### GRADE 4 – UNIT 1
#### Examining the World Around Us

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<tr>
<td><em>The Tarantula Scientist</em> 890L</td>
<td><em>Skeletons Inside and Out</em>, Claire Daniel 770L</td>
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<tr>
<td><strong>Supporting Text (In Text Collection):</strong></td>
<td><strong>Supporting Text (In Text Collection):</strong></td>
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<tr>
<td><em>The Boy Who Drew Birds</em> 790L</td>
<td><em>Movers and Shapers</em>, Dr. Patricia Macnair IG910L</td>
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<td><em>The Frog Scientist</em> by Pamela S. Turner 950L</td>
<td><em>“King of the Parking Lot</em> by Ron Fridell 920L</td>
</tr>
</tbody>
</table>

**Resources** *(included with the Text Collection)*

**Poetry**
- “Spider” by Shel Silverstein
- “The Frog” by Hilaire Belloc
- “Go Southward, Birds!” by Elizabeth Coatsworth

**Poetry**
- “The Jellyfish and The Clam” by Jeff Moss
- “To the Skeleton of a Dinosaur in the Museum” by Lilian Moore
- “Skeletons” by Valerie Worth

<table>
<thead>
<tr>
<th>GOALS</th>
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</thead>
<tbody>
<tr>
<td>Readers will be able to identify and analyze the point of view, features and text structure of narrative nonfiction texts.</td>
<td>Readers will be able to compare, gather, and synthesize ideas from multiple sources of informational texts.</td>
</tr>
<tr>
<td>Writers will be able to create a narrative text based on the experiences as a scientist.</td>
<td>Writers will be able to compose research based on questions about informational reading.</td>
</tr>
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<table>
<thead>
<tr>
<th>Big Idea and Content Connection</th>
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<tbody>
<tr>
<td><strong>Research</strong></td>
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<tr>
<td><strong>Cross Cutting Concept</strong></td>
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</tr>
<tr>
<td>A system can be described in terms of its components and their interactions. (4-LS1-1), (4-LS1-2)</td>
<td>A system can be described in terms of its components and their interactions. (4-LS1-1), (4-LS1-2)</td>
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<table>
<thead>
<tr>
<th>Enduring Understandings</th>
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</thead>
<tbody>
<tr>
<td>Readers compare and contrast point of view to understand and appreciate the experiences and lives of others.</td>
<td>Readers use information presented in different ways and from different sources to demonstrate understanding of a topic.</td>
</tr>
<tr>
<td>Writers use experiences and events to create and depict a life like experience.</td>
<td>Writers use organizational structures, specific word choice, and evidence when explaining a topic.</td>
</tr>
<tr>
<td>Researchers adopt specific habits as readers and writers and observers to watch and reflect upon the worlds they are studying.</td>
<td>Researchers use multiple sources to consider evidence and build an idea.</td>
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<table>
<thead>
<tr>
<th>Essential Question(s)</th>
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<tbody>
<tr>
<td>Readers: How does a reader consider point of view?</td>
<td>Readers: How do readers summarize ideas by using both text and supporting visuals for clues?</td>
</tr>
<tr>
<td>Writers: How does a writer use experiences, narration, and description to compel a reader?</td>
<td>Writers: How do writers research and share ideas from informational texts?</td>
</tr>
</tbody>
</table>

**Formative Assessment**

1. Students will step into the rainforest as Sam Marshall’s assistant, traveling through the rainforest in search of tarantulas. Students will explain events, procedures, and ideas that occur while searching for tarantulas.
2. Students will select a topic and “become” a researcher. Write a diary entry as if you are a researcher and tell us about your day.
3. Students will create a fictionalized researcher, pretend to...

**Formative Assessment**

1. Students pretend they are DJs on a science radio show and have to tell an audience about one kind of animal. Using details and interactive elements, they will help paint a picture of what they want their listeners to learn about their animal.
be that person, and write about a day in the life of the researcher describing the setting in which they work and the events of a typical day.

PBA Description

<table>
<thead>
<tr>
<th>Task: Biographical Spotlight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggested PBA replacement:</strong> Students will conduct a short investigative project on a scientist/researcher who has made a difference. Students will use effective research techniques and conduct Internet research to find articles about the person’s work. Students will write a biography that includes story elements and tells clearly and with detail the important events of the person’s life, including his or her contributions. The students will use effective techniques and specific details to engage the audience.</td>
</tr>
</tbody>
</table>

**Standards**

- Suggested replacement standards to address reading informational texts: The Tarantula Scientist and the Frog Scientist:
  - 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.
  - RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
  - RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
  - 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.
  - 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.
  - 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.
  - RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include familiar words (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - W.4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
  - W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - W.4.2e Provide a concluding statement or section related to the information or explanation presented.

- SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
  - SL.4.4 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.

PBA Target Standards

<table>
<thead>
<tr>
<th>Task: Infographic</th>
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<tbody>
<tr>
<td><strong>Suggested replacement standards to address reading informational texts:</strong></td>
</tr>
<tr>
<td><strong>RI.4.1</strong> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
</tr>
<tr>
<td><strong>RI.4.2</strong> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td>
</tr>
<tr>
<td><strong>RI.4.3</strong> 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.</td>
</tr>
<tr>
<td><strong>RI.4.4</strong> 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>
<tr>
<td><strong>RI.4.5</strong> 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.</td>
</tr>
<tr>
<td><strong>RI.4.7</strong> 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.</td>
</tr>
<tr>
<td><strong>RI.4.8</strong> Explain how an author uses reasons and evidence to support particular points in a text.</td>
</tr>
<tr>
<td><strong>W.4.2</strong> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
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</tbody>
</table>
  - a. Introduce a topic clearly and group related information in paragraphs and sections; include familiar words (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). |
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. |
| **W.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. |

*Supporting Standards Taught, Scaffolded, and Formatively Assessed Throughout the Unit  (Gradual Release Model throughout Year)
<table>
<thead>
<tr>
<th>Global Standards</th>
<th>Global Standards</th>
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<tbody>
<tr>
<td>RL4.1.; RL4.4.</td>
<td>RL4.1.; RL4.4.</td>
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</tbody>
</table>

**W.4.2b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

**W.4.2c** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

**W.4.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**W.4.2e** Provide a concluding statement or section related to the information or explanation presented.

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

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).

d. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.
**GRADE 4 – UNIT 2: Interactions of Culture, Nature and Ways of Life**

### MODULE A

**Anchor Text (Tradebook)**
- *Hiawatha* (NP (No Lexile))
- *The Birchbark House* (930L)

**Literary Text**
- *7-year-old Ojibwa girl Omakayas, or Little Frog, so named because her first step was a hop. She is the sole survivor of a smallpox epidemic on Spirit Island. Omakayas, then only a baby girl, was rescued by a fearless woman named Tallow and welcomed into an Ojibwa family on Lake Superior’s Madeline Island, the Island of the Golden-Breasted Woodpecker. We follow Omakayas and her adopted family through a cycle of four seasons in 1847, including the winter, when a historically documented outbreak of smallpox overtook the island. Readers will be riveted by the daily life of this Native American family, in which tanning moose hides, picking berries, and scaring crows from the cornfield are as commonplace as encounters with bear cubs and fire-side ghost stories. Omakayas is an intense, strong, likable character to whom young readers will fully relate—from her mixed emotions about her siblings, to her discovery of her unique talents, to her devotion to her pet crow Andeg, to her budding understanding of death, life, and her role in the natural world.*
- *How the Stars Fell into the Sky: A Navajo Legend* (780L)

**Supporting Text (In Text Collection):**
- "Pecos Bill" and "John Henry" from *American Tall Tales* by Mary Pope Osborne
  - This book tells versions of the "Pecos Bill" and "John Henry" legends. Pecos Bill is about the famous cowboy and John Henry the steam driver. Includes excellent illustrations and contrasts nicely with the Native American legend. Both tales use hyperbole/exaggeration and nonliteral language to further their narratives.
- "How the Stars Fell into the Sky" from *The Midwest: A Navajo Legend* by Jerrie Oughton

**Social Studies Explorer**
- The Midwest: An informational text detailing various aspects of the Midwest, including wildlife, cuisine, infrastructure, and government.
- "Northwest Coast Peoples" from *Kids Discover*, December 2007 by Lois Markham

**Standards Highlights**

**THEME**
- Readers will determine themes in poems and dramas.
- Writers will write clearly and coherently, using dialogue and sensory language to enhance theme.
- Learners will recognize the interconnectedness of culture and nature.

**TECHNIQUE**
- Writers will use text based evidence to write a compare and contrast essay.
- Learners will explore how interactions among communities impact the culture and ways of life for all groups.

**TEXT STRUCTURE**
- Readers will compare and contrast texts to analyze ideas.
- Writers will use text based evidence to write a compare and contrast essay.
- Learners will explore how interactions among communities impact the culture and ways of life for all groups.

**GOALS**
- Readers understand that the theme in poetry or drama can be interpreted from the details.
- Readers understand that comparing and contrasting texts builds knowledge.

### MODULE B

**Anchor Text (Tradebook)**
- *How the Stars Fell into the Sky: A Navajo Legend* (NP (No Lexile))
- *The Birchbark House* (930L)

**Literary Text**
- *7-year-old Ojibwa girl Omakayas, or Little Frog, so named because her first step was a hop. She is the sole survivor of a smallpox epidemic on Spirit Island. Omakayas, then only a baby girl, was rescued by a fearless woman named Tallow and welcomed into an Ojibwa family on Lake Superior’s Madeline Island, the Island of the Golden-Breasted Woodpecker. We follow Omakayas and her adopted family through a cycle of four seasons in 1847, including the winter, when a historically documented outbreak of smallpox overtook the island. Readers will be riveted by the daily life of this Native American family, in which tanning moose hides, picking berries, and scaring crows from the cornfield are as commonplace as encounters with bear cubs and fire-side ghost stories. Omakayas is an intense, strong, likable character to whom young readers will fully relate—from her mixed emotions about her siblings, to her discovery of her unique talents, to her devotion to her pet crow Andeg, to her budding understanding of death, life, and her role in the natural world.*

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- Learners will explore how interactions among communities impact the culture and ways of life for all groups.

**TEXT STRUCTURE**
- Readers will compare and contrast texts to analyze ideas.
- Writers will use text based evidence to write a compare and contrast essay.
- Learners will explore how interactions among communities impact the culture and ways of life for all groups.

**GOALS**
- Readers understand that the theme in poetry or drama can be interpreted from the details.
- Readers understand that comparing and contrasting texts builds knowledge.

### Resources (included with the Text Collection)

**Poetry:**
- John Henry (traditional American song)
- "Back to Nature" by Marilyn Singer
- "Legends" by Avis Hartley

**Poetry:**
- "A Birchbark Canoe" by Philemon Sturges
- "Ring Around the World" by Annette Wynne
- "Midwest" by Ruth De Long Peterson

### Big Idea and Content Connection

**Tradition**
- Interactions
- Culture

**Social Studies Content Connection**
- 4.5 Native Americans had unique settlement patterns and ways of interacting with the environment.
- 4.6d Interactions between European settlers and Native Americans changed the cultures and ways of life for all groups.

**Enduring Understandings**
- Readers understand that the theme in poetry or drama can be interpreted from the details.
- Readers understand that comparing and contrasting texts builds knowledge.

*Supporting Standards Taught, Scaffolded, and Formatively Assessed Throughout the Unit (Gradual Release Model throughout Year)
<table>
<thead>
<tr>
<th>Supporting Standards Taught*</th>
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<tbody>
<tr>
<td>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</td>
<td>RL.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</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., Hercules).</td>
<td>RL.4.3. Explain events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information from the text.</td>
</tr>
<tr>
<td>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.</td>
<td>RL.4.5. Compare and Contrast the treatment of similar themes and topics and patterns of event in stories, myths and traditional literature from different cultures.</td>
</tr>
<tr>
<td>W.A.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive detail, and clear event sequences.</td>
<td>W.A.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</td>
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*Supporting Standards Taught, Scaffolded, and Formatively Assessed Throughout the Unit (Gradual Release Model throughout Year)*
**Grade 4, Unit 2 – Vertical Standards Map**

<table>
<thead>
<tr>
<th><strong>W.4.4</strong> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W.4.9</strong> Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td><strong>a.</strong> 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>
<tr>
<td><strong>b.</strong> 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”).</td>
</tr>
</tbody>
</table>

**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.

**SL.4.4** Report on a topic, 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.

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

**PBA Target Standards**

<table>
<thead>
<tr>
<th>W.4.3</th>
<th>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a.</strong> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
<td></td>
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<tr>
<td><strong>b.</strong> Use dialogue and description to develop experiences and events or show the responses of characters to situations.</td>
<td></td>
</tr>
<tr>
<td><strong>c.</strong> Use a variety of transitional words and phrases to manage the sequence of events.</td>
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</tr>
<tr>
<td><strong>d.</strong> Use concrete words and phrases and sensory details to convey experiences and events precisely.</td>
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<tr>
<td><strong>e.</strong> Provide a conclusion that follows from the narrated experiences or events.</td>
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</tr>
</tbody>
</table>

**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.

**SL.4.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.4.4** Report on a topic, 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.

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*Supporting Standards Taught, Scaffolded, and Formatively Assessed Throughout the Unit  (Gradual Release Model throughout Year)*
## Grade 4, Unit 3 – Exploring Impact and Effect

### Module A

**Anchor and Supporting Texts**

- **Anchor Text (Tradebook):** Informational Text
  - *Earthquakes*, Seymour Simon, 1010L

- **Supporting Text (In Text Collection):**
  - *Quake!*, Gail Karwoski, 770L
    
    **Summary:** It is April 18, 1906 in San Francisco, California. Jacob slips out of the wooden boarding house where he lives with his immigrant father and little sister Rosie, when suddenly the ground beneath his feet begins to rumble, buildings collapse and the street splits wide open as Jacob runs to find safety from a devastating earthquake. He returns to find his father and sister…but there is nothing left of the building but a pile of sticks. Jacob and his dog join the throng of other people searching for shelter, food, fresh water…and loved ones who are missing.

- **Supporting Text (In Text Collection):**
  - *Earthshaker’s Bad Day*, Gaby Tirana, 740L
    
    **Summary:** a myth about Poseidon’s role as “Earth-shaker”

- **Supporting Text (In Anthology):**
  - *The Monster Beneath the Sea*, by Stacia Deutsch, 780L
    
    **Summary:** a Japanese style tale about Namazu, the earthquake fish.

**Poetry (included with the Text Collection):**

- “Instructions for Earth’s Dishwasher” by Lisa Westberg Peters
- “Natural Disasters” by Marilyn Singer
- “Islands” by Marilyn Singer
- “Living with Lava” by Lisa Westberg Peters
- “Mount Saint Helens” by Diane Siebert
- “Center of the Earth” by Marilyn Singer

**Standards Highlights**

- Analysis
- Evidence
- Point of View
- Inference
- Synthesis
- Point of View
- Text Structure

**GOALS**

- Readers will analyze characters, settings, events, and themes in a story, drama, myth, and/or legend.
- Writers will describe characters in detail, and will create a literary essay to analyze characters, settings and events and their impact on each other.
- Learners will understand that the ways in which people explain natural phenomena change over time.

**Big Idea and Content Connection**

- 4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

**Enduring Understandings**

- Readers understand that recognizing story elements enables readers to think, talk, and deepen understanding of a text.
- Writers understand that writers draw evidence from literary text to analyze ideas.

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### Module B

**Anchor and Supporting Texts**

- **Anchor Text (Tradebook):** Informational Text
  - *Anatomy of a Volcanic Eruption*, Amie Jane Leavitt, 890L

- **Supporting Text (Tradebook):**
  - *Erosion: How Land Forms, How It Changes*, Darlene Stille, 1100L

- **Supporting Text (In Text Collection):**
  - *Escape from Pompeii*, Christina Balit, NC920L
    
    **Summary:** The eruption of Mount Vesuvius in AD 79 meant death for most of the Roman citizens living in Pompeii. But some people must have survived, and Christina Balit has used this as the starting-point for her story. It tells of Tranio, an actor’s son, and his friend Livia, the baker’s daughter, who witness the destruction of their beloved city.

**Poetry (included with the Text Collection):**

- “Instructions for Earth’s Dishwasher” by Lisa Westberg Peters
- “Natural Disasters” by Marilyn Singer
- “Islands” by Marilyn Singer
- “Living with Lava” by Lisa Westberg Peters
- “Mount Saint Helens” by Diane Siebert
- “Center of the Earth” by Marilyn Singer

**Standards Highlights**

- Analysis
- Evidence
- Point of View
- Inference
- Synthesis
- Point of View
- Text Structure

**GOALS**

- Readers will quote directly from the text when drawing inferences, synthesizing, and analyzing the text.
- Writers will draw evidence from informational texts to support analysis, reflection and research.
- Learners will examine the effects of change to the Earth’s surface.

**Big Idea and Content Connection**

- 4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

**Enduring Understandings**

- Readers understand that they use specific strategies to help them understand what they read.
- Writers understand how to use research to convey information clearly.

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*Supporting Standards Taught, Scaffolded, and Formatively Assessed Throughout the Unit (Gradual Release Model throughout Year)*
### Learners
Understand that science is a newer method of explaining natural phenomena.

### Essential Question(s)
Supporting Standards Taught, Scaffolded, and Formatively Assessed Throughout the Unit (Gradual Release Model throughout Year)

### Readers:
- How can readers use informational texts to bolster understanding of a literary text?
- How do writers use evidence from informational text to support analysis of ideas?

### Writers:
- How do writers use evidence from informational text to support analysis of ideas?

### FORMATIVE ASSESSMENT

1. Pretend you are a reporter at the 1906 San Francisco earthquake. Write a brief explanation of what happened, showing clear writing and organization of text. Then, explain the most significant impact of the event, providing reasons supported by facts and details that support a point of view about the topic.

2. Write an opinion in response to the following prompt: Many people choose to live in areas that are earthquake-prone. Would you live in an area that is earthquake-prone? Explain why or why not. Use textual evidence to support your opinion. Use linking words to connect an opinion to the reasons for that opinion.

3. Students will use either Earthshaker's Bad Day or The Monster Beneath the Sea and Quake! to support their answer: Compare and contrast the texts. Which text do you think offers a stronger account of a particular phenomenon? Why? What elements in the text support the account best?

### PBA Description

**PBA Task: Compare and Contrast Texts**

**Students will compare and contrast two to three of the texts they have read. Students will:**
- produce clear and coherent opinion supporting their point of view on which texts most effectively teach about the impact of natural processes on human beings.
- create a clear organizational structure that groups related ideas together.
- provide reasons that are supported by facts and details with evidence from the texts.
- use linking words to connect the opinion to the reasons given.
- provide a concluding statement that compares the themes and/or topics in the texts and summarizes the opinion stated.

**Possible Research Topics:**
- Tornadoes, thunderstorms, and floods
- Earthquakes

**Essential Question(s):**

- How can we reduce the impact of natural Earth processes on humans?
- How can we reduce the impact of natural processes on human beings?

**Standards:**

<table>
<thead>
<tr>
<th>RI.4.1</th>
<th>RI.4.3</th>
<th>RI.4.4</th>
<th>RI.4.5</th>
<th>RI.4.6</th>
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<td>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>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.</td>
<td>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.</td>
<td>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>
<td>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., Hercules).</td>
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<tr>
<td>RI.4.7</td>
<td>RI.4.8</td>
<td>RI.4.9</td>
<td>RL.4.3</td>
<td>RL.4.4</td>
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<td>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.</td>
<td>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
<td>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.</td>
<td>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>
<td>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., Hercules).</td>
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<tr>
<td>W.4.1</td>
<td>W.4.2</td>
<td>W.4.3</td>
<td>W.4.4</td>
<td>W.4.5</td>
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<tr>
<td>Write opinion pieces on topics or texts, supporting a point of view that they believe and explain why, based on specific information in the text.</td>
<td>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
<td>Use precise and domain-specific vocabulary and provide concrete details and examples when支撑 analysis of ideas.</td>
<td>Use linking words to connect opinion to reasons for that opinion.</td>
<td>Use evidence from informational texts to support a point of view about the topic.</td>
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</table>

### FORMATIVE ASSESSMENT

<table>
<thead>
<tr>
<th>Inference</th>
<th>Clue</th>
<th>Proof</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think will happen?</td>
<td>A quote that led you to that inference.</td>
<td>A quote that proves whether or not your inference was correct.</td>
</tr>
</tbody>
</table>

**PBA Description**

**Task:** During this unit students read **Anatomy of a Volcanic Eruption and Erosion: How Land Forms, How It Changes.** Students will write informative/explanatory news reports to examine the effects of change to the Earth’s surface.

**Possible Research Topics:**
- Hurricanes and Nor’easters
- Tornadoes, thunderstorms, and floods
- Volcanoes
- Erosion

**Students will:**
- introduce the topic clearly
- group related information into paragraphs
- format paragraphs with headings
- include illustrations and other forms of multimedia
- develop the topic with evidence including facts, definitions, details and quotations
- link ideas together
- use precise and domain specific vocabulary
- provide a concluding section

**Essential Question(s):**

- How do I draw inferences, synthesize and analyze text to develop understanding?
- How do writers research and share ideas from informational texts?
point of view with reasons and information.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9a 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].”).

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

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.

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

**PBA Target Standards**

| CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. |
| **CCSS.ELA-Literacy.W.4.1a** 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. |
| **CCSS.ELA-Literacy.W.4.1b** Provide reasons that are supported by facts and details. |
| **CCSS.ELA-Literacy.W.4.1c** Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). |
| **CCSS.ELA-Literacy.W.4.1d** Provide a concluding statement or section related to the opinion presented (W.4.1.a–d) |

| CCSS.ELA-Literacy.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). |
| **d.** Use precise language and domain-specific vocabulary to inform or explain the topic: Provide a concluding statement or section related to the information or explanation presented (W.4.2.a–e). |

*Supporting Standards Taught, Scaffolded, and Formatively Assessed Throughout the Unit (Gradual Release Model throughout Year)*
# Grade 4 – Unit 4
## Creating Innovative Solutions
### Module A
#### Anchor and Supporting Texts
**Anchor Text (Tradebook):** Literary Text
*Lunch Money*, Andrew Clements, 840L
(Summary: Greg Kenton has two obsessions – making money and his long-standing competition with his annoying neighbor, Maura Shaw. So when Greg discovers that Maura is cutting into his booming Chunky Comics business with her own original illustrated minibooks, he’s ready to declare war. The problem is, Greg has to admit that Maura’s books are good, and soon the longtime enemies become unlikely business partners. But their budding partnership is threatened when the principal bans the sale of their comics in school. Suddenly, the two former rivals find themselves united against an adversary tougher than they ever were to each other. Will their enterprise – and their friendship – prevail?)

**Supporting Text (In Text Collection):** Literary Text
*Coyote School News*, Joan Sandin, 730L
(Summary: Every day, Monchi and his five brothers and sisters take a long, bumpy bus ride to Coyote School, where there are twelve students who each write for Coyote School News. Through their articles and drawings we learn all about their exciting 1938 school year-from the Christmas piñata, the new baseball team, and the Perfect Attendance Competition to La Fiesta de los Vaqueros, the biggest annual ranch celebration.)

**Supporting Text (In Text Collection):** Literary Text
*Max Malone Makes a Million*, Charlotte Herman, 810L
(Summary: A newspaper article inspires eight-year-old Max and his best friend to try their hand at entrepreneurship in this carefree caper.)

**Poetry** (included with the Text Collection)
- “Lunch Money” by Carol Diggory Shields
- “Gold” by Pat Mora
- “Bronze Cowboys” by Carole Boston Weatherford

**Standard Highlights**
- Theme
- Story Elements
- Analyzing Words and Phrases

**GOALS**
- Readers will analyze the elements of stories: characters, setting, problem, events leading up to solution, and theme.
- Writers will use narrative elements to write a story that is real or imagined.
- Learners will explore how creativity, cooperation, and innovation can make a difference in people’s lives.

### Module B
#### Anchor and Supporting Texts
**Anchor Text (Tradebook):** Informational Text
*Using Money*, Gail Fay, 920L
(Summary: This title takes a look at checking and savings accounts and the various ways that people use their money.)

**Supporting Text (Tradebook):** Informational Text
*The Stock Market*, Max Winter, 900L

**Supporting Text (In Text Collection):** Informational Text
*The Boy Who Invented TV*, Kathleen Krull, 860L
(Summary: Plowing a potato field in 1920, a 14-year-old farm boy from Idaho saw in the parallel rows of overturned earth a way to “make pictures fly through the air.” This boy was not a magician; he was a scientific genius and just eight years later he made his brainstorm in the potato field a reality by transmitting the world’s first television image.)

**Poetry** (included with the Text Collection)
- “Smart” by Shel Silverstein
- “A Last Word About Inventions” by Charise Harper
- “Homework” by Russell Hoban

**Standard Highlights**
- Drawing Conclusions
- Reasons and Evidence
- Integrate Information

**GOALS**
- Readers will draw conclusions from evidence from the text.
- Writers will conduct research to build knowledge.
- Learners will learn about innovative ideas that spark economic growth.

### Big Idea and Content Connection
#### Innovative Solutions
**Social Studies Content Connection – 4.14.d** Creativity and innovation have led to improvements in access to information and the creation of new products and services.

**Social Studies Content Connection**
4.14 Technological innovations in the state have sparked economic growth as New York has developed during its history.

4.14.d Creativity and innovation have led to improvements in access to information and the creation of new products and services.

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*Supporting Standards Taught, Scaffolded, and Formatively Assessed Throughout the Unit  (Gradual Release Model throughout Year)*
### Enduring Understandings

<table>
<thead>
<tr>
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<th>Writers</th>
<th>Learners</th>
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<tr>
<td>Understand the elements of narrative texts and how to use them to determine the theme of the story.</td>
<td>Understand that they can draw evidence from literary texts to analyze, research and reflect.</td>
<td>Understand that collaboration often leads to creative solutions.</td>
</tr>
<tr>
<td>Understand that authors use reasons and evidence to support particular points in the text.</td>
<td>Understand that research builds knowledge through investigation of different aspects of a topic.</td>
<td>Understand that innovation is important for sustained economic growth.</td>
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### Essential Question(s)

**Readers:** How do readers describe in depth the characters, themes and settings of a story?

**Writers:** How do writers support their point of view with reasons and information?

### Sample Writing Activities

1. Students will describe the characters, setting, and events from *Lunch Money*, *Coyote School News*, or *Max Malone Makes a Million*. Students will draw on specific details in the text to better understand the decisions the characters make.

2. Students will determine the theme of *Lunch Money* as revealed through the main character. Students will create a chart that documents the actions, thoughts and feelings of this character.

### Sample Writing Activities

2. Students will integrate information from *The Stock Market* and *The Boy Who Invented TV* in order to argue which text did a better job of explaining how innovation led to the creation of new products and services.

3. Students will use the information from the texts in this unit to respond to the prompt: Persuade readers on why innovation is needed for economic growth. Use details from the texts to support your opinion.

*Supporting Standards Taught, Scaffolded, and Formatively Assessed Throughout the Unit (Gradual Release Model throughout Year)*
Students will use this evidence in the text to summarize the theme.

3. Students will think about the decisions the characters made in *Lunch Money* and *Max Malone Makes a Million* and how those decisions impacted them. Students will use evidence from the text to support their opinion.

**PBA Description**

**Task: Innovative Solution Short Story:**

In both *Lunch Money* and *Coyote School News*, the characters have worked together to come up with creative solutions.

Students will write narratives (a short story) about a character who has a problem or a challenge and solves it with an innovative solution (real or imagined). Students will use effective technique, descriptive details, and clear event sequences to develop the narrative. Students will:

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words and phrases to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

**PBA Description**

**Task: Innovation Project Proposal**

Students will create a project proposal for their own innovative idea and persuade investors to invest in it. With the text *Using Money* as a reference, especially the pages featuring innovators themselves (pages 39 and 41 for example), the students will:

- Introduce their project clearly, and create an organizational structure that supports their purpose.
- Provide reasons that are supported by facts and details.
- Link reasons using words and phrases (e.g., for instance, in order to, in addition).
- Provide a concluding statement related to the opinion presented.

<table>
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<td><strong>RL.4.2.</strong> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</td>
<td><strong>RL.4.3.</strong> 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.</td>
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<td><strong>RL.4.3.</strong> 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>
<td><strong>RL.4.8.</strong> Explain how an author uses reasons and evidence to support particular points in a text.</td>
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<td><strong>RL.4.4.</strong> 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>
<td><strong>RL.4.9.</strong> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</td>
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<td><strong>W.4.3.</strong> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
<td><strong>W.4.1.</strong> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</td>
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<tr>
<td><strong>W.4.8</strong> 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.</td>
<td><strong>W.4.4.</strong> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</td>
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<td><strong>W.4.9</strong> Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
<td><strong>W.4.7.</strong> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</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>
<td><strong>SL.4.3</strong> Identify the reasons and evidence a speaker provides to support particular points.</td>
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<td><strong>SL.4.2</strong> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
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<td><strong>SL.4.3</strong> Identify the reasons and evidence a speaker provides to support particular points.</td>
<td><strong>SL.4.4</strong> 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.</td>
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<td><strong>W.4.3.</strong> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
<td><strong>W.4.1.</strong> Write opinion pieces on topics or texts, supporting a point of view with reasons and evidence.</td>
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| *Supporting Standards Taught, Scaffolded, and Formatively Assessed Throughout the Unit (Gradual Release Model throughout Year)* |  |
### a. Orientation
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words and phrases to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

### b. Support for Writer's Purpose
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- Provide a concluding statement or section related to the W.4.1.a–d opinion.