

Curriculum Framework for English Language Arts

School: Reach Academy for Girls

Curricular Tool: Various

Grade: 4

Teacher: Word/Campbell

Standards Alignment	Unit Concept Enduring Understandings	Essential Questions Student Learning Targets	Assessments
Unit One: Narrative Timeline: 4 Weeks			
<p>CC.4.RL.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>CC.4.RI.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>CC.4.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CC.4.RF.3 (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.</p> <p>CC.4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>CC.4.W.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>CC.4.W.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>CC.4.W.3.c Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>CC.4.W.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>CC.4.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, group, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on</p>	<p>Readers need to read often to build good habits</p> <p>Writers need to write often to build good habits</p> <p>Readers read a variety of text</p> <p>Readers know what strategies to use while reading</p> <p>Readers use context clues to figure out unknown words</p> <p>Readers read to make personal connections with texts</p>	<p><u>Essential Questions:</u></p> <p>How do stories reveal what we have in common?</p> <p>What do Good Readers Know and Do?</p> <p>How Do Readers and Writers Build Good Habits?</p> <p><u>Learning Targets:</u></p> <p>I can find similarities and differences in story characters, and how they change over the course of a story.</p> <p>I can write a variety of responses to stories and poems using coherent paragraphs.</p> <p>I can explain a text by using specific details and examples.</p> <p>I can summarize using details from the text.</p> <p>I can definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p><u>Formative Assessments:</u></p> <p>Reading Survey</p> <p>Writing Survey</p> <p>Multiple Ways of Learning Survey</p> <p>Words Their Way Vocabulary Assessment</p> <p>QRI Assessment</p> <p>SRI</p> <p>Teacher Observation</p> <p>Web or Map Concept</p> <p>Exit Ticket</p> <p>Visual Displays of Information</p> <p>Read-Write- Pair-Share</p> <p>Response Cards</p> <p>Summary Writing</p> <p>Turn to a Partner – Rally Robin</p> <p><u>Summative Assessments:</u></p> <p>Summer Reading Common Assessment</p> <p>Personal Narrative, scored with the DDOE Narrative Writing Rubric</p>

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<p>others' ideas and expressing their own clearly.</p> <p>CC.4.SL.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. SL.4.1 (b): Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>CC.4.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p>			
<p>Unit Two: Patriotism Timeline: 5 Weeks</p>			
<p>CC4RI2 – Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CC4RI3 – 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.</p> <p>CC4RI6 – Compare and contrast a firsthand and secondhand account of the same event or topic; describe the difference in focus and the information provided.</p> <p>CC4RI7 – 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>CC4RI8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>CC4RI9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>CC4W2b – Develop the topic with facts, definitions, or concrete details, quotations, or other information or</p>	<p>Knowing whether a source is primary or secondary can help readers identify the main idea and the important details.</p> <p>Based on point of view, different sources may have different answers to important questions such as those in the 5 W about the same event.</p> <p>Understanding the 5 Ws allows readers to develop a deeper understanding of the event.</p> <p>A knowledgeable interviewer does his or her homework—investigates the subject to get some background information—in order to have worthwhile</p>	<p>Essential Questions: How do you determine if a source is primary or secondary? How do readers determine the main idea of informational text? How do I pose specific questions on a given topic to gather information? How do I choose concrete details to develop informative writing from an interview? How does an effective writer develop an information-writing piece?</p> <p>Learning Targets: I can identify a source as primary or secondary. I can analyze key details in informational text to determine the main idea.</p>	<p>Formative Assessments: Think-Pair-Share Partners graphic organizer/materials Primary or Secondary? Assessment Paired reading and discussion Key details analysis Exit tickets Anticipation guide and discussion Gallery Walk</p> <p>Summative Assessments: Feature News Article, scored with the DDOE Informational or Explanatory-Based Writing Rubric <i>You are a reporter assigned to interview someone about 9/11.</i></p>

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<p>examples related to the topic.</p> <p>CC4W8 Gather relevant information from print and digital sources.</p> <p>CC4W4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>CC4S/L2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CC4S/L3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>CC4S/L4 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.</p> <p>CC4L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p>	<p>questions for the subject.</p>	<p>I can identify the 5W's in a text.</p> <p>I can analyze key details in informational text to determine the main idea.</p> <p>I can explain why the questions get at <i>important</i> or <i>key</i> information about 9/11.</p> <p>I can develop interview questions that get at important information (key details).</p> <p>I can write a feature article based on responses to interview questions.</p> <p>I can order the information.</p> <p>I can add details so the information makes sense.</p> <p>I can add transition words and phrases.</p> <p>I can properly punctuate quotations.</p>	<p><i>You may choose to interview a teacher, sibling, neighbor, parent, or other relative, etc. You must be prepared to take notes on your interviewee's responses to questions you have planned before the interview. After the interview, you will write a feature article summarizing what you learned from the interview.</i></p>
<p>Unit Three: Opinion/Argumentative/Persuasive Writing Timeline: 6 Weeks</p>			
<p>CC.4.RL.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)</p> <p>CC.4.R.I.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CC.4.W.1 opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>CC.4.W.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which</p>	<p>Readers and writers should recognize persuasive writing/persuasive techniques in all contexts (i.e. pamphlets, commercials, advertisements, speeches, petitions).</p> <p>Persuasive writing comes in various forms, but is</p>	<p><u>Essential Questions:</u></p> <p>What does persuasive writing look like?</p> <p>How can I persuade my audience?</p> <p>How do writers present their opinion and provide supporting evidence to produce a convincing argument?</p>	<p><u>Formative Assessments:</u></p> <p>Conference Note</p> <p>Anecdotal Records</p> <p>Seed Ideas</p> <p>Drafts 1-4</p> <p>Intervention documentation</p> <p>Mid-Unit 2 Assessment: Most Persuasive Commercial Vote</p> <p>Persuasion/Opinion/Argumentation Graphic Organizers</p>

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<p>related ideas are grouped to support the writer’s purpose.</p> <p>CC.4.W.1.b Provide reasons that are supported by facts and details.</p> <p>CC.4.W.1.c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>CC.4.W.1.d Provide a concluding statement or section related to the opinion presented.</p> <p>CC.4.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CC.4.W.2e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>CC.4.W.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>CC.4.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CC.4.SL.2. Paraphrase portions of a text read-aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CC.4.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>always intended to convince the reader of a perspective.</p> <p>Writers use evidence (opinions supported by facts) to build a convincing argument.</p>	<p><u>Learning Targets:</u></p> <p>I can get ideas for persuasive writing.</p> <p>I can use persuasive language like authors.</p> <p>I know the difference between persuasion, opinions, and argument.</p> <p>I can state my position in persuasive writing.</p> <p>I can use details and information to support my opinions.</p> <p>I can organize my persuasive writing.</p> <p>I can use what I know to create a strong persuasive essay</p> <p>I can refute an argument</p> <p>I can write effective leads</p> <p>I can edit and revise my writing.</p>	<p><u>Summative Assessments:</u></p> <p>Final Unit Common Assessment</p> <p>Final Persuasive Writing Piece, scored using the DDOE Rubric for Opinion/Argumentative Writing</p>
<p>Unit: Non-Fiction Biography Timeline: 6 Weeks</p>			
<p>CC.4.RL.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>CC.4.RL.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).</p> <p>CC.4.RI.2. Determine the main idea of a text and explain</p>	<p>Readers develop concepts of a historical period and envision what it was like to live in the past.</p> <p>Readers gather information about the subject, demonstrating insight into his/her</p>	<p><u>Essential Questions:</u></p> <p>How can our society benefit from the understanding how important people of the past helped to shape our present?</p> <p>What can a biography teach us about history?</p>	<p><u>Formative Assessments:</u></p> <p>Notes and Graphic Organizer</p> <p>Students will read a new informational text about a woman in history breaking barriers in their field and then answer evidence-based constructed response</p>

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<p>how it is supported by key details; summarize the text.</p> <p>CC.4.RI.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.</p> <p>CC.4.RI.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.</p> <p>CC.4.RI.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages).</p> <p>CC.4.R.I.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CC.4.R.I.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.</p> <p>CC.4.R.I.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.</p> <p>CC.4.R.I.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.</p> <p>CC.4.R.I.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>CC.4.R.I.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>CC.4.R.I.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>CC.4.R.I.9 Integrate information from two texts on the</p>	<p>personality.</p> <p>Readers recognize how circumstances and relationships impact the life of their subject and those around him/her.</p> <p>Readers determine the importance of the subject to society and one’s own life.</p>	<p><u>Learning Targets:</u></p> <p>I can explain what a text says using specific details from the text.</p> <p>I can interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages).</p> <p>I can read grade-level informational texts proficiently and independently.</p> <p>I can use details and examples to explain explicit information and inferences in informational text</p> <p>I can produce clear and coherent writing that is appropriate to task, purpose, and audience.</p> <p>I can use books, magazines and technology to assist me with research</p> <p>I can edit and revise my writing</p> <p>I can use resource materials to help me determine or clarify the pronunciation and meaning of key words and phrases.</p> <p>I can write an informative text.</p>	<p>Conference Notes</p> <p>Anecdotal Records</p> <p>Drafts 1-4</p> <p>Mid Unit 1 Assessment: Write explanatory paragraph about historical individual and how their life story connects to the texts that have been read</p> <p><u>Summative Assessments:</u></p> <p>Performance Task: Students will collaborate to re-create a historical event featuring a famous individual. Their work will contain a powerful message explaining why their hisotic endeavor should be remembered. Scored with the DDOE Informational Writing Rubric</p>

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<p>same topic in order to write or speak about the subject knowledgeably.</p> <p>CC.4.R.I.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.</p> <p>CC.4.L.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>			
<p>Unit Five: Non-Fiction History Timeline: 4 Weeks</p>			
<p>CC.4.RL.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>CC.4.RI.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.</p> <p>CC.4.RI.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>CC.4.W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>CC.4.SL.3: Identify the reasons and evidence a speaker provides to support particular points.</p> <p>CC.4.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p>Readers read and discuss a variety of fiction and nonfiction texts about revolutionaries from America’s past.</p> <p>Readers describe the differences between firsthand and secondhand accounts in informational text.</p> <p>Readers compare and contrast first- and third-person narrations.</p> <p>Readers describe the chronology of events from early American history.</p> <p>Readers interpret the literal and figurative meaning of idioms.</p>	<p><u>Essential Questions:</u> What life lessons can we learn from historical nonfiction? How is reading Historical Fiction different from other genres?</p> <p>How are the characters' lives different from your own? How is the time period different from the current time period?</p> <p><u>Learning Targets:</u> I can compare historical events. I can write opinion pieces with a point of view, supporting details and provide reasons for my ideas. I can provide reasons, evidence and supporting details for my ideas or opinions during discussions I can determine or clarify the</p>	<p><u>Formative Assessments:</u> Literary graphic organizer Class discussion Response journals Reflection Essay</p> <p><u>Summative Assessments:</u> Vocabulary Assessment Class Almanac Speech, scored with the DDOE Informational Writing Rubric End of Unit Common Assessment</p>

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		meaning of multiple-meaning words and phrases by using a variety of reading comprehension strategies	
Unit Six: Fantasy Timeline: 5 Weeks			
<p>CC.4.R.L.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>CC.4.R.L.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>CC.4.R.L.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).</p> <p>CC.4.R.L.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).</p> <p>CC.4.R.L.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>CC.4.R.L.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>CC.4.R.L.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.</p> <p>CC.4.R.L.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.</p> <p>CC.4.R.L.10 By the end of the year, read and comprehend</p>	<p>Readers analyze text structure (e.g. allegory, symbolism, motif, allusion) to deepen comprehension.</p> <p>Readers visualize the setting and fantastical elements (e.g. quest, archetype), often through rereading and discussion, to aid in comprehension.</p> <p>Readers compare and contrast two (or more) characters, using precise details from the story to support interpretations.</p> <p>Readers infer a theme (e.g. “good triumphs over evil”) and defend it with accurate quotes from the text</p> <p>Novels reflect individual perceptions and perspectives that mirror real life.</p> <p>An individual’s perspective influences his/her perceptions and choices.</p>	<p>Essential Questions:</p> <p>What is the difference between reality and fantasy?</p> <p>How can books that are fun to read also be good literature?</p> <p>How does one’s life situation affect one’s perspective?</p> <p>How does one’s perspective influence one’s choices?</p> <p>How can a choice be both good and evil?</p> <p>How do the choices made by the characters in this novel reflect their varying perspectives?</p> <p>Learning Targets:</p> <p>I can read and discuss science fiction stories and nonfiction science texts about space, robots, and planets.</p> <p>I can compare and contrast the settings, characters, and unusual circumstances among science fiction stories, and discuss the unique nature of this genre.</p>	<p>Formative Assessments:</p> <p>Conference notes</p> <p>Reader’s notebook responses</p> <p>Stand up, Hand up, Pair up</p> <p>Reflection and Journaling</p> <p>Comparing the book to the movie</p> <p>Readers Theater</p> <p>Summative Assessments:</p> <p>Common Assessment Unit Pre-Post Tests</p> <p>Fantasy Story, scored with the DDOE</p> <p>Narrative Writing Rubric</p>

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<p>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.</p> <p>CC.4.R.F.4.a Fluency: Read grade-level text with purpose and understanding.</p> <p>CC.4.W.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 on page 29.)</p> <p>CC.4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>CC.4.W.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.</p> <p>CC.4.SL.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.</p> <p>CC.4.L.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</p> <p>CC.4.L.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>CC.4.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>		<p>I can analyze how a science fiction story evolves over the course of a text, and discuss how this is similar to and different from other novels read.</p> <p>I can write a variety of responses to literature and informational text.</p> <p>I can participate in-group discussions.</p>	
<p>Unit Seven: Inquiry Timeline: 5 Weeks</p>			
<p>CC.4.W.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>Interpret charts to determine key</p>	<p><u>Essential Questions:</u> How can research provide</p>	<p><u>Formative Assessments:</u></p>

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<p>CC.4.4.RI.9 Integrate information from two texts of the same topic in order to write or speak about the subject knowledgeably.</p> <p>CC.4.RI.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.</p> <p>CC.4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>CC.4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>CC.4.W.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>CC.4.W.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>CC.4.W.2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>CC.4.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CC.4.W.2.e Provide a concluding statement or section related to the information or explanation presented.</p> <p>CC.4.RI.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</p>	<p>information.</p> <p>Research and compare to identify cause and affect relationships in text.</p> <p>Writing and research are a process.</p> <p>Research, details, and precision in writing make meaning clear to your audience,</p>	<p>evidence of the past?</p> <p>How can we learn about our past from reading about our earth?</p> <p>How can research help authors to impact readers?</p> <p>How does reading nonfiction influence what we write?</p> <p><u>Learning Targets:</u></p> <p>I can interpret a chart or map.</p> <p>I can identify and use key geographical features on maps.</p> <p>I can determine how physical processes shape the earth's features and patterns.</p> <p>I can determine how density, distribution, and growth rate affected the earth's patterns.</p> <p>I can identify cause and effect relationships between population's distribution and environmental issues.</p>	<p>Anecdotal notes</p> <p>Conferring notes</p> <p>Create a flipbook outlining geographical features of a planet</p> <p>Design a map depicting landforms regions.</p> <p>Running Records</p> <p>Take and organize notes for public speaking</p> <p><u>Summative Assessments:</u></p> <p>After researching informational texts about a subject of their choice, students will write then write a produce an informative report and presentation, scored with the DDOE Informational Writing Rubric</p> <p>Common Assessment for Unit</p>

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text. CC.4.RI.7 Write Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explains how the information contributes to an understanding of the text in which it appears.			