



Assessed on the Common Assessment

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Introduce Narrative Writing: Realistic Fiction, and introduction to the Literary Essay</p>	<p>Introduce Informational Writing: Informational Essay, Literary Essay, continue other genres</p>	<p>Introduce Opinion Writing: Literary & Argumentative Essay, continue other genres</p>	<p>Introduce Persuasive Essay and Poetry, continue other genres</p>
<p>Social Studies Content: Illinois and our Nation (Regions and Native Americans)</p>	<p>Science Content: Waves & Erosion: Human Response to Natural Disasters</p>	<p>Social Studies Content: The Birth of Our Nation</p>	<p>Science Content: Structures and Functions of Organisms</p>
<p>Unit 0: Set up a Reader's and Writer's Workshop</p> <ul style="list-style-type: none"> Establish workshop routines and stamina/ endurance for reading <p>Unit 1 Content: This is a literature unit that should utilize realistic fiction books and novels with strong characters that change.</p> <ul style="list-style-type: none"> RL4.3 Character traits at a deeper level RL4.3 Character development across a text as shown in F.A.S.T. (feelings, actions, sayings, thoughts) RL4.1, W.4.9 Written & spoken responses using text evidence to support thinking RL4.2 Summarize a text RL4.2 Introduce basic elements of theme (big idea themes at this point) RL4.4 Word Meaning in Context 	<p>Unit 2 Content: This is an Informational text research based unit.</p> <ul style="list-style-type: none"> RI.4.2 Main Idea and key supporting details RI.4.5 Use text features to make predictions and navigate the text RI.4.5 Notice text structures (cause and effect, compare and contrast, problem/solution) to help us take more cohesive notes RI.4.4 Use content specific vocabulary while researching SL.4.1a Use speaking and listening skills in research clubs RI.4.1 Cite a text to support an idea RI.4.9 Synthesize ideas/information across texts during research clubs RI.4.7 Interpret and explain how information presented visually, orally, quantitatively (e.g. charts, graphs, diagrams, timelines, etc.) helps you understand a text 	<p>Unit 3 Content: This unit is an informational unit on historical research. We suggest The Revolutionary War as a focus topic.</p> <ul style="list-style-type: none"> Preview-a-text: Look at headings, subheadings, text features to research effectively RI.4.2 Identify main idea(s) and key details RI.4.2 Summarize texts by chunking RI.4.9 Cross-text synthesis (noting ways in which texts and ideas are similar or different) RI.4.5, RI.4.2 Note text structure and summarize text to reflect the structure RI.4.3 Understand historical elements and why RI.4.6 Read and understand the impact of point of view 	<p>Unit 4 Content: This unit is a historical fiction book club unit. You can replace historical fiction with fictional chapter books for groups, but keep a historical fiction read aloud.</p> <ul style="list-style-type: none"> SL.4.1 This unit focuses on accountable talk and conversations around books. SL.4.1 Students should be able to begin and maintain their own 5-7 minute conversations 2-3 times a week. <p>Mini lessons about complex texts include:</p> <ul style="list-style-type: none"> RL.4.3 Multiple plotlines RL.4.3 Many characters, minor and major RL.4.3 Shifts in time and place RL.4.2 Summary, and then interpretation of ideas RL.4.1, RL.4.3 Connect parts of a story to the whole story RL.4.1 Symbols RI.4.6 Using primary sources to understand the setting RL.4.6/ RI.4.6 Read with perspective RL.4.9/ RI.4.9 Cross text comparisons

***Standards/strategies/skills that are highlighted in yellow are assessed on the Common Assessment for that quarter. All other expectations should be formatively and/or summatively assessed using tools created by the teacher or grade level teams.



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