Fourth Grade

Fourth Quarter Unit of Study

Inferring Themes

4th Quarter Bundled Standards

Priority Standards Present in this Unit	Supporting Standards Present in this Unit
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. **RL 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text** **L 4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.** **L 4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** **RF 4.3 Know and apply grade-level phonics and word analysis skills in decoding words.** **a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.** **RF 4.4 Read with sufficient accuracy and fluency to support comprehension.** **a. Read grade-level text with purpose and understanding.** **b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.** **c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.** **W 4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.** **W 4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.** **W 4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.**	**RL 4.3 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).** **RL 4.4 Determine the meaning of words and phrases as they significant characters found in mythology (eg., Herculean).** **RL 4.7 Make connections between the text of a story or drama, and a visual or oral presentation of the text.** **RL 4.9 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.** **RI 4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a 4th grade topic or subject.** **RI 4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.** **RI 4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, 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.** **L 4.6 Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).** **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.**

Unit Overview: This unit focuses on drawing inferences from a text and determine the theme of a text. As you plan, consider the variability of learners in your class and make changes as necessary. In order for students to achieve the goals of this unit, it will be critical for teachers to provide common formative assessments throughout this nine week unit. The end of the unit assessment should be completed by May 23rd.

<table>
<tr><td>Unit Name: Language Arts</td><td>Grade Level: Fourth Grade</td></tr>
<tr><td colspan="2">Unit Essential Questions:
How does an author communicate a bigger message through theme?
How does inferring help a reader determine the bigger message in text?
How does a reader determine the information to include in a summary?</td></tr>
<tr><td>Content: What we want students to know and understand (nouns)
Students will know and understand:
Identify a theme is a central, unifying message of a literary work (e.g. story, myth, legend, tall tale, fable, etc.).
Understand a topic is a subject of a literary work.
Understand the concept of inferring
Know themes and topics are revealed by literary elements (e.g., characters, settings, and events in stories).
Identify key details from beginning, middle, and end of a text
Know the purpose of a summary</td><td>Skills: What we want student to be able to do (action verbs)
Student will:
Explain how themes and topics are revealed by characters, settings, and events in stories.
Determine key details of a text
Find evidence to support an inference
Write a summary</td></tr>
<tr><td>Common Formative Assessments (CFA)
(Common formative assessments are aligned assessments within units of study that are collaboratively designed by a grade-level team. CFAs assess student understanding of the particular learning intentions (standards) that the grade level is currently focusing on in a curricular unit of study. CFAs provide valuable feedback regarding what students currently know and “where they need to go next” with regard to the learning intentions for that unit.)
These common formative assessments can be used in teachers text of choice, but make sure that you….
Pre-Assessment: Use the information gained from this assessment to determine your student entry level understanding of the text structures this unit will teach. This assessment is optional and to be used at your discretion.
★ Pre-Assessment Article Option
★ Summarizing and Theme CFA and Pre-Assessment</td><td rowspan="2">Post Assessment
Assessment Protocol:
Assessment Protocol
Link to Writing Protocol

Assessment:
Foundational Skills Assessment - DRA
Assessment Text Link- Story 1
Assessment
Informative Writing Assessment

Rubric:
Post Assessment Teacher Rubric</td></tr>
</table>

• **CFA:** The following CFA can be used after reading any text. It can be used to help determine students current level of understanding in an authentic way throughout the quarter. ★ Summarizing and Theme CFA and Pre-Assessment	

Suggested Purpose Statements:

Social Purpose Statements should be determined per classroom based upon needs.

Learning Progression *All are associated with priority standards; **Bold** Learning Targets are related to the assessed standards.	**Possible Purpose Statements**
I can use my background knowledge and details from the text to make an inference.	C: Activate background knowledge and make a connection with text details. C: Understand making inferences in text. L: I know _____. The text says _____ , so I infer _____.
I can use characters, settings, and events in stories to make an inference about the theme.	C: Understand how characters help reveal the theme of a story. C: Understand how the setting helps helps reveal the theme of a story. C: Understand how the theme is revealed through the events in a story. L: Characters can help reveal the theme by _____. L: The setting can help reveal the theme by _____. L: The events in a story can help reveal the theme by ____.
I can use key details from the beginning, middle and end of a story to write a summary.	C: Identify the key details from the beginning, middle and end of a story. C: Understand how to put key details together to write a summary. L: The key details in the story are _____.

Optional Teacher Resources:

- Teaching Theme in Analysis in Layers
- Close read of The Raft by Jim LaMarche
- Peter Reynold's thoughts
- Inferring Practice
- Interactive Read-Alouds by Linda Hoyt
- Revisit, Reflect, Retell by Linda Hoyt

- Steps to Finding a Theme

Student Text Resources:			Possible Themes
Salt in his shoes-A story about Michael Jordan by Delores Jordan	*Fly Away Home by Eve Bunting*	*Masters of Disaster by Gary Paulsen*	Perseverance, Never Give Up, Positive Mindset
The Dot by Peter H. Reynolds	*Ish! By Peter H. Reynolds*	*Rose's Garden by Peter H. Reynolds*	
Last Stop on Market Street by Matt De La Pena	*The Most Magnificent Thing by Ashley Spires*	*Beautiful Oops by Barney Saltzburg*	Attitudes and Values
The Raft by Jim LaMarche	*Catching Lightning in a Jar by Patricia Polacco*	*The Keeping Quilt by Patricia Polacco*	Family and Love
Mr. Peabody's Apples by Madonna	*The Boy Who Cried Wolf- Aesop*	*Shiloh by Phyllis Reynolds Naylor*	Honesty
A Day's Work by Eve Bunting	*The Empty Pot by Demi*	*Edward Fubwupper Fibbed Big by Berkeley Breathed*	
The Other Side by Jacqueline Woodson	*The Table Where Rich People Sit by Byrd Baylor*	*The Junkyard Wonders by Patricia Polacco*	Acceptance, Tolerance, Bullying
The Widow's Broom by Chris Van Allsburg	*Martin's Big Words by Doreen Rappaport*	*The Hundred Dresses by Eleanor Estes*	
Pink and Say by Patricia Polacco	*The Sandwich Swap by Her Majesty Queen Rania Al Abdullah*	*Wonder by RJ Palacio*	
Mr. Lincoln's Way by Patricia Polacco	*Mr. Falker by Patricia Polacco*	*The Story of Ruby Bridges by Robert Coles*	
The Most Magnificent Thing by Ashley Spires	*Rosie Revere Engineer by Andrea Beaty*	*Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst*	Perseverance
Annie and the Old One by Miska Miles	*Encounters by Jane Yolen*	*The Old Woman Who Named Things by Cynthia Rylant*	Love and Loss
Faithful Elephants by Yukio Tsuchiya	*Ida, always by Caron Levis*	*Raymie Nightingale by Kate DiCamillo*	
Chopsticks by Amy Krouse Rosenthal Scott Magoon	*The Wanderer* by Sharon Creech	Mrs. Wayne's Masterpiece *by Patricia Polacco*	Courage
Chrysanthemum by Kevin Henkes	*Red by Michael Hall*	*A Bad Case of Stripes by David Shannon*	Stay True to Oneself
Stand Tall Molly Lou Melon by Patty Lovell	*The Name Jar by Yangsook Choi*	*Spaghetti in a Hot Dog Bun by Maria Dismondy*	

Pacing: The daily portion of this calendar is present for you to use as a tool to plan if you see fit. The weekly instructional focus would align with the learning progression and is to be used as a guide for pacing, but being responsive to your students needs will ultimately shape your instructional pace.

Weekly Instructional Focus	Monday	Tuesday	Wednesday	Thursday	Friday
Week #1:	**March 12**	**March 13**	**March 14**	**March 15**	**March 16**
Week #2:	**March 19**	**March 20**	**March 21**	**March 22**	**March 23**
Week #3:	**March 26**	**March 27**	**March 28**	**March 29**	**March 30** **Early Dismissal**
Week #4:	**April 2** **Spring Break**	**April 3** **Spring Break**	**April 4** **Spring Break**	**April 5** **Spring Break**	**April 6** **Spring Break**
Week #5:	**April 9**	**April 10**	**April 11**	**April 12**	**April 13**
Week #6:	**April 16**	**April 17**	**April 18**	**April 19**	**April 20**

Week #7:	**April 23** **Professional Day**	**April 24**	**April 25**	**April 26**	**April 27**
Week #8:	**April 30**	**May 1**	**May 2** **Professional Day Early Release**	**May 3**	**May 4**
Week #9	**May 7**	**May 8**	**May. 9**	**May 10**	**May 11**
Week #10	**May 14**	**May 15**	**May 16**	**May 17**	**May 18**
Week #11	**May 21**	**May 22**	**May 23** **Students' Last Day- Early Release**	**May 24**	**May 25**