iLit Family Letter

Grade 4, Unit 4

Dear Parent or Caregiver:

In Unit 4 of the iLit program, your child is engaged in many learning activities that support mastery of the English Language Development Standards (ELD Standards) and the Common Core State Standards for English Language Arts (CCSS for ELA). The ELD Standards and the CCSS for ELA are aligned. Accordingly, aligned ELD Standards and CCSS for ELA for this unit of instruction are cited together in parentheses within this letter. ELD Standards are cited first, and CCSS for ELA second.*

During Unit 4, students read the novel *Night of the Twisters* by Ivy Ruckman, award-winning author of books for young readers (PI.4.6; RL.4.10). This novel tells the story of twelve-year-old Dan Hatch, his baby brother, Ryan, and his friend, Arthur. A tornado is about to hit their town, Grand Island, Nebraska, and they have seconds to get to the basement of their home. Seven tornadoes hit the area and cause destruction in the town. The boys survive and go out hoping to reunite with their families. As students read this story, they reflect on how people deal with natural disasters and explore this question: *How do we recover and move on after a disaster?*

Students also read many short fiction and nonfiction texts (PI.4.6; RL.4.10, RI.4.10) in Unit 4. As they read and discuss the unit literature, they cite textual evidence that supports analysis of the texts (PI.4.6; RL.4.1, RI.4.1); use context clues to determine the meaning of unknown and multiple-meaning words (PI.4.6; L.4.4); acquire and use grade-appropriate vocabulary (PI.4.12; L.4.6); and demonstrate an understanding of verbs and verb phrases, nouns and noun phrases (PII.4.3, PII.4.4), figurative language, word relationships, and nuances in word meaning (PI.4.8; L.4.5).

In addition, students evaluate language choices (PI.4.7; L.4.1), choose words to support their opinions (PI.4.11; W.4.1, L.4.1), and identify text structure (PII.4.1; RI.4.5). Students also write an explanatory essay (PI.4.10; W.4.2) and tell a story to an audience (PI.4.9; SL.4.4). In addition, they engage in collaborative discussions on a variety of topics, including the ideas they encounter in the unit literature (PI.4.1, PI.4.5; SL.4.1).

To support your child's learning during this unit, here are some suggestions for at-home activities:

- To help your child expand his or her thinking about the unit theme, discuss types of disasters that have hit or could hit your area. Talk about how the family has prepared or could prepare for them.
- Watch or listen to the news with your child. While doing so, note one or two challenging or unfamiliar words that are used. Ask your child what he or she thinks each word means based on the context in which it was used. Then have your child use a dictionary to check his or her understanding of the word.
- During this unit, your child will be writing an explanatory or informative essay. Ask what the topic of your child's essay is and what information he or she wants to share with an audience. Pose questions about the topic that may stimulate your child to provide more detailed information.

Thank you for your support of your child's learning.

Sincerely,

*To read the cited English Language Development Standards, please refer to the ELD Standards document for your child's grade, which you can access using this link: https://www.wida.us/standards/eld.aspx

To read the cited Common Core State Standards for ELA, please refer to the document "Common Core State Standards, English Language Arts and Literary/History/Social Studies, Science, and Technical Subjects." You can use the following link to access the document: http://www.corestandards.org/ELA-Literacy/

iLit inspireLiteracy

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