			Assessment					<u>8</u>
Unit and Time Frame	Standards	Evidence of Understanding	Formative	Summativ	Instructional Strategies	Technology Strategies	Diverse Learners	Instructional Shift
September	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. 2. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Students will be able to demonstrate or explain word recognition	Check-List Peer Discussion Peer Check Rubric	Chapter Test Exit slip Quizzes Essay Graphic organizers Reports Diarama Posters Summary	Direct instuction -small group instruction -peer instruction -Model drawing	SmartBoard Smartexchange Smart Notebook Renaissance Learning	incorporate all learning styles and learning abilities. Use interventions when needed as well as peer tutoring. All students will be seviced based on their difentiated needs in each lesson	Shift 6 Vocab
September	1.Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	students will be able to demonstrate or explain poems meaning	Check-List Peer Discussion Peer Check Rubric	Chapter Test Exit slip Quizzes Essay Graphic organizers Reports Diarama Posters Summary	small group instruction -peer instruction -Model drawing - SRA	SmartBoard Smartexchange Smart Notebook Renaissance Learning	incorporate all learning styles and learning abilities. Use interventions when needed as well as peer tutoring. All students will be seviced based on their difentiated needs in each lesson	Shift 3 Complex Text
September- October	 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 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). 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. 	Students will be able to demonstrate/expl ain use of inference, summarize,and draw conclusions from text	Check-List Peer Discussion Peer Check Rubric	Chapter Test Exit slip Quizzes Essay Graphic organizers Reports Diarama Posters Summary	Direct instuction -small group instruction -peer instruction -Model drawing KWL Venn-Diagram	SmartBoard	incorporate all learning styles and learning abilities. Use interventions when needed as well as peer tutoring. All students will be seviced based on their difentiated needs in each lesson	Shift 4 Text based answers
September- October	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).	students will demonstrate and apply knowledge of word meanings to understand text		Chapter Test Exit slip Quizzes Essay Graphic organizers Reports Diarama Posters Summary	Direct instuction -small group instruction -peer instruction -Model drawing Research Technology	SmartBoard Smartexchang e Smart Notebook Renaissance Learning	incorporate all learning styles and learning abilities. Use interventions when needed as well as peer tutoring. All students will be seviced based on their difentiated needs in each lesson	Shift 4 Text based answers
October	Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding.	students will demonstrate and apply knowledge of word meanings to understand text	Check-List Peer Discussion Peer Check Rubric	Chapter Test Exit slip Quizzes Essay Graphic organizers Reports Diarama Posters Summary	Direct instuction -small group instruction -peer instruction -Model drawing Dibels Star Reading AR	SmartBoard Smartexchang e Smart Notebook Renaissance Learning	incorporate all learning styles and learning abilities. Use interventions when needed as well as peer tutoring. All students will be seviced based on their difentiated needs in each lesson	Shift 2 Build Knowledge
September	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.		Check-List Peer Discussion Peer Check Rubric	Chapter Test Exit slip Quizzes Essay Graphic organizers Reports Diarama Posters Summary	Direct instuction -small group instruction -peer instruction paired shared reading	SmartBoard Smartexchang e Smart Notebook Renaissance Learning	incorporate all learning styles and learning abilities. Use interventions when needed as well as peer tutoring. All students will be seviced based on their difentiated needs in each lesson	Shift 2 Build Knowledge