

Grade: 4th Grade

Unit 6: CONTEMPORARY FICTION

Pacing: 18 Days (15 Instructional Days + 4 Pausing Point Day)

PLC Question: What do we want all students to know and be able to do?

Grade Level Priority Standards:

RL.4.2 (Reading Literature): Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3 (Reading Literature): 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).

W.4.3 (Writing): Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

A: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

B: Use dialogue and description to develop experiences and events or show the responses of characters to situations.

C: Use a variety of transitional words and phrases to manage the sequence of events.

D: Use concrete words and phrases and sensory details to convey experiences and events precisely.

E: Provide a conclusion that follows from the narrated experiences or event

Supporting Standards:

RL.4.1 (Reading Literature): Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

L.4.5 (Language): Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

W.4.1 (Writing): Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

A: 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.

B: Provide reasons that are supported by facts and details.

C: Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).

D: Provide a concluding statement or section related to the opinion presented

Essential Questions:**RL.4.2 and RL.4.3**

- *What do good readers do?*
- *Am I clear about what I just read? How do I know?*
- *Why is determining the theme of a story important for a reader? How do readers use details to help determine the theme? (RL.4.2)*
- *How do specific details in a story or drama develop the narrative elements? How do these details enhance the overall story or drama? (RL.4.3)*

W.4.3

- *What do good writers do?*
- *What's my purpose and how do I develop it?*

Learning Progressions**Previous Grade Level:**

[3rd Grade Standard for RL.3.2](#)

[3rd Grade Proficiency Scale for RL.3.3](#)

[3rd Grade Standard for W.3.3](#)

Grade Level:

Students should know . . .
Students should be able to do . . .

See proficiency scales below
[RL.4.2](#)
[RL.4.3](#)
[W.4.3](#)

Next Grade Level:

[5th Grade Proficiency Scale for RL.5.2](#)

[5th Grade Standard for RL.5.3](#)

[5th Grade Standard for W.5.3](#)

Learning Targets*Learning Targets:*

- **RL.4.2**
 - LT: I can define theme.
 - LT: I can analyze details in a text to determine a theme.
 - LT: I can define summary.
 - LT: I can write a summary using details from the text.

- **RL.4.3**
 - LT: I can identify characters, settings, and events in a story or drama.
 - LT: I can locate sections of a text where characters, settings, or events are described.
 - LT: I can use specific details from the text to describe characters, settings, or events.
- **W.4.3**
 - What makes a good writer?
 - What's my purpose and how do I develop **it**?

Essential Vocabulary

Key Academic Vocabulary:

RL.4.2: theme, summary, infer, drama, lesson, moral

RL.4.3: character, setting, plot, event, drama, infer, problem, resolution; use *WY-TOPP vocabulary/support*

W.4.3: narrative, effective, technique, descriptive, sequences

PLC Question: How will we know when students have learned?

Assessment and Evidence

State Assessments

- WY-TOPP Summative
Grades 3-10
- WY-TOPP Interim
- mCLASS

District Essential Assessments

- End of Unit Assessments
- WY-TOPP Interim
- mCLASS Progress Monitoring

Building/Grade-level/Individual Assessments

- Pre-Assessments
- WY-TOPP Modulares
- Common Formative Assessments
- Classroom Assessment & Evidence
 - WIN assessments
 - Daily Problem Sets
 - Exit Tickets
 - Checklists & Observations
 - Anecdotal Records
- Digital Software Data
- Student Self-Assessment
- Other Assessments:

PLC Question: How will teachers facilitate the learning?

Key Curriculum Resources

Supporting Resources and Instructional

Strategies	
<u>CKLA</u> (use CKLA units, overlay documents, and learning targets as resources) Unit: 6 Contemporary Fiction Lessons w/essential standards: RL.4.1: 1 RL.4.2: 2, 10, 11 RL.4.3: 3, 4, 7, 9, 11 L.4.5: 5 W.4.1: 3 W.4.3: 1, 3, 5, 6, 8, 9, 10, 11, 12 <i>Refer to pacing guides in UCSD #1 folder</i>	<u>Additional lessons needed for standards:</u> (use overlay document and proficiency scales as resources): Build in additional practice for the following standards: RL.4.1 L.4.5 W.4.1 Digital Tools: IXL, Amplify Reading, Newsela, Readworks
PLC Question: What will we do when students have not learned?	
Interventions	
Tier 3 - Intensive - Learning Gaps	Tier 2 - Strategic - Supporting Tier I
PLC Question: What will we do when students have learned?	
Enrichment	