

BECOMING RESEARCHERS

GOALS

Enduring Understandings

- **Readers** use point of view in literary text and use reasons and evidence in informational text to better understand what they read.
- **Writers** use evidence and events to depict a person's life.
- **Learners** understand that researchers and scientists adopt specific habits to accomplish tasks.

"Knows"

ESSENTIAL QUESTIONS

How do **readers** consider point of view and author evidence?

How do **writers** use evidence, events, and description to write a biography?

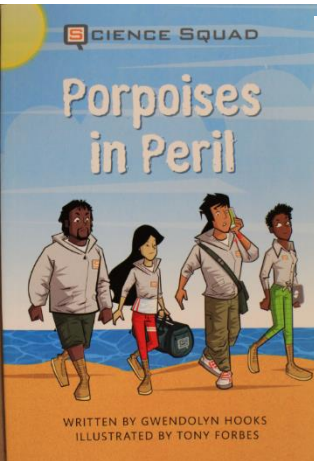
"Dos"

MODULE GOALS

Readers will use point of view and author evidence to understand texts.

Writers will write a biography based on the experiences of a scientist.

EXPLORE CONTENT **Learners** will understand how researchers and scientists do their work.



squad

assignment

contaminated

population

stable

emerged

referring

formulate

rickety

peculiarly

cluttered

snorkeling

temperature

thermometer

vacant

dredged

depths

scrutinize

conducted

disappointed

recognition

precious

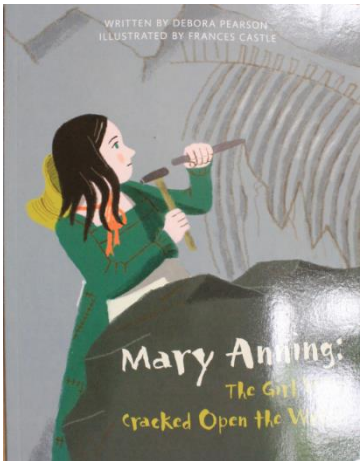
focused

enclosed

evidence

mouthed

dismantle



exposed

lurked

enormous

encased

magnificent

eagerly

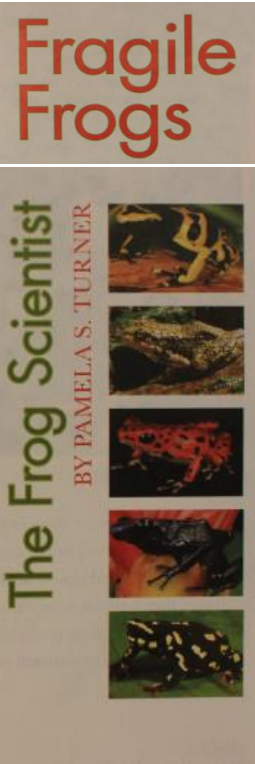
curious

ancient

convinced

plaster

accomplish



international

surveyed

extinction

juvenile

altitudes

native

vulnerable

exposed

Fourth Grade Word Analysis Skills:

- Endings *-ed, -ing*
- Base Words, Endings *-er, -est*
- Suffixes *-or, -er, -ist, -ive, -ness*
- Compound Words

PBA Task

Write a Biographical Spotlight

Informative/Explanatory

Students will complete a short investigative project about a scientist or researcher who has made a difference. They will conduct research and use that information to write a biographical spotlight. **(DOK L2)**

Students will:

- clearly introduce the subject of the biography.
- develop a main idea statement about their subject.
- include facts and details explaining the highlights of life and work.
- organize information logically and clearly link ideas using transition words and phrases.
- provide an effective concluding statement.

BECOMING RESEARCHERS

Enduring Understandings

- **Readers** use information presented in different ways and from different sources to understand a topic.
- **Writers** use organizational structure, specific word choice, and evidence when explaining a topic.
- **Learners** understand that multiple sources and evidence can be used to build ideas and information.

"Knows"

ESSENTIAL QUESTIONS

How do **readers** summarize ideas by using clues from both text and supporting visuals?

How do **writers** research and use ideas from informational texts?

"Dos"

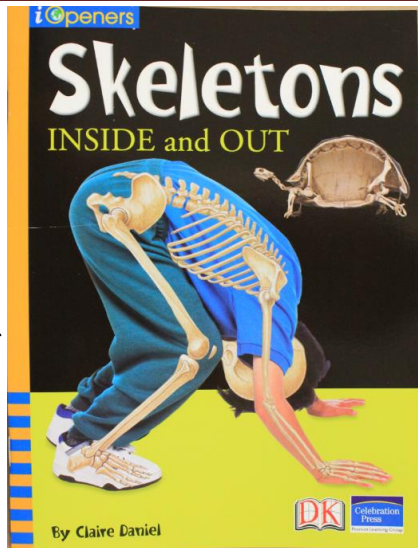
MODULE GOALS

Readers will compare, gather, and synthesize ideas from multiple sources in informational texts.

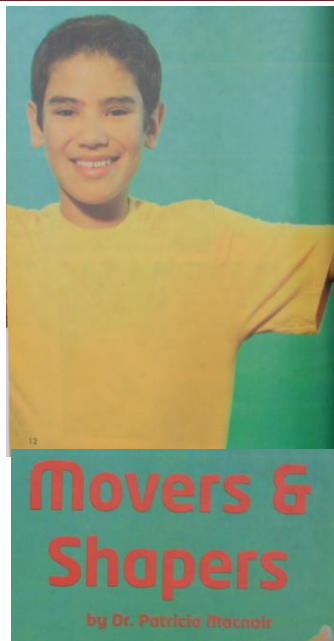
Writers will conduct research based on questions about informational text.

EXPLORE CONTENT **Learners** will identify and use evidence from multiple sources to build an idea.

GOALS



supports	vary
framework	hollow
expand	sturdy
affect	fossils
flexible	ancient
hinge	detach
survive	tissue
spongy	segments
ability	armor



internal	vessels
contract	knitted
shield	fused
rigid	atlas
rotates	
pivot	
artificial	
chambers	



mission	ancestors
legendary	descendants
reputation	reconstruction
portray	
remains	
trenches	
deformed	
fragile	
depiction	

Fourth Grade Word Analysis Skills:

- Compound Words
- Synonyms, Antonyms
- Prefixes *un-*, *in-*
- Words from Other Languages

PBA Description

Create an Infographic

Informative/Explanatory Task

Students will conduct a short investigative project on an animal of their choice and create an infographic that indicates the key features of the animal. Then they will write a supporting introduction and conclusion telling more about the animal. (DOK L2)

Students will:

- Analyze the infographics in the texts they read.
- Research the key features of the animal they chose.
- Clearly introduce their topic and use an infographic to aid comprehension.
- Develop the topic with facts, concrete details, and domain specific vocabulary. Provide a brief conclusion to sum up information.

INTERACTIONS IN NATURE AND CULTURE

GOALS

Enduring Understandings

- **Readers** understand that themes in literary texts can be interpreted from dialogue and descriptions.
- **Writers** understand that dialogue and description reveal character traits and story themes.
- **Learners** understand that cultures interact with and interpret nature in different ways.

“Knows”
ESSENTIAL QUESTIONS

How do **readers** identify themes in literary texts?

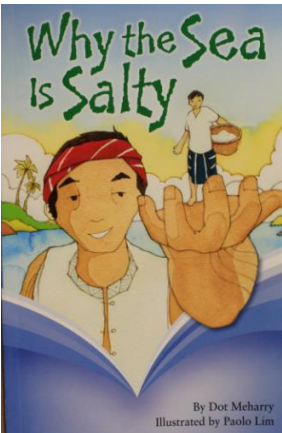
How do **writers** use dialogue and description to develop the theme of a story?

“Dos”
MODULE GOALS

Readers will determine themes in literary texts.

Writers will write clearly and coherently using dialogue and sensory language to enhance characters and develop theme.

EXPLORE CONTENT Learners will understand the interactions between culture and nature.



wounds

tastier

preserve

mined

rough

chamber

crouching

measuring

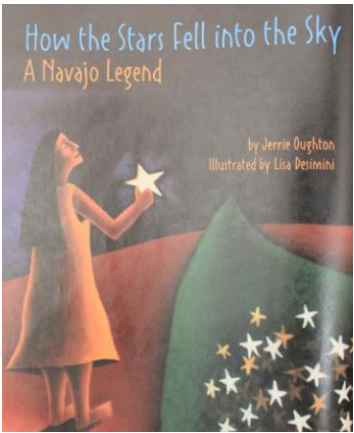
puzzled

eagerly

wriggled

chuckled

plucked



legend

mythology

impatiently

squatting

whine

deliberately

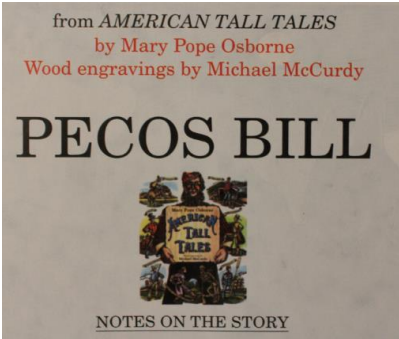
shifting

grumbled

crouching

disarray

haste



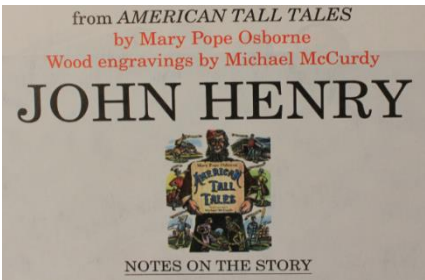
yarns

boastful

unsocialized

desolate

ignorant



regulations

superior

enduring

collapsed

dignity

contestants

billowed

clutched

flagged

Fourth Grade Word Analysis Skills:

- Latin Prefixes *dis-*, *re-*, *non-*
- Compound Words
- Suffix *-ly*
- Unknown words

PBA Description

Write a Tall Tale

Narrative Task:

Students will write a tall tale that includes an element of nature and displays the characteristics of the genre: Larger-than-life characters, a problem solved in a humorous way, and exaggeration of characters and events. (DOK L4)

Students will:

- establish a situation that introduces the narrator and/or characters.
- organize a clear sequence of events using transition words and phrases. Use dialogue, description, and sensory details
- provide a conclusion that makes sense on the event of the tale.

INTERACTIONS IN NATURE AND CULTURE

GOALS

Enduring Understandings

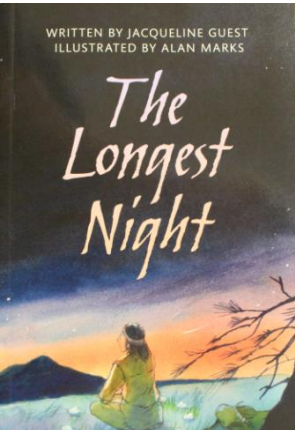
- Readers understand the importance of supporting opinions about various texts.
- Writers understand that they can draw evidence from literary and informational texts to state and support opinions.
- Learners understand the effects of nature and culture on communities.

“Knows”
ESSENTIAL QUESTIONS

How can readers state and support opinions about both literary and informational texts?
How do writers use text evidence to support their opinions?

“Dos”
MODULE GOALS

Readers will state and support opinions to demonstrate their understanding of both literary and informational texts.
Writers will use text-based evidence to state and support opinions.
EXPLORE CONTENT Learners will understand how interactions among communities affect cultures and people.



quest

sacred

warrior

triumph

chanted

shallow

raked

endured

ritual

retrieved

tribute

ancestors

recoiled

serpent

obstacle

vigorously

futile

prey

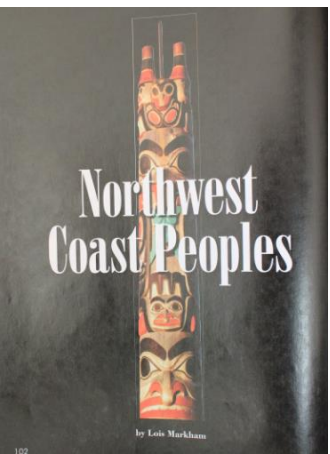
predators

lumbered

gazed

foraged

arrogant



abundance

possessions

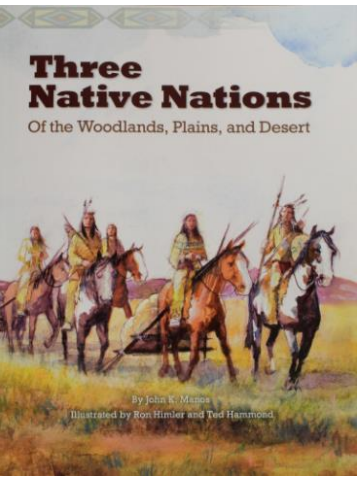
contact

heritage

significant

activists

traditional



alliance

legend

festivals

clan

descendants

reservation

revered

nourished

continent

quill

social

custom

irrigation

fashion

dominated

Fourth Grade Word Analysis Skills :

- Words from Latin
- Greek Roots
- Related Words
- Latin Roots *struct, scribe, scrip*

PBA Description

Write About Native American Cultures

Opinion Task

Students will think about the various Native American cultures they read about. They will then write an opinion essay explaining in which group they would have liked to grow up. (DOK L4)

Students will:

- introduce the topic and state their opinion.
- provide reasons for their opinion and use text evidence to support them.
- provide a conclusion that restates their opinion.

EXPLORING IMPACT AND EFFECT

Enduring Understandings

- Readers understand that different types of texts can be used to analyze similar topics and ideas.
- Writers understand that evidence can be drawn from both literary and informational texts to state and support opinions about a topic.
- Learners understand that science is a newer method of explaining natural phenomena.

“Knows”

ESSENTIAL QUESTIONS

How do **readers** use both literary and informational texts to increase their understanding of a topic?

How do **writers** use evidence from both literary and informational texts to state and support an opinion?

“Dos”

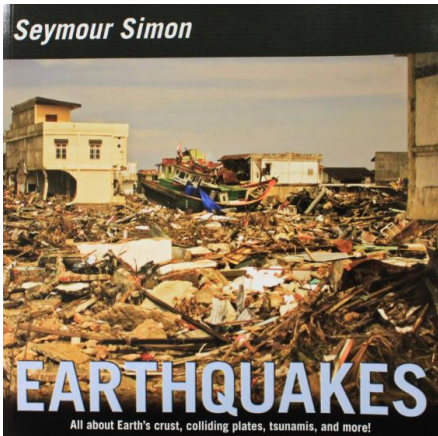
MODULE GOALS

Readers will analyze both literary and informational texts on the same topic.

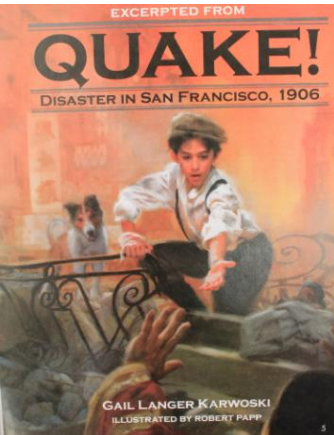
Writers will use evidence from both literary and informational texts to write an opinion essay.

EXPLORE CONTENT Learners will understand that the ways in which people explain natural phenomena have changed over time.

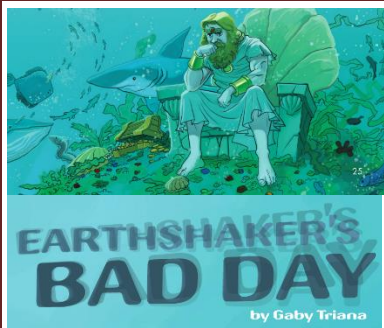
GOALS



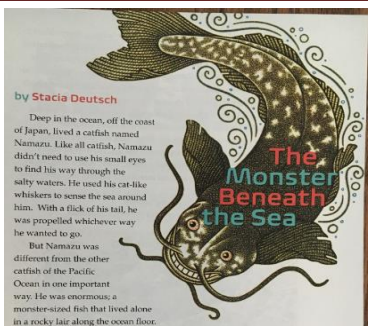
churns	miniature
strains (n)	erupted
stresses (n)	foundations
violent	slightest
vertical	predict
instruments	detect
populated	registers (v)
energy	immense
dense	effects



realized	massive
stampeded	intact
careened	suggestion
aimlessly	balancing
debris	queasy
tensed	grimacing
coaxed	casual
agitated	precaution
frantic	unrecognizable



transport	propelled
summons	commotion
represents	decaying
practical	torrent



Fourth Grade Word Analysis Skills:

- Multiple-Meaning Words
- Suffixes *-ion, -ist, -ism*
- Latin Roots *aqua, dict*
- Prefixes *im-, in-*

PBA Description	Identify Effective Writing
Opinion Task	
<i>Students will</i> analyze two of the texts they have read in this module- <i>Earthquakes</i> and <i>Quake!</i> - and state and support an opinion about which text more effectively portrays the impact of earthquakes on human beings. (DOK L3)	
<i>Students will:</i>	
<ul style="list-style-type: none">introduce the topic and state their opinion.create a clear organizational structure.provide reasons that are supported by evidence from the texts.use linking words to connect their reasons to their opinion.provide a conclusion that summarizes their opinion.	

EXPLORING IMPACT AND EFFECT

Enduring Understandings

- **Readers** understand that specific strategies can be used to help them understand what they read.
- **Writers** understand that research of both literary and informational texts can be used to convey ideas and information.
- **Learners** understand the effects of changes in nature on both the environment and people.

“Knows” ESSENTIAL QUESTIONS

How do **readers** draw inferences from and analyze text to develop understanding?

How do **writers** research and use ideas from both literary and informational texts?

“Dos” MODULE GOALS

Readers will quote a text directly when drawing inferences from and analyzing the text.

Writers will draw evidence from informational texts to support analysis, reflection, and research.

EXPLORE CONTENT **Learners** will understand the effects of changes to Earth's surface.

GOALS



interior

pressure

collide

disruption

originate

expected

volcano

spewed

atmosphere

intervals

occurred

investigations

diverted

benefits

resources

nutrients

residents

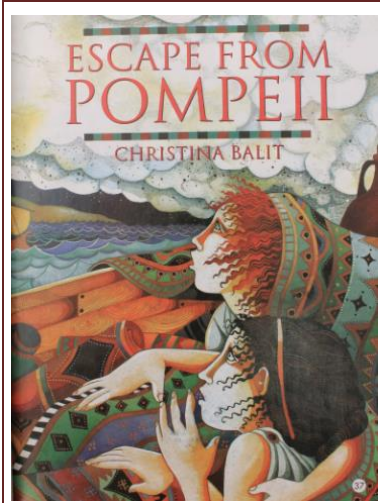
survivors

refuge

contained

experiencing

tremors

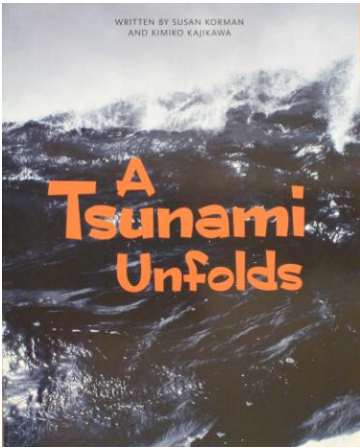


seriously

quivered

anxious

desperately



collapsed

rescue

networks

mistrusted

evacuation

grim

evacuate

scrambling

monitoring

broadcast

crisis

stranded

Fourth Grade Word Analysis Skills:

- Greek and Latin Prefixes *trans-, tele-*
- Greek Prefixes *amphi-, anti-*
- Antonyms, Synonyms
- Words from French
- Suffixes *-ous, -able, -ible*

PBA Description

Write a News Report

Informative/Explanatory Task

Have students choose a natural event to research (for example, a hurricane, flood, eruption). They will write a news report that explains the effects of the natural event on both living things and on Earth. **(DOK L4)**

Students will:

- introduce the topic clearly. Group related information into paragraphs with headings.
- include illustration and other visuals or multimedia, when appropriate to support their writing.
- link ideas using words and phrases such as another, for example, also, and because. Use precise and domain-specific vocabulary.
- provide a strong conclusion.

CREATING INNOVATIVE SOLUTIONS

Enduring Understandings

- **Readers** understand the elements of narrative texts and how to use them to determine the theme of a story.
- **Writers** understand that they can draw evidence from literary texts to analyze and reflect on story elements.
- **Learners** understand that collaboration often leads to creative solutions.

"Knows"

ESSENTIAL QUESTIONS

How do **readers** describe in depth the elements of a story?

How do **writers** use narrative elements successfully when creating stories?

"Dos"

MODULE GOALS

Readers will analyze a story's characters, setting, theme, problem, and events leading up to a solution.

Writers will use story elements to write an original narrative.

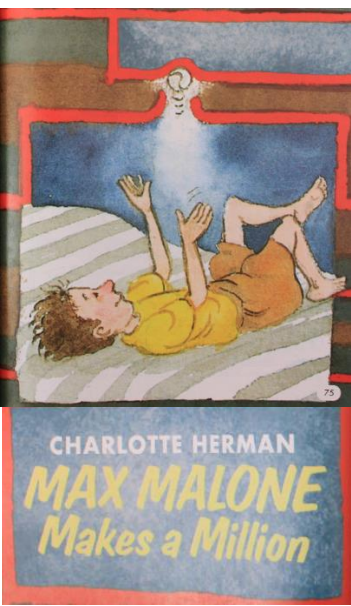
EXPLORE CONTENT Learners will understand how creativity, cooperation, and innovation can make a difference in people's lives.

GOALS



LUNCH MONEY
Andrew Clements
The bestselling author of *Frindle*
Illustrated by Brian Selznick

operation	production	controversy
logically	imitation	agenda
bargain	empire	pioneering
accusing	conceited	confession
chaos	contrast	privilege
illusion	contritely	negotiation
amateur	activate	efficient
profit	irrational	derailed
initiative		



CHARLOTTE HERMAN
MAX MALONE
Makes a Million

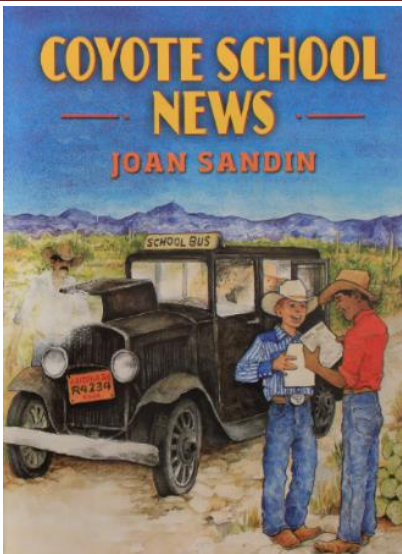
victory

fortune

enveloped

quality

insulted



COYOTE SCHOOL NEWS
JOAN SANDIN

inspection

promoted

contributed

Fourth Grade Word Analysis Skills:

- Related words
- Suffix *-ion*
- Words from German
- Homographs

PBA Description

Narrative Task

Students will write a short story about a character who solves a problem or overcomes a challenge with an innovative solution. **(DOK L4)**

Students will:

- establish a situation, introduce the narrator and/or characters and organize a logical sequence of events.
- use dialogue to develop events and show the response of characters to situations.
- use a variety of transition words and phrases to manage sequence of events.
- use specific sensory details to describe experiences and events.
- provide an effective conclusion that follows from the narrated events.

Write a Short Story

CREATING INNOVATIVE SOLUTIONS

GOALS

Enduring Understandings

- **Readers** understand that both literary and informational texts can be analyzed for ideas and information.
- **Writers** understand that writing uses reasons and evidence to support ideas and information.
- **Learners** understand that innovation is important for sustained economic growth.

“Knows”

ESSENTIAL QUESTIONS

How can **readers** use text to explain information and ideas?

How do **writers** support opinions using reasons and evidence?

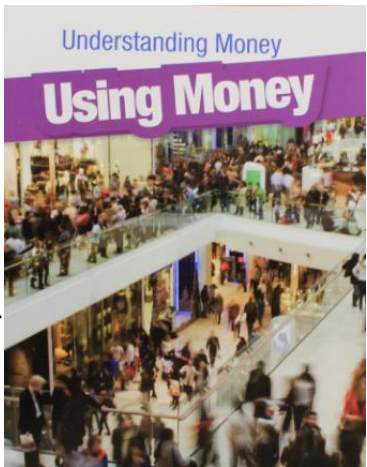
“Dos”

MODULE GOALS

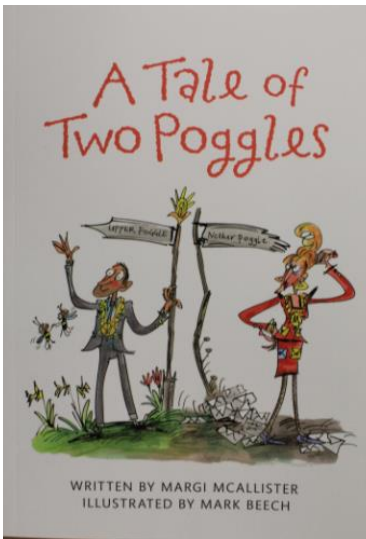
Readers will quote a text directly when drawing inferences from and analyzing the text.

Writers will state and support an opinion with reasons and evidence.

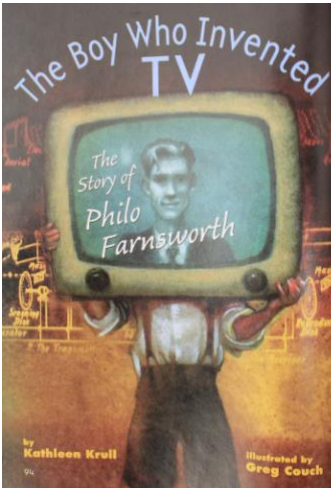
EXPLORE CONTENT **Learners** will understand how innovative ideas spark economic growth.



- | | |
|-------------|---------------|
| value | income |
| allowance | expenses |
| service | purchases |
| charges | oversees |
| current | organizations |
| convenience | research |
| security | scholarships |
| options | resemble |
| cancel | |



- | | |
|---------------|-------------|
| sternly | distinctive |
| scornful | cautiously |
| rotten | persuade |
| grimmer | operate |
| miserable | transform |
| automatically | local |
| revolve | clever |
| enormous | |



- captivated
- inventions
- appealing
- transmitting
- devoured
- revolutionary

Fourth Grade Word Analysis Skills:

- Latin Roots *gener, port, dur, ject*
- Words from French
- Homographs

PBA Description

Opinion Task

As a class, brainstorm as list of technology-related innovations that have impacted the economy and changed the way people do things (TV, ATMs, Cell phones). **Students will** choose one innovation that they feel has had the greatest impact on people's daily lives. **Students will** state and support their opinion. (DOK L4)

Students will:

- introduce the topic clearly and state their opinion.
- create an organizational structure that supports their opinion.
- provide reasons that are supported by facts and details.
- use linking words and phrases such as *for instance, in order to, and because* to connect their reasons to their opinion.
- provide a conclusion that summarizes their opinion.

Write About Innovations