

<p>Mrs. Munchel 4th Grade Reading/L. Arts March Unit Plan</p>	<p>4th Grade CC Standards covered:</p>
<p><b>Content/Concepts/Skills:</b></p> <ul style="list-style-type: none"> <li>• Firsthand vs. secondhand accounts</li> <li>• Writing informational reports- in combination with Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">RI.4.6</a> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</li> <li>• <a href="#">RI.4.3</a> 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.</li> <li>• <a href="#">SL.4.4</a> 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.</li> <li>• <a href="#">SL.4.2</a> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>• <a href="#">W.4.2.A</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.</li> <li>• <a href="#">W.4.2.B</a> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>• <a href="#">W.4.2.C</a> Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</li> <li>• <a href="#">W.4.2.D</a> Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• <a href="#">W.4.2.E</a> Provide a concluding statement or section related to the information or explanation presented.</li> <li>• <a href="#">W.4.6</a> 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#"><u>W.4.7</u></a> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</li> <li>• <a href="#"><u>W.4.8</u></a> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</li> <li>• <a href="#"><u>W.4.9</u></a> Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>• <a href="#"><u>W.4.10</u></a> 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.</li> <li>• </li> </ul>
	<p><b>Critical Questions:</b></p> <p>Can I describe the difference between a first and second hand account?</p> <p>Can I write an information report?</p>
	<p><b>Assessments:</b></p> <p>Daily observations and assignments</p> <p>Pre and Post assessments</p>