

# Rhodes School District 84.5Grade

## Grade 4: ReadyGen Curriculum Guide

| Unit     | Module  | Essential Questions  | Enduring Understandings   | Goals   | Priority CCSS  | Assessments  | Text Set  | Resources   | Foundational Skills   |
|----------|---|--|---|---|--|--|---|---|---|
| <b>1</b> | <b>A</b><br>(18 Lessons)<br><br><i>Becoming Researchers</i> | How do readers consider point of view and author evidence? | <p>Readers use point of view in literary text and use reasons and evidence in informational text to better understand what they read.</p> <p>Learners understand that researchers and scientists adopt specific habits to accomplish tasks.</p> | <p>Readers will use point of view and author evidence to understand texts.</p> <p>Learners will understand how researchers and scientist do their work.</p> | <p>RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.</p> | <p>Performance Based Assessment:</p> <p>*Complete the graphic organizer using information from Porpoises in Peril, Mary Anning: The Girl Who Cracked Open the World, and Fragile Frogs. Use specific details and evidence from each text.</p> <p>*Write a response to compare and contrast the purpose for research and discoveries from text using completed graphic organizer. Use specific details and evidence from each text.</p> | <p>Anchor Text:</p> <p>Porpoises in Peril</p> <p>Supporting Texts in Text Collection:</p> <p>Mary Anning: The Girl Who Cracked Open the World<br/>"Fragile Frogs"</p> <p>Sleuth:<br/>"Noising Around"<br/>"A 'Coat' of Many Colors"</p> | <p>Teacher Guide (TG) pgs. 1-12</p> <p>Implementation Guide: Scope and Sequence- pg 74</p> <p>Scaffolded Student Handbook (SSH) pgs 5-25</p> <p>Online Resources, Ready Up! Intervention, Interactive texts, Teacher Guides, videos to support language skills.</p> | <p>Endings: -ed, -ing, -er, -est</p> <p>Base words plus endings</p> <p>Suffixes: -or, -er</p> <p>Compound Words</p> |
| <b>1</b> | <b>B</b><br>(18 Lessons)                                    | How do readers summarize ideas by using clues              | Readers use information presented in  | Readers will compare, gather, and synthesize  | RI.4.2: Determine the main idea of a text and  | Optional-Performance   | Anchor Text:  | Teacher Guide (TG) pgs. 200-211   | Suffiexes: -ist, -ive, -ness  |

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|  | <p><i><b>Becoming Researchers</b></i></p> | <p>from both text and supporting visuals?</p> | <p>different ways and from different sources to understand a topic.</p> <p>Learners understand that multiple sources and evidence can be used to build ideas and information.</p> | <p>ideas from multiple sources in informational texts.</p> <p>Learners will identify and use evidence from multiple sources to build an idea.</p> | <p>explain how it is supported by key details; summarize the text.</p> <p>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.</p> | <p>Based Assessment:</p> <p>*Students will conduct a short investigative project on an animal of their choice and create an infographic that indicates the key features of an animal. Then they will write a supporting introduction and conclusion telling more about the animal.</p> <p>Optional-Check Progress (Foundational Skills)</p> <p>End of Unit Assessment</p> | <p>Skeletons Inside and Out</p> <p>Supporting Texts-Text Collection:</p> <p>Movers and Shapers<br/>"King of the Parking Lot"</p> <p>Sleuth:<br/>"What Did You Say?"<br/>"Adapting to Survive"</p> <p>Poetry-Text Collection:<br/>"Spider"<br/>"The Frog"<br/>"Go, Southward, Birds!"</p> | <p>Implementation Guide: Scope and Sequence- pg 75</p> <p>Scaffolded Student Handbook (SSH) pgs 28-45</p> <p>Online Resources, Ready Up! Intervention, Customizable end-of-unit assessments, Interactive texts, Teacher Guides, videos to support language skills</p> | <p>Synonyms, Antonyms</p> <p>Prefixes: un-, in-,</p> <p>Words form other languages</p> |
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| <b>2</b> | <b>A</b><br><i>(18 Lessons)</i><br><br><i>Interactions in Nature and Culture</i> | How do readers identify themes in literary texts?                                     | <p>Readers understand that themes in literary texts can be interpreted from dialogue and descriptions.</p> <p>Learners understand that cultures interact with and interpret nature in different ways.</p> | <p>Readers will determine themes in literary texts.</p> <p>Learners will understand the interactions between culture and nature.</p> | RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text. | <p>Performance Based Assessment:</p> <p>*In the texts, “How the Stars Fell into the Skies” and “John Henry”, describe how both texts deal with the theme that people must strive for excellence. Write a response summarizing the events in both stories that support this theme. Use evidence in your answer (dialogue and descriptions)</p> | <p>Anchor Text:</p> <p>Why is the Sea Salty?</p> <p>Supporting Texts-Text Collection:</p> <p>How the Stars Fell into the Skies<br/>Pecos Bill<br/>John Henry</p> <p>Poetry-Text Collection:</p> <p>“John Henry”<br/>“Back to Nature”<br/>“Legends”</p> | <p>Teacher Guide (TG) pgs. 1-12</p> <p>Implementation Guide: Scope and Sequence- pg 76</p> <p>Pearson Realize Online: Why is the Sea Salty? (Interactive anchor pgs. 8, 13, 27)</p> <p>Ready Up! Intervention, Interactive texts, Teacher Guides, videos to support language skills</p> | <p>Latin Prefixes: dis-, re-, non-</p> <p>Compound Words</p> <p>Suffix: -ly</p> <p>Unknown Words</p> |
| <b>2</b> | <b>B</b><br><i>(18 Lessons)</i><br><br><i>Interactions in Nature and Culture</i> | How do readers state an support opinions about both literary and informational texts? | <p>Readers understand the importance of supporting opinions about various texts.</p> <p>Learners understand the effects of nature</p>   | <p>Readers will state and support opinions to demonstrate their understanding of both literary and informational texts.</p>          | RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text. | <p>Optional-Performance Based Assessment:</p> <p>*Students will think about various Native</p>  | <p>Anchor Text:</p> <p>The Longest Night</p> <p>Supporting Texts-Text Collection:</p>  | <p>Teacher Guide (TG) pgs. 200-211</p> <p>Implementation Guide: Scope and Sequence- pg 77</p>   | <p>Words from Latin</p> <p>Greek Roots</p> <p>Related Words</p>                                      |

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|  |  |  | and culture on communities. | Learners will understand how interactions among communities affect culture on communities. | RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text. | American Cultures the read about. They will then write an opinion essay explaining in which group they would have liked to grow up.<br><br>Optional-Check Progress (Foundational Skills)<br><br>End of Unit Assessment | Northwest Coast Peoples Three Native Nations: Of the Woodlands, Plains, and Desert<br><br>Poetry-Text Collection: "A Birchbark Canoe" "Ring Around the World" "Midwest" | Pearson Realize Online: The Longest Night (Interactive Text pgs. 4, 8, 14, 24)<br><br>Ready Up! Intervention, Customizable end-of-unit assessments, Interactive texts, Teacher Guides, videos to support language skills | Latin Root Struct, scrib, scrip |
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| Unit 3 | Module  | Essential Questions  | Enduring Understandings  | Goals   | Priority CCSS  | Assessments   | Text Set  | Resources  | Foundational Skills  |
|--------|---|--|--|---|--|---|---|--|--|
| 3      | A<br>(18 Lessons)<br><br><i>Exploring Impact and Effect</i> | How do readers use both literary and informational texts to increase their understanding of a topic? | Readers understand that different types of texts can be used to analyze similar topics and ideas.<br><br>Learners understand that science is a newer method of explaining natural phenomena. | Readers will analyze both literary and informational texts on the same topic.<br><br>Learners will understand that the ways in which people explain natural phenomena have changed over time. | RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | Performance Based Assessment:<br><br>*Students will analyze 2 of the texts they have read; Earthquakes and Quakes!<br>*Students will use information learned to write a response explaining the impact of | Anchor Text: Anatomy of a Volcanic Eruption<br><br>Supporting Texts-Text Collection: A Tsunami Unfolds Escape from Pompeii<br><br>Sleuth: | Teacher Guide (TG) pgs. 1-12<br><br>Implementation Guide: Scope and Sequence-pg 78<br><br>Scaffolded Student Handbook (SSH) pgs 89-109 | Multiple Meaning Words<br><br>Suffixes: ian, ist, ism<br><br>Latin roots: aqua, dict<br><br>Prefixes: im, in |

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|   |  |  |  |   |  | earthquakes on human beings. Students will cite evidence from both texts.   | <p>“The Layering Effect”<br/>“Rocking It”</p> <p>Poetry-Text Collection:<br/>“Instructions for Earth’s Dishwasher”<br/>“Natural Disasters”<br/>“Islands”</p>  | Online Resources, Ready Up! Intervention, Interactive texts, Teacher Guides, videos to support language skills.  |  |
| 3 | <b>B</b><br>(18 Lessons)<br><i>Exploring Impact and Effect</i> | How do readers draw inferences from and analyze text to develop understanding? | <p>Readers understand that specific strategies can be used to help them understand what they need.</p> <p>Learners understand the effects of changes in nature on both the environment and people.</p> | <p>Readers will quote a text directly when drawing inferences from and analyzing the text.</p> <p>Learners will understand the effects of changes on the Earth’s surface.</p> | 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. | <p>Optional-Students Performance Based Assessment:</p> <p>*Students will choose a natural event to research. They will write a news report that explains the effects of the natural event on both living things and Earth.</p> <p>Optional-Check Progress (Foundational Skills)</p> <p>End of Unit Assessment</p> | <p>Anchor Text: Anatomy of a Volcanic Eruption</p> <p>Supporting Texts-Text Collection: A Tsunami Unfolds, Escape from Pompeii</p> <p>Sleuth:<br/>“The Layering Effect”<br/>“Rocking It”</p> <p>“Living With Lava”, “Mount Saint Helens Washington”</p> | <p>Teacher Guide (TG) pgs. 200-211</p> <p>Implementation Guide: Scope and Sequence-pg 79</p> <p>Scaffolded Student Handbook (SSH) pgs 110-129</p> <p>Online Resources, Ready Up! Intervention, Customizable end-of-unit assessments, Interactive texts, Teacher Guides</p> | <p>Greek and Latin prefixes: trans, tele</p> <p>Greek prefixes: amphi, anti</p> <p>Synonyms and Antonyms</p> <p>Words from French</p> <p>Suffixes: ous, able, ible</p> |

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| 4      | A<br>(18 Lessons)<br><br><i>Creating Innovative Solutions</i> | How do readers describe in depth the elements of a story? | <p>Readers understand the elements of narrative texts and how to use them to determine the theme of a story.</p> <p>Learners understand that collaboration often leads to creative solutions.</p> | <p>Readers will analyze a story's characters, setting, theme, problem, and events leading up to a solution.</p> <p>Learners will understand how creativity, cooperation, and innovation can make a difference in people's lives.</p> | <p>RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text.</p> | <p>Performance Based Assessment:</p> <p>*Students will use Lunch Money, Coyote School News, and Max Malone Makes a Million.</p> <p>*Write a compare and contrast response about 2 characters you have read about. Students must choose 2 characters from different texts. Use specific details and examples from both texts to support your answer.</p> | <p>Anchor Text: Lunch Money</p> <p>Supporting Texts-Text Collection: Coyote School News<br/>Max Malone Makes a Million</p> <p>Poetry-Text Collection: "Lunch Money"<br/>"Gold"<br/>"Bronze Cowboys"</p> | <p>Teachers Guide (TG) pgs. 1-11</p> <p>Pearson Realize Online: Lunch Money (Interactive Text pgs. 24, 102, 138, 222)</p> <p>Online Resources, Ready Up! Intervention, Interactive texts, Teacher Guides, videos to support language skills.</p> | <p>Related Words</p> <p>Suffix: -ion</p> <p>Words from German</p> <p>Homographs</p> |

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| 4 | <p><b>B</b><br/>(18 Lessons)</p> <p><i>Creating Innovative Solutions</i></p> | <p>How can readers use text to explain information and ideas?</p> | <p>Readers understand that both literary and informational texts can be analyzed for ideas and information.</p> <p>Learners understand that innovation is important for sustained economic growth.</p> | <p>Readers will use evidence from texts to state and support opinions, ideas, and information.</p> <p>Learners will understand how innovative ideas spark economic growth.</p> | <p>RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> | <p>Optional-Performance Based Assessment:</p> <p>*As a class, brainstorm a list of technology-related innovations that have impacted the economy and changed the way people do things, such as televisions, ATMs, cell phones, etc.</p> <p>*Students will choose one innovation that they feel has had the greatest impact on people’s daily lives. Students will state and support their opinion.</p> <p>Optional-Check Progress (Foundational Skills)</p> <p>End of Unit Assessment</p> | <p>Anchor Text: Using Money</p> <p>Supporting Texts-Text Collection: A Tale of Two Poggles<br/>The Boy Who Invented TV</p> <p>Poetry-Text Collection: “Smart”<br/>“A Last Word About Inventions”<br/>“Homework”</p> | <p>Teachers Guide (TG) pgs. 200-211</p> <p>Pearson Realize Online: Using Money (Interactive Text pgs. 6, 17, 30, 32)</p> <p>Ready Up! Intervention, Customizable end-of-unit assessments, Interactive texts, Teacher Guides, videos to support language skills</p> | <p>Latin roots: gener, port</p> <p>Latin roots: dur, ject</p> <p>Words from French</p> <p>Related Words</p> <p>Greek Roots<br/>Greek and Latin Suffixes</p> |
|---|--|---|--|--|---|---|---|--|---|