Camden City School District
Biliteracy Unit Framework
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Grade: 4	Unit# 2	Science

Content Area: Language Arts integrated with Science	**Time Frame:** 6-8 weeks
	Language in which this content area is taught: Spanish
Theme: Forces of Nature	**Language Allocation for this grade:** 50% Spanish; 50% English

Big Ideas:
- I want my students to understand that:
  - Nature is a part of us.
  - Forces of nature can help us, but it can also cause major destruction that could cause harm.
- I want my students to understand that\when reading literary texts, it is important to:
  - Use specific details in the text to describe a character or situation in depth
  - Compare and contrast the point of view from which different stories are narrated in order to write a historical fiction from the point of view of a natural disaster victim.
  - Understand that listening, speaking, reading, and writing about nature require specific academic language.

Standards		
Next Generation Science Standards	Common Core State Standards (CCSS) en Español	Spanish Language Development Standards (WIDA)
ESS3.B: Natural Hazards • A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions). Humans cannot eliminate the hazards but can take steps to reduce their impacts. (4-ESS3-2) *(Note: This Disciplinary Core Idea can also be found in 3.WC.)*	*Reading* • CCSS.ELA-LITERACY.RL.4.1 Se refieren a los detalles y ejemplos en un texto para explicar lo que dice explícitamente el texto y al hacer inferencias del mismo. • CCSS.ELA-LITERACY.RL.4.2 Utilizando los detalles en el texto, definen el tema de un cuento, obra de teatro o poema; hacen un resumen del texto. • CCSS.ELA-Literacy. RL.4.3	• **WIDA. SLD. ESTÁNDAR 1 DLE: El lenguaje social y de instrucción** Emergentes bilingües comunican con fines sociales y educacionales en el marco de la escuela • **WIDA. SLD. ESTÁNDAR 2 DLE: El lenguaje de las artes de lenguaje** Emergentes bilingües comunican información, ideas y conceptos necesarios para el éxito académico en las materias de lengua y literatura • **WIDA. SLD. ESTÁNDAR 4 DLE: El lenguaje de las ciencias naturales** • Emergentes bilingües comunican información, ideas y conceptos necesarios para el éxito académico en el área de contenido de la ciencia

	Describen en profundidad un personaje, escenario o acontecimiento en un cuento u obra de teatro, basándose en detalles específicos del texto (ejemplo: los pensamientos, palabras o acciones de un personaje).	
	• CCSS.ELA-LITERACY.RL.4.4 Determinan el significado de palabras y frases que se utilizan en un texto, incluyendo aquellas que aluden a personajes importantes de la mitología (ejemplo: Hércules).	
	• CCSS.ELA-LITERACY.RL.4.5 Explican las diferencias principales entre poemas, teatro y prosa. Y se refieren a los elementos estructurales de los poemas (ejemplo: verso, ritmo, métrica) y teatro (ejemplo: lista de los personajes, escenarios, descripciones, diálogos, direcciones de escena), al escribir o hablar sobre un texto.	
	• CCSS.ELA-LITERACY.RL.4.9 Comparan y contrastan el tratamiento de temas en textos similares (ejemplo: oposición del bien y del mal) y los patrones de eventos (ejemplo: la búsqueda) en cuentos, mitos y literatura tradicional de diferentes culturas.	
	• CCSS.ELA-LITERACY.RF.4.3	

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	Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras. • CCSS.ELA-LITERACY.RF.4.4 Leen con suficiente precisión y fluidez para apoyar la comprensión. ***Writing*** • CCSS.ELA-LITERACY.W.4.2 Escriben textos informativos y explicativos para examinar un tema y transmitir ideas e información con claridad. • CCSS.ELA-LITERACY.W.4.3 Escriben narraciones que presentan experiencias o acontecimientos reales o imaginarios, utilizando una técnica eficaz, detalles descriptivos y una secuencia clara de los acontecimientos. • CCSS.ELA-LITERACY.W.4.4 Redactan textos claros y coherentes en los cuales el desarrollo y organización son adecuados a la tarea, el propósito y la audiencia. (Las expectativas específicas del nivel de grado para los tipos de escritura se definen en los estándares 1-3 antes mencionados). • CCSS.ELA-LITERACY.W.4.5 Con la orientación y el apoyo de compañeros y adultos, desarrollan y	

| | mejoran el escrito según sea necesario mediante la planificación, revisión y corrección. (La corrección debe demostrar el dominio de los estándares de Lenguaje 1-3, del cuarto grado).
• CCSS.ELA-LITERACY.W.4.6
Con la orientación y el apoyo de adultos, usan la tecnología incluyendo internet, para crear y publicar textos escritos, así como para interactuar y colaborar con los demás, y demostrar dominio suficiente de las habilidades de mecanografía para escribir un mínimo de una página en una sola sesión.
• CCSS.ELA-LITERACY. W.4.8
Recuerdan información relevante de experiencias o recopilan información importante de materiales impresos y fuentes digitales; toman notas, parafrasean, categorizan información y ofrecen una lista de las fuentes de información.
• CCSS.ELA-LITERACY.W.4.9
Obtienen pruebas o argumentos de textos literarios e informativos para apoyar el análisis y la reflexión e investigación.
• CCSS.ELA-LITERACY.W.4.10
Escriben habitualmente durante períodos prolongados (tiempo para la investigación, reflexión y revisión) y | |

	períodos cortos (una sola sesión o uno o dos días) para una serie de tareas. ***Language*** • <u>CCSS.ELA-LITERACY.L.4.1</u> Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo. • <u>CCSS.ELA-LITERACY.L.4.2</u> Demuestran, al escribir, dominio de normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía. • <u>CCSS.ELA-LITERACY.L.4.3</u> Usan el conocimiento del lenguaje y sus normativas al escribir, hablar, leer o escuchar. • <u>CCSS.ELA-LITERACY.L.4.4</u> Determinan y aclaran el significado de palabras o frases desconocidas y de significados múltiples basándose en lecturas de contenido académico de cuarto grado, eligiendo con flexibilidad entre una serie de estrategias. • <u>CCSS.ELA-LITERACY.L.4.5</u> Demuestran comprensión del lenguaje figurado, de las relaciones entre las palabras y de los matices de significado. • <u>CCSS.ELA-LITERACY.L.4.6</u> Aprenden y utilizan con precisión palabras y frases de contexto académico	

| | general y de dominio específico, adecuadas al nivel de grado, incluyendo las que señalan acciones precisas, emociones o estados de ánimo (ejemplo: emocionado, afligido, eufórico) y que son básicas para un tema en particular (ejemplo: vida silvestre, conservación y en peligro de extinción cuando se habla de la protección de los animales).

 Speaking and Listening
 • CCSS.ELA-LITERACY.SL.4.1
     Participan eficazmente en una serie de conversaciones colaborativas (en pares, en grupos, y dirigidas por el maestro) con diversos compañeros sobre temas y textos apropiados al cuarto grado, elaborando a partir de las ideas de los demás y expresando las propias con claridad.
 • CCSS.ELA-LITERACY.SL.4.2
     Parafrasean partes de un texto leído en voz alta o información presentada en diversos medios de comunicación y formatos visuales, cuantitativos y orales.
 • CCSS.ELA-LITERACY.SL.4.4 | |

| | Hacen un informe sobre un tema o texto, cuentan un cuento o relatan una experiencia de forma organizada con hechos apropiados y detalles descriptivos relevantes para sustentar las ideas o temas principales, hablando con claridad y a un ritmo comprensible.

• CCSS.ELA-LITERACY.SL.4.6
Distinguen entre contextos que requieren el uso del español formal (ejemplo: la presentación de ideas) y situaciones donde el discurso informal es apropiado (ejemplo: conversaciones en grupos pequeños). Usan el español formal cuando es adecuado a la tarea y situación. (Ver el estándar 1 de lenguaje del cuarto grado). | |

Content Targets: Language Arts, Science

| **Learning Targets**
Science
Natures Forces
Students will be able to:
• Identify a variety of hazards result from natural processes (e.g., earthquakes, floods, tsunamis, and volcanic eruptions).
• Define why humans cannot eliminate the hazards, but how they can take steps to reduce their impacts. | **Formative Assessments:**
Science
Natural Disasters

Task 1- *Video Observation Guides*
Purpose: To activate prior knowledge and increase comprehension of input |

- Identify and test cause-and-effect relationships in order to explain change.
- Generate multiple solutions to a problem and compare them based on how well they meet the criteria and constraints of the design solution.
- Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans (Assessment is limited to earthquakes, floods, tsunamis, and volcanic eruptions.) Examples of solutions could include:
    - Designing an earthquake-resistant building
    - Improving monitoring of volcanic activity.
- Generate multiple possible solutions to a problem and compare them based on how well each is likely to meet the criteria and constraints of the problem.

Language Arts
Speaking and Listening
Students will be able to:
- Listen to stories and identify key events
- 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.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others

Grouping Format: Whole class instruction, small group interaction, learning partners

Task 2- *Concept/Idea Maps*
Purpose: To increase comprehension, organization, and recall of content learning
Grouping Format: Whole class instruction, individual learning

Task 3- *Word Squares*
Purpose: To increase comprehension of academic vocabulary and study skills
Grouping Format: Whole class instruction, individual or paired activity

Language Arts
Speaking and Listening

Task 4- Using a teacher created rubric for participation in collaborative discussions (that includes the indicators listed on the left, have students individually assess themselves. Us the rubric to engage in conferences with students to support further development.

- Report on a topic or text, telling a story, or recounting an event in an organized, logical manner
- Speak for a variety of purposes

Reading
Students will be able to:
- Closely read texts (questioning, determining importance, looking for patterns) to make meaning of what was read
- Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text
- Closely read a text, looking for key details regarding character, setting, or plot'
- Analyze story elements for literal and inferential meaning
- Determine the meaning of words and phrases in a text
- Identify words that allude to mythological characters (ie: Herculean)
- Identify the narrator's point of view
- Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view
- Identify similarities and differences in themes, topics, and patterns of events among culturally diverse stories, myths, and traditional literature
- Analyze the influence of culture on similar themes
- Read grade-level text with purpose and understanding

Reading
Formative Assessments during the Reading Comprehension section will include teacher anecdotal notes collected during whole group discussions, small group discussion and individual conferences.

Task 5-*K-W-L Charts*
Purpose: To activate prior knowledge and anticipate and confirm future learning
Grouping Format: Whole class instruction, individual reflections, questioning, and summarizing

Task 6- *Reader's Theatre (Black & Stave, 2007)*
Purpose: To develop oral language related to literature and content topics
Grouping Format: Whole class instruction, interactive small groups

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- Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Writing
Students will be able to:
- Orient the reader by establishing a situation
- Introduce a narrator and/or characters
- Use dialogue and description to develop experiences and events
- Show the responses of characters to situations, when appropriate
- Use a variety of transitional words and phrases to manage the sequence of events
- Produce writing that is clear and understandable to the reader
- Focus the organization and development of a topic to reflect the task and purpose
- Practice revising and editing skills
- Use a variety of graphic organizers (story frames, story mountains, story maps)to assist with developing a plan for writing
- Use digital tools

Language
Students will be able to:
- Form and use prepositional phrases
- Use relative pronouns and relative adverbs
- Use correct capitalization
- Use commas and quotation marks to mark direct speech and quotations from a text

Writing
Formative assessments during the Writing section will include teacher anecdotal notes collected during whole group discussions, small group instruction, and individual conferences as instruction is supplied on the writing process.

Task 7- *Cornell Notes (Pauk & Owens, 2010)*
Purpose: To facilitate listening and reading comprehension of class presentation content material
Grouping Format: Whole class instruction, individual learning

Task 8- *H Charts*
Purpose: To increase comprehension through scaffolding a comparison and contrast analysis of content texts
Grouping Format: Whole class instruction

Task 9- *Graphic Organizers for Writing*
Purpose: To scaffold academic writing
Grouping Format: Whole class, small group, individual

Language
Task 10-*Cognates*
Purpose: To support learning of content vocabulary
Grouping Format: Whole class instruction

Task 11- *Key Sentence Frames*

• Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms) • Use knowledge of synonyms and antonyms to broaden vocabulary **Language Development** These targets were chosen in consideration of the tasks students need to engage in as part of this unit. They also connect back to the CCSS for Language that students are expected to master and apply in both speaking and writing.	**Purpose:** To increase use of academic vocabulary **Grouping Format:** Whole class instruction, interactive small groups, learning partners

Building Oracy and Background Knowledge

Possible Sequence of Activities:

- **View Video, take notes, and engage in small group and whole group instruction:**
  - Introduce video on natural disasters and discuss using guided questions. After video is viewed and discussed, the teacher can also read the Big Question: *How do we relate to nature?*
  Video: *Most Brutal Natural Disasters*
  Video: *CNN: Tornadoes, Survivors and the Urgent Need for Disaster Preparedness*

Note: The teacher will have to create a graphic organizer for students to take notes, segment the video, identify questions to ask during specific segments of the video, and create sentence starters for students to use and answer the questions.

- **Introduction of Concept and Question Board:**
  - A concept/question board is a large, interactive bulletin, interactive bulletin board or space in the classroom where new questions and information can be gathered and shared with the entire class. The board is interactive and meant for the students and the teacher to use together. Additionally, students can keep a copy/ personalized one that they add to their notebooks.
- **Jigsaw Reading and You are the Teacher:**
  - Strategically divide students into groups, (reading level in English- ELP level or heterogeneous grouping). Have each group read a text together and complete a graphic organizer to record new information. The purpose of this activity is to further their understanding of the Big Idea, *How do we relate to nature?*
    - ➢ *Volcanoes (Reading A-Z)*
    - ➢ *Tsunami (Reading A-Z)*

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> ➤ *The Big Dangerous Wave (Journeys)*
> ➤ *Nature Destroys, Nature Renews (Journeys)*
> ➤ *Tornadoes (Journeys)*

Formative Assessment: See Task 1-3 in formative assessments described above and teacher anecdotal notes collected during whole group discussions, small group instruction and individual conferences.

Reading Comprehension

Introductory Activities:

LEA (Language Experience Approach)-Engage students in an LEA to summarize the play or video reviewed. Use student's language on the LEA, to shift as if it is written from a specific person/character's point of view. Collaboratively select a character and re-write the LEA (as a whole group or in small groups) from a specific person/character's point of view.

Read Aloud and Responding to Reading

"Dona Flor"

> **Synopsis:** *Dona Flor is a giant who lives in a house as big as a mountain. She is friendly with all the villagers and uses her size to help them out with various tasks. She quiets the wind and saves the villagers from the "mountain lion".*
> - Introduce reading and identify purpose
> - Closely read a text, looking for key details regarding character, setting, or plot'
> - Analyze story elements for literal and inferential meaning
> - Determine the meaning of words and phrases in a text
> - Identify words that allude to mythological characters (ie: Herculean)
> - Identify the narrator's point of view
> - Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view

"The Earth Dragon Awakes"

> **Synopsis:** *Henry is the son of a banker and well-to-do family, and Chin is the son of their houseboy. The Dragon Awakes tells of their struggle to survive the San Francisco Earthquake of 1906. Yep alternates between the two boys stories, and intersperses the story with chapters detailing the historic and scientific details of the devastating disaster in this action packed adventure.*
> - Introduce reading and identify purpose

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- Closely read a text, looking for key details regarding character, setting, or plot'
- Analyze story elements for literal and inferential meaning
- Determine the meaning of words and phrases in a text
- Identify words that allude to mythological characters (ie: Herculean)
- Identify the narrator's point of view
- Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view

"Twisters"

Synopsis: *Twisters is an informational text which describes the effects of tornadoes that passed through Fort Worth, Texas on March 28, 2000, and the damaging aftermath and destruction that the people of Texas were left to deal with.*

- Introduce reading and identify purpose
- Closely read a text, looking for key details regarding character, setting, or plot'
- Analyze story elements for literal and inferential meaning
- Determine the meaning of words and phrases in a text
- Identify words that allude to mythological characters (ie: Herculean)
- Identify the narrator's point of view
- Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view

"Hurricanes"

Synopsis: *Hurricanes gives readers an up-close view of many personal accounts, including the 1938 hurricane that tore through Long Island and New England, and Hurricane Andrew that raged in 1989. She also introduces readers to the latest in technological devices that track and predict these awesome storms. Using riveting details, scrupulously written scientific facts, and a plethora of photographs, Lauber creates a place where readers can begin to understand the many complexities of their natural world.*

- Introduce reading and identify purpose
- Closely read a text, looking for key details regarding character, setting, or plot'
- Analyze story elements for literal and inferential meaning
- Determine the meaning of words and phrases in a text
- Identify words that allude to mythological characters (ie: Herculean)
- Identify the narrator's point of view

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- Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view

"Recovering from Katrina"

Synopsis: This newspaper article is about the damaging effects of Hurricane Katrina, which occurred in 2005.

- Introduce reading and identify purpose
- Closely read a text, looking for key details regarding character, setting, or plot'
- Analyze story elements for literal and inferential meaning
- Determine the meaning of words and phrases in a text
- Identify words that allude to mythological characters (ie: Herculean)
- Identify the narrator's point of view
- Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view

This text should be read aloud to the class and offer opportunities for the students to respond to the text in writing. Additionally, since this text is read aloud to the class, it should be used to model all of the subsequently listed teaching points because it is familiar to all of the students.

Note: Small group instruction and guided practice may be necessary for some students to be able to participate in a whole class read aloud (depending on student's language ability).

Small Group and Independent Reading Text Selection:
Texts for small group instruction and independent practice should be selected. These texts should allow students the opportunity to practice what is modeled.
"Twisters" **Benchmark Universe**
"The Sky is Green" **Benchmark Universe**
"Earth: Fast Changes" **Benchmark Universe**

These texts should be read aloud to the class and offer opportunities for the students to respond to the text in writing. Additionally, since theses texts are read aloud to the class, it should be used to model all of the subsequently listed teaching points because it is familiar to all of the students.

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Formative Assessment: See Task 5-7 in formative assessments described above and teacher anecdotal notes collected during whole group discussions, small group instruction and individual conferences.

Writing

Introductory Activity:
In small groups, have students create a bubble map listing the features of the informational text that they read during the reading comprehension phase of the books. Students should be encouraged to review the stories that they have read and identify the specific features.

Independent Writing
Writing about Reading
- Introduce a topic clearly
- Compose a clear thesis statement
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
- Provide a concluding statement or section related to the information or explanation presented
- Produce writing that is clear and understandable to the reader
- Focus the organization and development of a topic to reflect the task and purpose

Examples:
1. Create a journal entry about your experience living through a natural disaster (ie. hurricane, tornado, and flood)
2. Imagine you are a member of one of the National Guard Reserve units that was deployed to help victims of a tragic natural disaster, Write a letter home to your family describing your experience on the "frontlines".
3. Write a book review of one of the stories we have read; identifying specific details and including evidence to support how the experiences of the people in the natural disasters have impacted you.

Formative Assessment: See Task 8-10 in formative assessments described above and teacher anecdotal notes collected during whole group discussions, small group instruction and individual conferences.

Word Study and Fluency

Word study and fluency must focus on specific skills students need. Therefore, the following are possible strategies that illustrate how to take the context of reading and writing to focus on specific word study areas. Teachers need to be responsive to the needs of their particular students.

Possible Strategies to use:

- ▪ *Key Sentence Frames*
  Purpose: To increase use of academic vocabulary
  Grouping Format: Whole class instruction, interactive small groups, learning partner
- ▪ *Open Sort Tasks*
  Purpose: To increase comprehension of academic vocabulary and increase higher level thinking skills
  Grouping Format: Interactive learning partners
- ▪ *Collaborative Dialogues*
  Purpose: To support the comprehension and use of academic language structures
  Grouping Format: Teacher – Student dialogue

Formative Assessment: See Task 11 in formative assessments described above and teacher anecdotal notes collected during whole group discussions, small group instruction and individual conferences.

Summative Assessment

Summative Assessments are administered at this point, which is considered the end of the unit.

You have read literary and informational text about natural disasters and their impact on society. *(Students choose one task to complete as their Summative Assessment)*

Independent Activity

- Use the Internet to research one of the following volcanoes: Mount Fuji, Mount Rainier, or Mauna Loa. Identify the following information about the volcano they choose: its size, location, the type of volcano, the characteristics it displays, whether it is still active, when it last erupted, and what happened during its last eruption. Present the information in a written report.
- Imagine you are survivor of a natural disaster, write a blog of your experiences going through such a devastating event. Utilize specific information from readings that were discussed in the unit. First-person account of what has taken place during the catastrophic event.

Group Activity

Provide print and Internet resources for groups of students to research a powerful earthquake, volcano, or tsunami. Choose an event and write a newspaper article that includes answers to the five W questions: Who, What, When, Where, and Why. Encourage students to include interesting information they find about humans and other survivors. Have each group prepare an oral and visual report to present along with their article.

The Bridge: Strengthening Bridges between Languages

Format: side by side, diagram, or así se dice
- Review the major concepts in the language of instruction.
- Elicit the major concepts from students in the language of instruction
  a. List them on one side of the chart if doing side by side.
  b. Add words and labels on existing picture or diagram (or draw and label a part of a picture)
  c. As a sentence or paragraph
- Match the major concepts of the other language (or go sentence by sentence for the así se dice)
- Practice the terms (or reading the paragraph for an así se dice) in the new language
- Engage students in the metalinguistic analysis

Metalinguistic Focus
The *Language and Reading Foundational Standards* will be used as the metalinguistic focus for the Bridge. The following is a sample of possible foci for the Bridge. Teachers would use student writing, observations made by students, and the standards/learning targets found above for language and foundational skills as possible foci for the Bridge.
- Morphology – Example: Des/dis – students will identify affixes that have the same meaning in both Spanish and English
- Phonology o f/ph – students will identify the sound /f/ can be written ph in English but only f in Spanish
- Syntax and grammar o The use of accents in words is specific to Spanish
Beginning and end sounds

Extension Activity Standards
Language of instruction: English

Common Core State Standards (CCSS)

Speaking and Listening

- 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. 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.
    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.
    b. Follow agreed-upon rules for discussions and carry out assigned roles.
    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.
    d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- CCSS.ELA-LITERACY.SL.4.2
    Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-LITERACY.SL.4.3
    Identify the reasons and evidence a speaker provides to support particular points.
- 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.

Reading

- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RI.4.2
    Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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- CCSS.ELA-LITERACY.RI.4.3
  Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- CCSS.ELA-LITERACY.RI.4.4
  Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- CCSS.ELA-LITERACY.RI.4.5
  Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- CCSS.ELA-LITERACY.RI.4.8
  Explain how an author uses reasons and evidence to support particular points in a text.

Writing

- CCSS.ELA-LITERACY.W.4.2
  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS.ELA-LITERACY.W.4.3
  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- CCSS.ELA-LITERACY.W.4.5
  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)
- CCSS.ELA-LITERACY.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.

Language

- 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
  - 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.
  a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

Formative Assessment:
Checklist and resources that respect the resources of the two-language learner