as the general movement during a given school year is toward texts of higher levels of complexity.

*Students reading well above and well below grade-band level need additional support.* Students for whom texts within their text complexity grade band (or even from the next higher band) present insufficient challenge must be given the attention and resources necessary to develop their reading ability at an appropriately advanced pace. On the other hand, students who struggle greatly to read texts within (or even below) their text complexity grade band must be given the support needed to enable them to read at a grade-appropriate level of complexity.

**Appendix B: Text Exemplars and Sample Performance Tasks**

**Informational Texts**

Students *determine the main idea* of Colin A. Ronan’s “Telescopes” and create a *summary* by *explaining how key details support* his distinctions regarding different types of telescopes. [RI.4.2]

Students *compare and contrast a firsthand account* of African American ballplayers in the Negro Leagues to a *secondhand account* of their treatment found in books such as Kadir Nelson’s *We Are the Ship: The Story of Negro League Baseball*, attending to the *focus* of each account and the *information provided* by each. [RI.4.6]

**Stories**

Students *determine the meaning of the metaphor* of a cat in Carl Sandburg’s poem “Fog” and contrast that *figurative language* to the meaning of the *simile* in William Blake’s “The Echoing Green.” [RL.5.4]

**Terminology**

- Compare
- Contrast
- Topics
- Myths
- Simile
- Metaphor

**Online Resources**

**Suggested Local Resources**

- http://www.manatee.k12.fl.us/sites/elementary/samoset/rcccon1.htm

**PDF handouts**

- Compare and Contrast Activity 1
• 4th Dolphins-Compare and Contrast

**Storytown Lesson Stories**

• Lesson Units 3-4

**Common Core State Standards, Appendices, and PARCC Assessments**

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

http://corestandards.org/the-standards

http://www.parcconline.org/: PARCC website

**Other Websites with CCSS Information, Strategies, or Lessons**

**States’ Sites**

• New Mexico Department of Education: http://newmexicocommoncore.org/


• Rhode Island Department of Education (PARCC): http://www.ride.ri.gov/Division-EEIE/transition.aspx

• New York Department of Education (PARCC): http://engageny.org/common-core/

**General Sites**

• A resource for student writing samples: http://www.edsteps.org/CCSSO/Home.aspx

• Links to several sites with Common Core Resources: http://gettingsmart.com/cms/edreformer/10-common-core-resources/

• Lessons and Assessments, some aligned to Common Core: http://learnzillion.com/overview

• Common Core Tools from Student Achievement Partners, David Coleman’s organization: http://www.achievethecore.org/steal-these-tools
Grade 4 English Language Arts, Quarter 2, Unit 2.3
Comparing and Contrasting—Points of View

Overview

Number of instructional days: 20 (1 day = 60 minutes)

Students compare and contrast a firsthand and secondhand account of a topic or event while reading informational texts such as historical accounts and technical texts at grade level. Students continue to compare and contrast two points of view on the same event or topic and describe the differences using words and phrases from the text. Students write opinion pieces, giving appropriate reasons to support their point of view. Students write in a clear and concise language appropriate to the task. Students speak clearly at an understandable pace. Teachers and peers provide guidance and help as needed.

Students distinguish between first and third person narrations. Students describe the differences using details. Students should link opinion and reasons using grade-appropriate general academic and domain-specific words and phrases. Writing pieces are clear and concise. Teachers and peers provide help and assistance as needed in the writing process of researching, planning, writing, reflecting, and revising.

This unit is taught in the second quarter after writing on individual topics the first quarter and second quarter Units 2.1 and 2.2. Students investigate topics and analyze them in order to communicate information. Students must use decoding skills of words and phrases that are grade appropriate in order to link two stories, find the difference, and report on two different points of view both verbally and written.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on details and evidence of the text to support their interpretation of the story. Students should recognize that other sources are available to support their reasoning.

Concepts to Be Learned and Skills to Be Used

- COMPARE AND CONTRAST a firsthand and secondhand account of the same event or topic
  - DESCRIBE the differences in focus and the information provided.

- WRITE opinion pieces on topics or texts, SUPPORTING a point of view with reasons and information.
  - LINK opinion and reason using words or phrases.
  - PROVIDE a concluding statement or section related to opinion presented.
Essential Questions

- What is the purpose of reading multiple texts from different authors who have different points of view on a topic?

Written Curriculum

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.

The following standards are the focus of this unit of study:

Reading Standards for Informational Text

Craft and Structure

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.

Writing Standards

Text Types and Purposes

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

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

d. Provide a concluding statement or section related to the opinion presented.

The following standards reinforce and/or support the unit of study focus standards:

Reading Standards for Literature

Craft and Structure

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.

Writing Standards

Production and Distribution of Writing

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)

**Speaking and Listening Standards**

**Comprehension and Collaboration**

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

b. Follow agreed-upon rules for discussions and carry out assigned roles.

**Reading Standards: Foundational Skills**

**Phonics and Word Recognition**

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

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

**Language Standards**

**Conventions of Standard English**

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).

**Vocabulary Acquisition and Use**

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

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.4.6 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).

Hobbs Municipal Schools with process support from the Charles A. Dana Center at the University of Texas at Austin
The following standards recur through many/all of the units of study:

**Reading Standards for Informational Text**

**Range of Reading and Level of Text Complexity**

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 needed at the high end of the range.

**Writing Standards**

**Range of Writing**

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

**Clarifying the Standards**

**Key:** RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards

**RL**— In grade 3, students distinguished their own point of view from that of the narrator and other characters. **In grade 4, students compare and contrast the point of view from which the different stories are narrated.** In grade 5, students will describe how a narrator’s or speaker’s point of view influences how events are described.

**RI**— In grade 3, students distinguished their points of view from the narrator. **In grade 4, students compare and contrast an event or topic from the text.** In grade 5, students will analyze multiple points of view, noting similarities and differences.

**RF**—In grades 3-5, students identify and know meanings of words with common prefixes and suffixes. They also know and apply grade-level phonics and word analysis skills in decoding words.

**W**—In grades 3-5, students write opinion pieces using words and phrases to provide a concluding statement and reasons related to opinion.

**SL**— In grades 3-5, students engage effectively in a range of collaborative discussions with partners, building on other ideas and opinions.

**L**—In students 3-5, students acquire grade-appropriate words and phrases including words that signal precise actions or state of being related to the topic. They use reference materials, both print and digital to find pronunciation and meaning.
Resources: References to Appendices A–C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Students need opportunities to stretch their reading abilities, but also to experience the satisfaction and pleasure of easy, fluent reading within them, both of which the CCSS allow for. As noted above, such factors as students’ motivation, knowledge, and experiences must also come into play in text selection. Students deeply interested in a given topic, for example, may engage with texts on that subject across a range of complexity. Particular tasks may also require students to read harder texts than they would normally be required to. Conversely, teachers who have had success using particular texts that are easier than those required for a given grade band should feel free to continue to use them so long as the general movement during a given school year is toward texts of higher levels of complexity.

Students reading well above and well below grade-band level need additional support. Students for whom texts within their text complexity grade band (or even from the next higher band) present insufficient challenge must be given the attention and resources necessary to develop their reading ability at an appropriately advanced pace. On the other hand, students who struggle greatly to read texts within (or even below) their text complexity grade band must be given the support needed to enable them to read at a grade-appropriate level of complexity.

Appendix B: Text Exemplars and Sample Performance Tasks


Terminology

- Point of view
- Phrase
- Opinion
- Event
- Reason
- Details
- Evidence
- Author’s purpose
Online Resources

Suggested Local Resources


Storytown Lesson Stories

- Lesson Units 3-4

Common Core State Standards, Appendices, and PARCC Assessments

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

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- Lessons and Assessments, some aligned to Common Core: http://learnzillion.com/overview
- Common Core Tools from Student Achievement Partners, David Coleman’s organization: http://www.achievethecore.org/steal-these-tools
Grade 4 English Language Arts, Quarter 3, Unit 3.1
Determining Author’s Purpose

Overview

Number of instructional days: 20 (1 day = 60 minutes)

Students read and comprehend informational/explanatory texts to explain how the author uses reasons, evidence, and details to support his or her purpose in the text. Various types of text are presented including history/social studies and technical texts. This explanation of all texts is performed both orally and in writing, with scaffolding as needed.

Students write clearly to inform and explain an idea or aspect of a text. This writing includes correct formatting, illustrations, and/or multimedia when necessary for clarity. Language and ideas expressed should be grade appropriate to the audience, task, and writing purpose. Students write using proper capitalization, punctuation, and spelling in their writing. The final writing product should include facts, definitions, concrete details, quotations, and other related information appropriate to the topic. The teacher and peers provide guidance to the student in the writing process.

Students comprehend various texts by the end of unit 3. Students identify evidence a speaker provides on particular points of the text. Students then write routinely over extended time periods (time for research, reflection, and revision) and shorter time periods (a single sitting or a day or two).

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging to them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on details and evidence of the text to support their analysis of the reading and writing.

Concepts to Be Learned and Skills to Be Used

- READ and COMPREHEND informational texts with scaffolding as needed.
  - EXPLAIN how an author uses reasons and evidence to SUPPORT particular points in a text.
  - IDENTIFY the reasons and evidence a speaker provides to SUPPORT particular points.

- WRITE informative/explanatory texts to EXAMINE a topic and CONVEY ideas and information clearly.
  - INTRODUCE a topic and GROUP related information in paragraphs and sections; include formatting, illustrations, and multimedia;
  - DEVELOP the topic.
  - LINK ideas within categories of information using words and phrases.
• PRODUCE clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
  o DEMONSTRATE command of Standard English capitalization, punctuation, and spelling when writing.
  o DEMONSTRATE understanding of words by relating them to their opposites (antonyms) and words with similar but not identical meanings (synonyms).
• DEVELOP and STRENGTHEN writing by PLANNING, REVISING, and EDITING.
• WRITE routinely over extended time frames (research, reflection, and revision) of discipline-specific tasks, purposes, and audiences.

Essential Questions
• How can analyzing topic sentences help understand an author’s purpose?
• How does an author use reasons and evidence to support his or her purpose?
• What literature elements can an author use to express ideas and information?
• What are some purposes in each of the three types of writing: narrative, explanatory, and argumentative?

Written Curriculum

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.

The following standards are the focus of this unit of study:

Reading Standards for Informational Text

Key Ideas and Details
R1.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
R1.4.3 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.

Integration of Knowledge and Ideas
R1.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
The following standards reinforce and/or support the unit of study focus standards:

**Writing Standards**

**Text Types and Purposes**

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

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

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

c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

**Production and Distribution of Writing**

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)

**Speaking and Listening Standards**

**Comprehension and Collaboration**

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

**Language Standards**

**Conventions of Standard English**

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

a. Use a comma before a coordinating conjunction in a compound sentence.

b. Use a comma before a coordinating conjunction in a compound sentence.

c. Use a comma before a coordinating conjunction in a compound sentence.

**Vocabulary Acquisition and Use**

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

a. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

b. 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).
Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

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 needed at the high end of the range.

c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

The following standards recur through many/all of the units of study:

Writing Standards

Range of Writing

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

Clarifying the Standards

Key: RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards

RL—No focus standards at this time.

RI—In grade 3, students described logical connections between particular sentences and paragraphs. In grades 4 and 5, students explain how an author uses reasons and evidence to support the text. By the end of year, students in grades 3-5 read and comprehend informational texts (history, science and technical texts). In the future, students will refer to details and examples in a text, explain how it is supported by key details; and include what happened and why, based on specific information in the text.

RF—No focus standards at this time.

W—In grades 3-5 students write routinely over extended time frames using informative and explanatory texts to examine topics and convey ideas and information clearly. Students in grades 3-5 have guidance and support from peers and adults during the writing process.

SL—In grade 3, students asked and answered questions about information from the speaker. In grade 4, students identify the reasons and evidence a speaker provides to support particular points. In grade 5, students will summarize the points a speaker makes and explains how each claim is supported by reasons and evidence.

L—In grades 3-5, students demonstrate understanding of figurative language; acquire and use grade level-appropriate general academic and domain specific words and phrases; and use correct grammar according to their grade level.
Resources: References to Appendices A–C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Informational/explanatory writing encompasses a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and precise writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and resumes. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Appendix B: Text Exemplars and Sample Performance Tasks

- Students explain how Melvin Berger uses reasons and evidence in his book Discovering Mars: The Amazing Story of the Red Planet to support particular points regarding the topology of the planet. [RI.4.8]
- Students identify the overall structure of ideas, concepts, and information in Seymour Simon’s Horses (based on factors such as their speed and color) and compare and contrast that scheme to the one employed by Patricia Lauber in her book Hurricanes: Earth’s Mightiest Storms. [RI.5.5]
- Students determine the meaning of domain-specific words or phrases, such as crust, mantle, magma, and lava, and important general academic words and phrases that appear in Seymour Simon’s Volcanoes. [RI.4.4]

Appendix C: Samples of Student Writing

- [link to free reading worksheets]

Attachments

- Author’s purpose worksheets 2-3

Terminology

- Facts
- Inform
- Explain
- Purpose
- Research

Hobbs Municipal Schools with process support from the Charles A. Dana Center at the University of Texas at Austin
Suggested Local Resources

*Storytown Lesson Stories*

- Lesson stories 8-9

**Online Resources**

*Common Core State Standards, Appendices, and PARCC Assessments*

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

- [http://corestandards.org/the-standards](http://corestandards.org/the-standards)
- [http://www.parcconline.org/](http://www.parcconline.org/) PARCC website

**Other Websites with CCSS Information, Strategies, or Lessons**

*States’ Sites*

- New Mexico Department of Education: [http://newmexicocommoncore.org/](http://newmexicocommoncore.org/)
- Rhode Island Department of Education (PARCC): [http://www.ride.ri.gov/Division-EEIE/transition.aspx](http://www.ride.ri.gov/Division-EEIE/transition.aspx)

*General Sites*

- A resource for student writing samples: [http://www.edsteps.org/CCSSO/Home.aspx](http://www.edsteps.org/CCSSO/Home.aspx)
- Links to several sites with Common Core Resources: [http://gettingsmart.com/cms/edreformer/10-common-core-resources/](http://gettingsmart.com/cms/edreformer/10-common-core-resources/)
- Lessons and Assessments, some aligned to Common Core: [http://learnzillion.com/overview](http://learnzillion.com/overview)
- Common Core Tools from Student Achievement Partners, David Coleman’s organization: [http://www.achievethecore.org/steal-these-tools](http://www.achievethecore.org/steal-these-tools)
Grade 4 English Language Arts, Quarter 3, Unit 3.2
Understanding Text Structure

Overview

Number of instructional days: 20 (1 day = 60 minutes)

After students read and comprehend fourth grade-level informative/explanatory text with accuracy, fluency and expression, they describe the overall structure (chronology, comparison, cause/effect, and problem/solution) of the text and differentiate the type of discourse (formal or informal language) appropriate to the task and situation. The teacher and student peers provide guidance to the student in this process.

By the end of this unit, students will comprehend informational/explanatory text of fourth-grade complexity with scaffolding as needed and with teacher and peer support. Students will then be able to write routinely over extended time periods (time for research, reflection, and revision) and shorter time periods (a single sitting or a day or two).

Students produce clear and coherent writing after reading and comprehending various types of grade-level text (includes prose, poetry, drama). Students organize and develop this writing by planning, revising, and editing. This writing refers to structural elements (e.g., verse, rhythm, meter) in order to explain major differences between poems, drama, and prose.

Students acquire grade-appropriate general academic and domain-specific words and phrases. Students demonstrate command of English grammar in both writing and speaking. Students use modal auxiliaries (e.g., can, may, must) and use prepositional phrases. These words and phrases include those that signal precise actions, emotions, states of being, and those basic to a particular topic.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on details and evidence of the text to support their interpretation of the story.

Concepts to Be Learned and Skills to Be Used

• READ with sufficient accuracy and fluency to SUPPORT comprehension.
  o EXPLAIN major differences between poems, drama, and prose and structural elements of poems when writing or speaking about a text.
  o MAKE connections between the text of a story and drama of the text.
  o DESCRIBE the overall structure of events, ideas, concepts, or information in a text.
• PRODUCE clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
• USE **guidance** and **support** from peers and adults to **DEVELOP and STRENGTHEN writing** as needed by **planning, revising, and editing**.

• USE **modal auxiliaries** when **writing or speaking**.

• FORM and USE **prepositional phrases** when **writing or speaking**.

• WRITE routinely over an extended period of time for **purpose and audiences**.

**Essential Questions**

• What are common text structures of Informational text?

• How does/ can the structure of a text support an author’s purpose?

• Why is it important to revise and edit text structure?

**Written Curriculum**

*The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.*

*The following standards are the **focus** of this unit of study:*

**Reading Standards for Informational Text**

**Craft and Structure**

RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

**Speaking andListening Standards**

**Presentation of Knowledge and Ideas**

SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)

*The following standards **reinforce and/or support** the unit of study focus standards:*

**Writing Standards**

**Production and Distribution of Writing**

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Hobbs Municipal Schools with process support from the Charles A. Dana Center at the University of Texas at Austin
W.4.5  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)

**Reading Standards for Literature**

**Integration of Knowledge and Ideas**

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.

**Language Standards**

**Conventions of Standard English**

L.4.1  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

  c.  Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions.

  e.  Form and use prepositional phrases.

**Knowledge of Language**

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

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

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).

*The following standards recur through many/all of the units of study:*

**Reading Standards for Informational Text**

**Range of Reading and Level of Text Complexity**

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 needed at the high end of the range.

**Writing Standards**

**Range of Writing**

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

**Key:** RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards

**RL** — In grade 3, students referred to parts of stories, dramas, and poems when writing or speaking about text and explained how specific aspects of a text’s illustrations contribute to what is conveyed by the word structures in a story. **In grade 4, students explain major differences between poems, drama, and prose and refer to the structural element of a poem, as well as make connections between text of a story or drama and a visual or oral presentations of a text.** In grade 5, students will explain how a series of chapters, scenes, or stanzas fit together to provide an overall structure to a story, poem or drama. They also analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.

**RI** — In grade 3, students used tools to locate information relevant to given topics. **In grade 4, they describe the overall structure of events, ideas, concepts, or information in a text.** In grade 5, students will compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. By the end of the year, students will be able to read and comprehend informational texts, including history/social studies, science, and technical texts with scaffolding.

**RF** — In grades 3-5, students read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

**W** — In grade 3, with guidance from peers and adults, students produced writing in which the development and organization were appropriate to task. **In grades 4 and grade 5, students should produce clear and coherent writing in which development and organization are appropriate to task, purpose, and audience.** In grades 3-5, students should write routinely over extended time frames and shorter time frames for a range of discipline-specific to the tasks, purpose, and audiences.

**SL** — In grade 3, students spoke in complete sentences when appropriate to tasks and situations in order to provide details or clarification. **In grade 4, students identify a context that calls for formal English when appropriate.** In grade 5, students will adapt speech to a variety of contexts and tasks using formal English.

**L** — In grade 3, students used abstract nouns. **In grade 4, they use modal auxiliaries to convey various conditions.** In grade 5, they will use verb tense to convey various times, sequences, states, and conditions. **In grades 3-5, students differentiate between contexts that call for formal English and situations where informal discourse is appropriate as well as using grade-level appropriate conversational, general academic, and domain-specific words and phrases.**
Resources: References to Appendices A–C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Students need opportunities to stretch their reading abilities, but also to experience the satisfaction and pleasure of easy, fluent reading within them, both of which the Standards allow for. As noted above, such factors as students’ motivation, knowledge, and experiences must also come into play in text selection. Students deeply interested in a given topic, for example, may engage with texts on that subject across a range of complexity. Particular tasks may also require students to read harder texts than they would normally be required to. Conversely, teachers who have had success using particular texts that are easier than those required for a given grade band should feel free to continue to use them so long as the general movement during a given school year is toward texts of higher levels of complexity.

Students reading well above and well below grade-band level need additional support. Students for whom texts within their text complexity grade band (or even from the next higher band) present insufficient challenge must be given the attention and resources necessary to develop their reading ability at an appropriately advanced pace. On the other hand, students who struggle greatly to read texts within (or even below) their text complexity grade band must be given the support needed to enable them to read at a grade-appropriate level of complexity.

Appendix B: Text Exemplars and Sample Performance Tasks

Students refer to the structural elements (e.g., verse, rhythm, meter) of Ernest Lawrence Thayer’s “Casey at the Bat” when analyzing the poem and contrasting the impact and differences of those elements to a prose summary of the poem. [RL.4.5]

Informational Text


Suggested Local Resources

  Go to website and click on first Text Structure Powerpoint link.
- http://www.ereadingworksheets.com/text-structure/
- Please email Marisol Forrister (forristerm@hobbsschools.net) or Amanda Laird (lairda@hobbsschools.net) if you want the Powerpoint “Teaching Text Structure.”
Attachments
- Sequence of Events – Plenty of Pancakes (pp. 18-19)
- Sequence of Events – Ready for a New Friend (pp. 20-21)

Storytown Lesson Stories
- Lesson Stories 11-12

Terminology
- Text Structure
- Prose
- Scaffold
- Research
- Ideas
- Concepts

Online Resources

Common Core State Standards, Appendices, and PARCC Assessments
The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

- http://corestandards.org/the-standards
- http://www.parconline.org/: PARCC website

Other Websites with CCSS Information, Strategies, or Lessons

States’ Sites
- New Mexico Department of Education: http://newmexicocommoncore.org/
- Rhode Island Department of Education (PARCC): http://www.ride.ri.gov/Division-EEIE/transition.aspx

General Sites
- A resource for student writing samples: http://www.edsteps.org/CCSSO/Home.aspx
- Links to several sites with Common Core Resources: http://gettingsmart.com/cms/edreformer/10-common-core-resources/
- Lessons and Assessments, some aligned to Common Core: http://learnzillion.com/overview
- Common Core Tools from Student Achievement Partners, David Coleman’s organization: http://www.achievethecore.org/steal-these-tools

Hobbs Municipal Schools with process support from the Charles A. Dana Center at the University of Texas at Austin
Overview

**Number of instructional days:** 5 (1 day = 60 minutes)

By the end of this unit, students apply their knowledge of structural elements of poetry in their reading, speaking, and writing. Structural elements in this unit include *verse, rhythm,* and *meter.* Students learn to identify these elements in poems, as well as how to use this knowledge to compare how elements differentiate between poems. Throughout the unit, students read on-level poetry with appropriate rate, accuracy, and expression, as well as producing clear and coherent writing that is appropriate to task, purpose, and audience. To wrap up this unit, students then write their own poems that include each of the elements.

Teachers are encouraged to begin this unit by teaching *verse, meter,* and *rhythm.* Given the short time frame for this unit, it is suggested that teachers focus on the structural elements of a limited number of poem types — e.g., haiku, limerick, villanelle, etc. Additional activities for this unit include reading multiple poems and identifying the structural elements within and across each. A possible learning progression might be to 1) model the process of identifying and comparing the elements, 2) engage students in group work doing the same, and then 3) have them practice on their own. Once students are proficient at identifying and comparing the elements, they can work on writing their own poems.

This unit is presented after Unit 3.2, in which students comprehend informational/explanatory text. Students are able to read texts that are challenging to them and write routinely over an extended time period. Students are focused on details and evidence of read and written text.

As with all units aligned to the Common Core State Standards, students should read and write texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on details and evidence of the text to support their interpretation of the story.

**Concepts to Be Learned and Skills to Be Used**

- **READ** on-level poetry **orally** with **accuracy, appropriately rate,** and **expression.**
- **READ** with sufficient **accuracy** and **fluency** to **SUPPORT** **comprehension.**
- **EXPLAIN** major **differences** between **poems** and **drama** when **writing** or **speaking** about a **text.**
- **PRODUCE** **clear** and **coherent writing** in which **development** and **organization** are appropriate to **task, purpose,** and **audience.**
Essential Questions

- How does knowledge of poetic elements help us read poetry?

Written Curriculum

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.

The following standards are the focus of this unit of study:

Reading Standards: Foundational Skills

Fluency

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

b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Reading Standards for Literature

Craft and Structure

RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Writing Standards

Production and Distribution of Writing

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

The following standards reinforce and/or support the unit of study focus standards:

None at this time.

The following standards recur through many/all of the units of study:

None at this time.
Clarifying the Standards

Key: RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards

RL — In grade 3, students referred to parts of stories, dramas, and poems when writing or speaking about a text, using the terms chapter, scene, and stanza. In grade 4, students refer to structural elements of poetry, verse, rhythm, and meter when writing or speaking. In grade 5, students will explain how a series of chapters, scenes, or stanzas fit together to provide structure.

RL — No focus standards at this time.

RF — In grades 3-5, students read with sufficient accuracy and fluency to support comprehension.

W — In grades 3-5 students produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

SL — No focus standards at this time.

L — No focus standards at this time.

Resources: References to Appendices A–C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Students need opportunities to stretch their reading abilities, but also to experience the satisfaction and pleasure of easy, fluent reading within them, both of which the Standards allow for. As noted above, such factors as students’ motivation, knowledge, and experiences must also come into play in text selection. Students deeply interested in a given topic, for example, may engage with texts on that subject across a range of complexity. Particular tasks may also require students to read harder texts than they would normally be required to. Conversely, teachers who have had success using particular texts that are easier than those required for a given grade band should feel free to continue to use them so long as the general movement during a given school year is toward texts of higher levels of complexity.

Students reading well above and well below grade-band level need additional support. Students for whom texts within their text complexity grade band (or even from the next higher band) present insufficient challenge must be given the attention and resources necessary to develop their reading ability at an appropriately advanced pace. On the other hand, students who struggle greatly to read texts within (or even below) their text complexity grade band must be given the support needed to enable them to read at a grade-appropriate level of complexity.

Appendix B: Text Exemplars and Sample Performance Tasks

Students refer to the structural elements (e.g., verse, rhythm, meter) of Ernest Lawrence Thayer’s “Casey at the Bat” when analyzing the poem and contrasting the impact and differences of those elements to a prose summary of the poem. [RL.4.5]
Terminology

No new terminology at this time.

Suggested Local Resources

- http://www.nku.edu/~rkdrury/poetryexplication.html
- Please email Marisol Forrister (forristerm@hobbsschools.net) or Amanda Laird (lairda@hobbsschools.net) if you want the Powerpoint “Text Structure: Poetry, Prose, Drama.”

Online Resources

Common Core State Standards, Appendices, and PARCC Assessments

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

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- Lessons and Assessments, some aligned to Common Core: http://learnzillion.com/overview
- Common Core Tools from Student Achievement Partners, David Coleman’s organization: http://www.achievethecore.org/steal-these-tools
Grade 4 English Language Arts, Quarter 4, Unit 4.1
Comprehending Story Text

Overview

Number of instructional days: 30 (1 day = 60 minutes)

By the end of this unit, students will be able to read on-level text and then describe in depth a character, setting, or event in a story or drama, using specific details of the text that include a character’s thoughts, words, or actions. Students refer back to details and examples in the text and draw inferences from the text. After drawing an inference regarding the character, setting, or event, students produce a clear and coherent writing of their response by developing, organizing, and making sure the response is appropriate to the task, purpose, and audience.

Students read with sufficient accuracy and fluency to support comprehension so they are able to engage in discussions with other students and the teacher. Students collaborate with teacher-led groups and with peers in both one-on-one and small group settings as they develop and organize their responses so that the response is appropriate to task, purpose, and audience. Students use collaboration with peers and the teacher to help interpret information presented visually, orally, or quantitatively (e.g., charts, graphs, diagrams, time lines, animations, or interactive elements on web pages). This collaboration guides the students in planning, revising, and editing responses to the task. The student accurately uses grade-appropriate general academic and domain-specific words and phrases in responses that are basic to a particular topic. The teacher provides scaffolding in the process of reading and comprehending text, planning, writing, and editing of text.

This unit is presented in the last quarter, after students have practiced reading comprehension skills and writing organization methods of various types of texts as presented in quarter 3. Students will be able to read a text and write routinely over short periods of time or an extended period of time. Students focus on details and evidence of read and written text and apply various methods to interpret and explain text.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on details and evidence of the text to support their interpretation of the story.

Concepts to Be Learned and Skills to Be Used

- **READ** with sufficient **accuracy** and **fluency** to support **comprehension**.
  - Refer to **details** and **examples** in a text and when **drawing inferences** from the text.
  - DRAW evidence from **literary** or **informational texts** to **SUPPORT analysis, reflection, and research**.
• PARAPHRASE portions of a text read aloud presented in diverse media and formats USE a variety of transitional words, concrete words and phrases to convey experiences

• PROVIDE and PRODUCE clear and coherent writing in which development and organization are appropriate for conclusions.

  o ACQUIRE and USE accurately grade-appropriate general academic and domain-specific words and phrases.
  o DEMONSTRATE command of the conventions of standard English grammar.

• DEVELOP and STRENGTHEN writing as needed by PLANNING, REVISING, and EDITING.

• WRITE routinely over extended time frames for research, reflection, and revision.

Essential Questions

• How do we write about literature and informational text?

• How do we communicate our understanding of other texts?

Written Curriculum

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.

The following standards are the focus of this unit of study:

<table>
<thead>
<tr>
<th>Reading Standards for Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Ideas and Details</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research to Build and Present Knowledge</td>
</tr>
<tr>
<td>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td>a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</td>
</tr>
</tbody>
</table>
The following standards reinforce and/or support the unit of study focus standards:

### Writing Standards

**Production and Distribution of Writing**

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)

### Speaking and Listening Standards

**Comprehension and Collaboration**

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### Reading Standards: Foundational Skills

**Fluency**

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

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

### Language Standards

**Conventions of Standard English**

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

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

**Vocabulary Acquisition and Use**

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).
The following standards recur through many/all of the units of study:

### Reading Standards for Literature

#### Range of Reading and Level of Text Complexity

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.

### Writing Standards

#### Range of Writing

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

### Clarifying the Standards

**Key:** RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards

**RL** — In grade 3, students asked/answered questions to demonstrate understanding of texts and referred to the text for specific details. **In grade 4, students refer to details and examples in a text when drawing inferences.** In grade 5, students will quote accurately from a text when explaining and drawing inferences. **In grades 3-5, by the end of the year, students will read and comprehend literature, including stories, dramas, and poetry.**

**RI** — No focus standards at this time.

**RF** — In grade 3-5, students read with sufficient accuracy and fluency to support comprehension and use context to confirm word recognition and understand what was read. They reread as necessary.

**W** — In grades 3-5, students write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequencing. With guidance from adults and peers, students develop and strengthen writing as needed by planning, revising, and editing where development and organization are appropriate. Students should write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

**SL** — In grade 3, students determined the main and supporting details of a text read aloud or information presented in a diverse media and formats (visual, quantitatively, or orally). **In grade 4, students paraphrase portions of a text read aloud or information presented in diverse media (visually, quantitatively, and orally).** In grade 5, students will summarize a written text read aloud or information presented in diverse media (visually, quantitatively, and orally).

**L** — In grade 3, students explained the function of nouns, pronouns, verbs, adjectives, and adverbs in sentences. Students also formed and used regular and irregular plural nouns when speaking and writing. **In grade 4, students use relative pronouns (who, whose, whom, which, that) and adverbs (when, where, why).** Students also form and use progressive verb tenser (was, will, am) when speaking and
writing. In grade 5, students will explain the function of conjunctions, prepositions, and interjections in sentences. Students will also form and use the perfect verb tenses (had walked, have walked) when writing or speaking. In grades 3-5, students acquire and use accurately grade-appropriate, general academic, domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are based to a particular topic.

Resources: References to Appendices A–C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Students need opportunities to stretch their reading abilities, but also to experience the satisfaction and pleasure of easy, fluent reading within them, both of which the Standards allow for. As noted above, such factors as students’ motivation, knowledge, and experiences must also come into play in text selection. Students deeply interested in a given topic, for example, may engage with texts on that subject across a range of complexity. Particular tasks may also require students to read harder texts than they would normally be required to. Conversely, teachers who have had success using particular texts that are easier than those required for a given grade band should feel free to continue to use them so long as the general movement during a given school year is toward texts of higher levels of complexity.

Students reading well above and well below grade-band level need additional support. Students for whom texts within their text complexity grade band (or even from the next higher band) present insufficient challenge must be given the attention and resources necessary to develop their reading ability at an appropriately advanced pace. On the other hand, students who struggle greatly to read texts within (or even below) their text complexity grade band must be given the support needed to enable them to read at a grade-appropriate level of complexity.

Appendix B: Text Exemplars and Sample Performance Tasks

Text Structure

Students identify the overall structure of ideas, concepts, and information in Seymour Simon’s Horses (based on factors such as their speed and color) and compare and contrast that scheme to the one employed by Patricia Lauber in her book Hurricanes: Earth’s Mightiest Storms. [RI.5.5]

Suggested Local Resources

- http://www.readingrockets.org/article/3479/

PDF documents (handouts)

- Reading Comprehension Strats-attached
- KWL Chart
- Where on Earth are You?
Terminology

- Comprehension
- Inferences
- Literary texts

Online Resources

Common Core State Standards, Appendices, and PARCC Assessments

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

- http://corestandards.org/the-standards
- http://www.parcconline.org/: PARCC website

Other Websites with CCSS Information, Strategies, or Lessons

States’ Sites

- New Mexico Department of Education: http://newmexicocommoncore.org/
- Rhode Island Department of Education (PARCC): http://www.ride.ri.gov/Division-EEIE/transition.aspx

General Sites

- A resource for student writing samples: http://www.edsteps.org/CCSSO/Home.aspx
- Links to several sites with Common Core Resources: http://gettingsmart.com/cms/edreformer/10-common-core-resources/
- Lessons and Assessments, some aligned to Common Core: http://learnzillion.com/overview
- Common Core Tools from Student Achievement Partners, David Coleman’s organization: http://www.achievethecore.org/steal-these-tools
Grade 4 English Language Arts, Quarter 4, Unit 4.2
Engaging with Various Forms of Text

Overview

Number of instructional days: 15 (1 day = 60 minutes)

By the end of this unit, students will be able to explain events, procedures, ideas, or concepts in a historical, scientific, or technical text (These three types of text are drawn from literary or informational text). Students write using a variety of transitional words and phrases, concrete words and phrases, and sensory details. Students recall relevant information from experiences or gather relevant information from print using digital resources in order to build and present a narrative. Students use standard conventions of the English language as they write their narrative (capitalization, punctuation, and spelling). Students provide a conclusion to the narrative and are then able to produce and publish the writing—with some guidance from the teacher—using a keyboard.

Teachers provide time to engage students in a range of collaborative discussions (one-on-one, groups, teacher-led) in order for them to express their ideas clearly regarding read text or texts being constructed. Teachers guide students as they pose and respond to specific questions in order to clarify or follow up on information during the discussions. Teachers assist students in linking other students’ comments to the information being discussed to aid in students’ comprehension of the text and task at hand.

This unit is presented the last quarter after students have practiced developing and organizing text in Unit 4.1. Students have practiced reading comprehension skills. Students now have experience in drawing evidence from literary and informational text. Students have experience in researching, analyzing, reflecting, and drawing inferences from a text. Students are now able to produce a clear and coherent writing piece.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on details and evidence of the text to support their interpretation of the story.

Concepts to Be Learned and Skills to Be Used

- EXPLAIN events, procedures, ideas, or concepts based on specific information in the text.
- ENGAGE effectively in a range of collaborative discussions to CLARIFY or FOLLOW UP on information that contributes to the comments of others.
- USE a variety of transitional and concrete words to CONVEY experiences and events.
- USE technology to PRODUCE and PUBLISH writing, CATEGORIZE information, and PROVIDE a list of sources to SUPPORT analysis, reflection, and research.
Essential Questions

- How does the reader construct ideas from the text to support written text?
- How do readers adapt when text becomes more complex?

Written Curriculum

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.

The following standards are the focus of this unit of study:

**Reading Standards for Informational Text**

**Key Ideas and Details**

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

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

R.I.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.

**Writing Standards**

**Text Types and Purposes**

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

c. Use a variety of transitional words and phrases to manage the sequence of events.

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

e. Provide a conclusion that follows from the narrated experiences or events.

**Production and Distribution of Writing**

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.

**Research to Build and Present Knowledge**

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

The following standards reinforce and/or support the unit of study focus standards:

<table>
<thead>
<tr>
<th>Speaking and Listening Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehension and Collaboration</strong></td>
</tr>
<tr>
<td><strong>SL.4.1</strong> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</td>
</tr>
<tr>
<td>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conventions of Standard English</strong></td>
</tr>
<tr>
<td><strong>L.4.2</strong> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td>b. Use commas and quotation marks to mark direct speech and quotations from a text.</td>
</tr>
</tbody>
</table>

The following standards recur through many/all of the units of study:

None at this time.

Clarifying the Standards

**Key:** RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards

**RL**—No focus standards at this time.

**R**—In grade 3, students described the relationship between a series of historical events, scientific ideas, or concepts or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. In grade 4, students explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. In grade 5, students will explain the relationships or interactions between two or more individuals, events, ideas, or concepts in historical, scientific, or technical text based on specific information in the text.

**R**—No focus standards at this time.

**W**—In grades 3-5, students engage in various written texts to develop real or imagined experiences with guidance from adults, including technology such as the internet to produce and publish writing as well as collaborate with others. Students also recall relevant information to enhance the narrative. Specifically, grade 3 students used temporal words and phrases to signal event order. Students
in grades 4-5 use a variety of transitional words and phrases to manage the sequence of events. They also use concrete words and phrases and sensory details to convey experiences and events precisely, and provide a conclusion that follows from the narrated experiences or events.

**SL**—In grades 3-5, students engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly. In addition, grade 3 students asked questions to check understanding of information presented, stayed on topic, and linked their comments to the remarks of others. **Students in grades 4-5 pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.**

**L**—In grades 3-5, students 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 and that are basic to a particular topic. Specifically, grade 3 students used commas to address. **Grade 4 students use commas and quotation marks to mark direct speech and quotes from text.** Grade 5 students will use commas to separate an introductory element from the rest of the sentence.

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**Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms**

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**Appendix B: Text Exemplars and Sample Performance Tasks**

Terminology

- Technology
- Media

Suggested Local Resources

- E-workshop—Chart of Text Features, Forms, and Genres
- Types of Text
- Kagan Text Structure
- Examples of various texts Powerpoint

Online Resources

Common Core State Standards, Appendices, and PARCC Assessments

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