

4th GRADE	Month	Big Ideas	Enduring Understanding	Essential Questions	Goals	Performance Based Assessment
September/October	Research	Research	<p>Readers compare and contrast point of view to understand and appreciate the experiences and lives of others.</p> <ul style="list-style-type: none"> <li>• Writers use experiences and events to create and depict a lifelike experience.</li> <li>• Researchers adopt specific habits as readers and writers and observers to watch and reflect upon the worlds they are studying.</li> </ul>	<p>How does a reader consider point of view?</p> <p>How does a writer use experiences, narration, and description to compel a reader?</p>	<p>MODULE GOALS</p> <p>Readers will be able to identify and analyze the point of view, features, and text structure of narrative nonfiction texts. Writers will be able to write a biography based on the experiences of a scientist. Learners will be able to discuss how researchers do their work</p>	<p>Research</p> <p>Students will conduct an investigative project on a topic of their choice that they have studied throughout this module. It can include an animal, scientist, etc... They will use library resources and the Internet in order to learn information about their topic. Students will use their research to follow the writing process and create an informational writing piece about it.</p> <p>Students will write a research report that clearly introduces the subject and develops a main idea about the subject with facts and concrete details. Students will clearly link ideas and use precise language and domain-specific vocabulary to document their subject's importance. Students will organize material logically and provide an effective concluding statement.</p> <p>Common Core Learning Standard W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
October/November	Research	Research	<p>Readers use information presented in different ways and from different sources to demonstrate understanding of a topic.</p> <ul style="list-style-type: none"> <li>• Writers use organizational structures, specific word choice, and evidence when explaining a topic.</li> <li>• Researchers use multiple sources to consider evidence and build an idea.</li> </ul>	<p>How do readers summarize ideas by using both text and supporting visuals for clues?</p> <p>How do writers research and share ideas from informational texts?</p>	<p>Readers will be able to compare, gather, and synthesize ideas from multiple sources in informational texts. Writers will be able to compose research based on questions about informational reading.</p> <p>EXPLORE CONTENT Learners will be able to write using evidence to support main ideas.</p>	<p>INFOGRAPHIC</p> <p>Students will select an animal of their choice and conduct a short investigative project on it. Students will do a quick-write about the chosen animal using an infographic structure.</p> <p>TARGET STANDARD</p> <p>Common Core Learning Standard W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>

December	Tradition <ul style="list-style-type: none"> <li>• Interactions</li> <li>• Culture</li> </ul>	Readers understand that the theme in poetry or drama can be interpreted from the details. <ul style="list-style-type: none"> <li>• Writers understand that dialogue and description reveal how characters respond and react to situations.</li> <li>• Learners will explore content to understand that cultures interact with and interpret</li> </ul>	<b>ESSENTIAL QUESTIONS</b> How does a reader identify themes? How does a writer develop and organize writing that matches purpose and audience? How does a writer use internal and external dialogue to develop the theme of the story?	Readers will determine themes in poems and dramas. Writers will write clearly and coherently, using dialogue and sensory language to enhance theme. <b>EXPLORE CONTENT</b> Learners will explore content to understand the interconnectedness of culture and nature	<b>WRITING A LEGEND</b> Students will write a narrative legend that reflects the qualities of the genre, including elements of truth, culture, bigger-than-life characters, and resolution of a problem that challenges ways of life, using real or imagined experiences or events from history. Students will develop theme, technique, and text structure to create an engaging example of a legend for their peers. Students will share their legends as people did in the day when legends were popular, creating the mood and spirit of performance. <b>Target Standard</b> Common Core Learning Standard W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
January/February	Tradition <ul style="list-style-type: none"> <li>• Interactions</li> <li>• Culture</li> </ul>	Readers understand that comparing and contrasting texts builds knowledge. <ul style="list-style-type: none"> <li>• Writers understand that they can draw evidence from literary text and informational text to support analysis, reflection, and research.</li> <li>• Learners will explore content to understand the impact of communities on one another</li> </ul>	How do readers compare and contrast topics? How does a writer use evidence to support ideas of compare and contrast in an essay?	Readers will compare and contrast texts to analyze ideas. Writers will use text-based evidence to write a compare-and-contrast essay. <b>EXPLORE CONTENT</b> Learners will explore content to understand how interactions among communities impact the culture and ways of life of people.	<b>COMPARE-AND-CONTRAST ESSAY</b> Students will write an opinion piece that examines a topic and expresses an opinion clearly. Students will examine daily life in the cultures of the Ojibwa from The Birchbark House and the peoples of the Northwest Coast from “Northwest Coast Peoples” and explain which book did a better job of writing about Native American life. <b>TARGET STANDARDS</b> Common Core Learning Standard W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Common Core Learning Standard W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
March/April	Impact	Readers understand that recognizing story elements enables readers to think, talk, and deepen understanding of a text. <ul style="list-style-type: none"> <li>• Writers understand that writers draw evidence from literary text to analyze ideas.</li> <li>• Learners will explore content to understand that science is a newer method of explaining natural phenomena.</li> </ul>	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?	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. <b>EXPLORE CONTENT</b> Learners will explore content to understand that the ways in which people explain natural phenomena change over time.	<b>COMPARE AND CONTRAST TEXTS</b> Students will compare and contrast two to three of the texts they have read. Students will produce a clear and coherent opinion supporting their point of view on which texts most effectively teach about the impact of natural processes on human beings. Students will create a clear organizational structure, provide reasons that are supported by facts and details from the texts, use linking words to connect the opinion to reasons, and provide an effective concluding statement. <b>TARGET STANDARD</b> Common Core Learning Standard W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

April	<p>Effect</p> <ul style="list-style-type: none"> <li>• Science Content Connection</li> </ul>	<p>Readers understand that they use specific strategies to help them understand what they read.</p> <ul style="list-style-type: none"> <li>• Writers understand how to use research to convey information clearly.</li> <li>• Learners will explore content to understand the impact and effect of nature on the environment and humankind.</li> </ul>	<p>How do readers draw inferences and synthesize and analyze text to develop understanding? How do writers research and share ideas from informational texts?</p>	<p>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. EXPLORE CONTENT Learners will explore content to understand the effects of change to Earth's surface.</p>	<p><b>NEWS REPORT</b> Students will write informative/explanatory news reports to examine the effects of change to Earth's surface. Students will introduce the topic clearly, group related information, format paragraphs with headings, include illustrations and multimedia, develop the topic with evidence, link ideas with precise and domain-specific vocabulary, and provide an effective conclusion. <b>TARGET STANDARD</b> Common Core Learning Standard W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
May	Innovative Solutions	<p>Readers understand the elements of narrative texts and how to use them to determine the theme of the story.</p> <ul style="list-style-type: none"> <li>• Writers understand that they can draw evidence from literary texts to analyze, research, and reflect.</li> <li>• Learners will explore content to understand that collaboration often leads to creative solutions.</li> </ul>	<p>How do readers describe in depth the characters, themes, and settings of a story? How do writers support their point of view with reasons and information?</p>	<p>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 content to understand how creativity, cooperation, and innovation can make a difference in people's lives.</p>	<p><b>INNOVATIVE SOLUTION SHORT STORY</b> In both Lunch Money and Coyote School News, the characters have to work together to come up with creative solutions. Students will write narratives (short stories) 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. <b>TARGET STANDARD</b> Common Core Learning Standard W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
June	Innovative Solutions	<p>Readers understand that authors use reasons and evidence to support particular points in the text.</p> <ul style="list-style-type: none"> <li>• Writers understand that research builds knowledge through investigation of different aspects of a topic.</li> <li>• Learners will explore content to understand that innovation is important for sustained</li> </ul>	<p>How can readers use reasons and evidence to explain information? How do writers develop the topic with facts, definitions, concrete details, quotations, or other information and examples?</p>	<p>Readers will draw conclusions from evidence from the text. Writers will conduct research to build knowledge. EXPLORE CONTENT Learners will explore content to understand how innovative ideas spark economic growth.</p>	<p><b>INNOVATION PROJECT PROPOSAL</b> Students will create a project proposal for their own innovative idea to become successful financially. With the text Using Money as a reference, especially the pages featuring innovators themselves (pp. 39 and 41, for example), students will introduce their project clearly, create an organizational structure that supports the purpose, provide reasons supported by facts and details, link reasons using words and phrases, and provide a concluding statement related to the opinion presented. <b>TARGET STANDARD</b> Common Core Learning Standard W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p>