

GRADE: 4	GENRE/UNIT OF STUDY: Exploration and Settle (Thematic Study)		
# weeks/month: November	Quarter: 2	Extended text: 1 (Nonfiction)	Short text: 1-2
STAGE 1: DESIRED RESULTS			
UNIT QUESTIONS:			
1) Why do people search for new land? 2) What details help us understand events in history? 3) How does the structure of the text organize the information? 4) How are 1st hand and 2nd hand accounts similar and different? 5) How do non-textual sources help us understand information (timelines, charts, etc.)			
CC READING #: RI4.3, 5, 6, 7			
WRITING FOCUS: Research = Powerpoint or published document (pilgrim, explorer, immigrant)			
CC WRITING #: W4.4, W4.5, W4.6, W4.7, W4.8, W4.9			
LANGUAGE #: L4.1g, L4.3a, L4.3b			
CC SPEAKING/LISTENING #: SL4.4, SL4.5, SL 4.2 (not assessed)			
CC READING FOUNDATION #: RF4.4a, RF4.4c			
STAGE 2: ASSESSMENT EVIDENCE			
ONGOING FORMATIVE ASSESSMENTS:			
Journal entry/Handprint Thumbs-up/Thumbs-down			
SUMMATIVE ASSESSMENTS (GRADED):			
WEEKLY- Vocabulary quiz, Reading Response entries			
MONTHLY- Cumulative vocabulary quiz (include words from Q1)			
STAGE 3: LEARNING PLAN			
POSSIBLE TOPICS: Immigration, Ellis Island, Explorers, Pilgrims, Thanksgiving, Pioneers, Westward Expansion			
ACADEMIC VOCABULARY: structure, 1st hand account, animations, interactive elements, Non-Textual Sources			

GRADE: 4	GENRE/UNIT OF STUDY: Poetry/Drama		
# weeks/month: Drama	Quarter: 2	Extended text: 0	Short text: 4-8
STAGE 1: DESIRED RESULTS			
UNIT QUESTIONS:			
1) What is poetry?			
2) What is drama (play)?			
3) What is prose?			
4) How would we determine the author's message?			
5) How do we summarize a text?			
6) How do we explain the characteristics of a poem?			
7) How do we explain the characteristics of a drama (play)?			
CC READING #: RL4.2 (Not assessed), RL 4.5			
WRITING FOCUS: Explain the difference between a poem, Drama(play) and prose using a graphic organizer			
CC WRITING #: W4.4, W4.9a			
LANGUAGE #: L4.5a, L4.5b			
CC SPEAKING/LISTENING #: SL4.2			
CC READING FOUNDATION #: RF4.4a, RF4.4b			
STAGE 2: ASSESSMENT EVIDENCE			
ONGOING FORMATIVE ASSESSMENTS:			
Oral questioning			
Visual Representation (Use Smartboard Vortex Game)			
SUMMATIVE ASSESSMENTS (GRADED):			
WEEKLY- Vocabulary Quiz, Reading response entries			
MONTHLY- Cumulative vocabulary quiz (include words from Q1 and Q2 November)			
STAGE 3: LEARNING PLAN			
POSSIBLE TEXTS: Common Core Coach, Making Meaning, Being a Writer			
ACADEMIC VOCABULARY: theme, summarize, major, prose, verse, rhythm, meter, dialogue, stage direction			
COMPREHENSION STRATEGY #1: Analyzing			
COMPREHENSION STRATEGY #2: Visualizing (Optional)			
READING RESPONSE FOCUS: Explain the characteristics of a poem, drama (play), and prose, Summarize a poem, drama (play), or prose from a given text			

GRADE: 4	GENRE/UNIT OF STUDY: Justice		
# weeks/month: January	Quarter: 2/3	Extended text: 1 (nonfiction)	Short text: 2-3 (Historical Fiction)
STAGE 1: DESIRED RESULTS			
UNIT QUESTIONS:			
1) What is Justice?			
2) What is Injustice?			
3) What do we use in text to help us understand and explain what we have read?			
4) How do authors support their ideas in the text?			
CC READING #: RI4.1, RI4.8			
WRITING FOCUS: Opinion Essay			
CC WRITING #: W4.1a, W4.1b, W4.1c, W4.1d			
LANGUAGE #: L4.6			
CC SPEAKING/LISTENING #: SL4.1c, SL4.1d, SL4.3			
CC READING FOUNDATION #: RF4.4a			
STAGE 2: ASSESSMENT EVIDENCE			
ONGOING FORMATIVE ASSESSMENTS:			
Decisions, Decisions			
SUMMATIVE ASSESSMENTS (GRADED):			
WEEKLY- Vocabulary quiz, Reading response journal			
MONTHLY- Cumulative vocabulary quiz (include words from Q1 and Q2)			
STAGE 3: LEARNING PLAN			
POSSIBLE TOPICS: Slavery, Civil Rights, Environmental (Such as Rachael Carson), Holocaust, Rights of Migrant			
ACADEMIC VOCABULARY: refer, explicit, drawing inferences, evidence			
COMPREHENSION STRATEGY #1: Synthesizing			
COMPREHENSION STRATEGY #2: Monitoring (Optional)			
READING RESPONSE FOCUS:			
1) Using details to describe an event from a passage that you have read when someone experienced injustice.			
2) How did you feel about this event?			
POSSIBLE FICTION TEXTS: Historical Fiction - Ruby Bridges, Jackie Robinson, Common Core Coach			
POSSIBLE NONFICTION TEXTS: Farm Workers Unite, Rosa Parks, Frederick Douglass, Martin Luther King Jr.			

