

<b>GRADE: 4</b>	<b>GENRE/UNIT OF STUDY: Realistic Fiction</b>		
# weeks/month: Sept.	Quarter: 1	Extended text: 1	Short text: 1
<b>STAGE 1: DESIRED RESULTS</b>			
<b>UNIT QUESTIONS:</b>			
1) What is realistic fiction?			
2) What are the literary elements found in fiction / realistic fiction?			
3) How do we infer meaning from text?			
4) How do we learn about a character in a story?			
5) How do we determine the setting of a story?			
6) What do we pay attention to when we retell a story?			
<b>CC READING #:</b> RL. 4.1, RL. 4.3, RL. 4.7 (Not assessed)			
<b>WRITING FOCUS:</b> Narrative, Realistic Fiction			
<b>CC WRITING #:</b> W3, W5, W9			
<b>LANGUAGE #:</b> L1d, L2a, L2b, L2c, L4a, L4b, L4f, L5a (Not assessed)			
<b>CC SPEAKING/LISTENING #:</b> SL 1a, 1b, 6			
<b>CC READING FOUNDATION #:</b> 3a, 4b, 4c			
<b>STAGE 2: ASSESSMENT EVIDENCE</b>			
<b>ONGOING FORMATIVE ASSESSMENTS:</b>			
Sticky Note, Whiteboards to check for understanding			
Hand print reflection			
<b>SUMMATIVE ASSESSMENTS (GRADED):</b>			
<b>WEEKLY-</b> Vocabulary quiz, Reading response entries			
<b>MONTHLY-</b> Cumulative vocabulary quiz			
<b>STAGE 3: LEARNING PLAN</b>			
<b>ACADEMIC VOCABULARY:</b> refer, explicit, drawing inferences, in depth, drawing on, realistic fiction, simile, metaphor, evidence, drama, adjective, context, literary elements, visual presentation, oral presentation, version			
<b>COMPREHENSION STRATEGY #1:</b> recalling, retell			
<b>COMPREHENSION STRATEGY #2:</b> inferring (optional)			
<b>READING RESPONSE FOCUS:</b> Describe literary elements (character, setting, plot) using details, Retell a story with details and examples from the text to support understanding			
<b>POSSIBLE SHORT TEXTS:</b> Making Meaning, Reading Series (McGraw-Hill), Reading A-Z, picture/story book, Being a Writer titles			
<b>POSSIBLE EXTENDED TEXTS:</b> Hatchet, Shiloh Because of Winn Dixie, The Black Stallion			

GRADE: 4	<b>GENRE/UNIT OF STUDY:</b> Earth Systems (Next Generation Science Standards)		
# weeks/month: October	Quarter: 1	Extended text: 0	Short text: 4-8
<b>STAGE 1: DESIRED RESULTS</b>			
<b>UNIT QUESTIONS:</b>			
1) What processes shape the earth? 2) How do we use information from a text to explain events? 3) How do we use text features from a text (charts, graphs, diagrams, etc.) to help us understand information? 4) How do we combine information from two texts to report on a topic?			
<b>CC READING #:</b> RI. 4.3, RI. 4.7, RI. 4.9			
<b>WRITING FOCUS:</b> Research			
<b>CC WRITING #:</b> W2, 4, 7, 8			
<b>LANGUAGE #:</b> L1d, L2a, L2b, L2c, L4a, L4b L6			
<b>CC SPEAKING/LISTENING #:</b> SL 1a, 1b, 6			
<b>CC READING FOUNDATION #:</b> 3a, 4b, 4c			
<b>STAGE 2: ASSESSMENT EVIDENCE</b>			
<b>ONGOING FORMATIVE ASSESSMENTS:</b>			
3-2-1 check for understanding/questions Handprint reflection			
<b>SUMMATIVE ASSESSMENTS (GRADED):</b>			
<b>WEEKLY-</b> Vocabulary quiz, Reading response entries			
<b>MONTHLY-</b> Cumulative vocabulary quiz			
<b>STAGE 3: LEARNING PLAN</b>			

**POSSIBLE TOPICS:** See Next Generation Science topics/standards

**ACADEMIC VOCABULARY:** animations, interactive elements, natural disasters, context, landforms, weathering, fossils, questioning, connecting, paraphrasing

**COMPREHENSION STRATEGY #1:** Questioning and connecting

**COMPREHENSION STRATEGY #2:** Analyzing and evaluating (Optional)

**READING RESPONSE FOCUS:** Explain what information you gathered from the text and or text features to understand Earth's processes.

**POSSIBLE FICTION TEXTS:** N/A

**POSSIBLE NONFICTION TEXTS:** Foss Science Stories, Reading A-Z, Reading Series (McGraw-Hill), Scholastic News, Learn 360, United Streaming / Discovery Education, Internet