GRADE 4

Unit 6: Literature Circles
Time Frame: 40 days

Learning Targets:

I can use details and examples in a text to explain and draw references.

I can use details to determine the theme of a text.

 I can summarize the text.

I can use specific details from a text to describe a character, a setting, or an event.

I can figure out the meaning of a word and phrases in a text using context clues.

I can make connections between the text and a visual presentation of a text.

I can write using reasons and information to form an opinion.

I can participate collaboratively in a variety of discussions.

I can give a report or oral presentation that is clear and organized for the audience.

Vocabulary for unit

Academic Vocabulary: **summarize, infer, character traits, plot, conflict, resolution, climax, turning point, metaphor, personification, foreshadowing**

Content Vocabulary:

	Common Core State Standard	Assessment	Resources
	Key Ideas and Details: **CCSS.ELA-Literacy.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.	**Literature Circle Role Sheets** **Reader Response Journals**	**Literature Circle Role Sheets** **Stone Fox** **Shiloh** **Sounder** **Open Ended Journal Questions**
	CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	**Literature Circle Role Sheets** **Reader Response Journals**	
	CCSS.ELA-Literacy.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)**.**	**Literature Circle Role Sheets** **Reader Response Journals**	

Craft and Structure: **CCSS.ELA-Literacy.RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean)		
Integration of Knowledge and Ideas: **CCSS.ELA-Literacy.RL.4.7** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.		**Films of Adaptations of Shiloh** **Sounder**
Range of Reading and Level of Text Complexity: **CCSS.ELA-Literacy.RL.4.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.		
Production and Distribution of Writing CCSS.ELA-Literacy.W.4.4		

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)		
CCSS.ELA-Literacy.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.		
CCSS.ELA-Literacy.W.4.9.a Apply *grade 4 Reading standards* to literature (e.g., "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].").		
Range of Writing: CCSS.ELA-Literacy.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**Journal Open-Ended Response**	

	Comprehension and Collaboration: [CCSS.ELA-Literacy.SL.4.1](#) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.	**Observation and integration of higher level thinking questions during discussion groups**	**Reading Group activities Turn and Talk activities**
	[CCSS.ELA-Literacy.SL.4.1.a](#) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.		**Literature Circle Responsibilities Agreement signed by students**
	[CCSS.ELA-Literacy.SL.4.1.b](#) Follow agreed-upon rules for discussions and carry out assigned roles.		**Literature Circle Responsibilities Agreement signed by students**
	[CCSS.ELA-Literacy.SL.4.1.c](#) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.		**Reading Group activities Turn and Talk activities**

CCSS.ELA-Literacy.SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.		
CCSS.ELA-Literacy.SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)		
Conventions of Standard English: **CCSS.ELA-Literacy.L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
CCSS.ELA-Literacy.L.4.1.a Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*)**.**		
CCSS.ELA-Literacy.L.4.1.b Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb		

	tenses.	
	CCSS.ELA-Literacy.L.4.1.d Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*)	
	CCSS.ELA-Literacy.L.4.1.e Form and use prepositional phrases.	
	CCSS.ELA-Literacy.L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	
	CCSS.ELA-Literacy.L.4.1.g Correctly use frequently confused words (e.g., *to, too, two; there, their*).*	
	CCSS.ELA-Literacy.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	
	CCSS.ELA-Literacy.L.4.2.a Use correct capitalization	
	.**CCSS.ELA-Literacy.L.4.2.b** Use commas and quotation marks to mark direct speech and quotations from a text	
	CCSS.ELA-Literacy.L.4.2.c Use a comma before a coordinating	

	conjunction in a compound sentence.		
	CCSS.ELA-Literacy.L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.		
	Knowledge of Language: **CCSS.ELA-Literacy.L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
	CCSS.ELA-Literacy.L.4.3.a Choose words and phrases to convey ideas precisely.*		
	CCSS.ELA-Literacy.L.4.3.b Choose punctuation for effect.*		
	CCSS.ELA-Literacy.L.4.3.c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)		
	Vocabulary Acquisition and Use: **CCSS.ELA-Literacy.L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of		

strategies.		
CCSS.ELA-Literacy.L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.		
CCSS.ELA-Literacy.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings**.**		
CCSS.ELA-Literacy.L.4.5.a Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.		
CCSS.ELA-Literacy.L.4.5.b Recognize and explain the meaning of common idioms, adages, and proverbs**.**		
CCSS.ELA-Literacy.L.4.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).		
CCSS.ELA-Literacy.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).		
	Fluency: **CCSS.ELA-Literacy.RF.4.4** Read with sufficient accuracy and fluency to support comprehension		
	CCSS.ELA-Literacy.RF.4.4.a Read grade-level text with purpose and understanding.		