

Grade 4

Unit 1 (September 6- November 11)

Reading- In this unit, students think deeply about their characters and learn essential skills such as making inferences, building theories, and learning life lessons by “walking in the shoes” of their characters. At first they learn to live as a character and later they step out of that character’s shoes and reflect and grow big ideas about that character. In order to help students develop their skills at predicting, envisioning, and reading with fluency we first teach students to “wear the shoes of the characters and inhabit the world of the book.” Next, students are encouraged to think deeply about their character’s personality quirks and habits, by considering what a character holds close, the character’s complexities, and the way the secondary characters act as mirrors of main characters. In addition, they learn to infer and develop ideas about character’s traits, motivations, troubles, changes, and lessons. The third portion of this unit shifts children from inferring about characters to interpreting characters and growing theories about them. The goal for this portion of the unit is to have student’s theories build in complexity. Finally, readers think between books, comparing and contrasting characters who play similar roles across several books.

Writing- The first unit of the year will focus on the narrative style of writing, focusing on Realistic Fiction. Within the unit, there are both goals related to the writing process as well as story development. Students work toward writing with greater volume throughout the writing process, and using mentor texts to help them meet their writing goals. Students are taught how to generate ideas, using such methods as thinking about their everyday experiences, and then rehearse their stories before they write to develop character and plot. Small group work is integral to the unit, and centers around the teachings of character and story development and conferring strategies. Students draft both handwritten pieces as well as pieces using appropriate technology

English Language Arts Unit Performance Expectations

Reading Literature	<ul style="list-style-type: none">● 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)● Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.● Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem● Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.● Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations.● Compare and contrast the treatment of similar themes and topics and patterns of events in stories and traditional literature from different cultures.
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	<ul style="list-style-type: none"> • Read and comprehend literature, including stories, dramas, and poetry, at the high end of the grade 4 text complexity band independently and proficiently.
Reading Informational Text	Taught in Unit 2, 3 and 4
Reading Foundational Skills	<ul style="list-style-type: none"> • 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. • Read with sufficient accuracy and fluency to support comprehension. • Read grade level text with purpose and understanding. • Use context to confirm or self correct meaning, rereading as necessary.
Writing	<ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. • Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. • Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. • Use a variety of transitional words, phrases, and clauses to manage the sequence of events. • Use concrete words and phrases and sensory details to convey experiences and events precisely. • Provide a conclusion that follows from the narrated experiences or events • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above. • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • 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. • 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.
Speaking and Listening	<ul style="list-style-type: none"> • Pose and respond to specific questions to clarify and follow up on information, and make comments

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	<p>that contribute to the discussion and link to the remarks of others.</p> <ul style="list-style-type: none">● Paraphrase portions of a text read aloud or information presented in diverse media and formats.● Identify the reasons and evidence a speaker provides to support particular points.● Follow agreed upon rules for discussions and carry on assigned roles.● Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.● Use formal English or informal English when appropriate to task and situation
Language	<ul style="list-style-type: none">● Form and use prepositional phrases.● Use correct capitalization.● Use commas and quotation marks to mark direct speech and quotations from a text.● Use a comma before a coordinating conjunction in a compound sentence.● Produce complete sentences.● Spell grade appropriate words correctly, consulting references as needed.● Choose punctuation for effect.● Determine or clarify the meaning of unknown and multiple meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.● Demonstrate understanding of figurative language, word relationships and nuances in word meanings.● Acquire and use accurately grade appropriate general and domain specific words and phrases● Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Unit 2 (November 14- January 27)

Reading- This unit engages students in the nonfiction reading work highlighted in every iteration of twenty-first-century standards. Students begin by reading far and wide in nonfiction texts, moving from easy texts to more challenging ones. They learn that when expository texts are organized into text structures such as problem/solution or compare-and-contrast, they can use their knowledge of structures to figure out what is and isn't important, becoming readers who, by distilling the main ideas and important points, are able to summarize. Later, children form research teams to delve into topics about extreme weather and natural disasters. Students research a topic, reading across source material to learn about causes and effects of hurricanes, tornadoes, floods, and other disasters. Cross-text synthesis is a focus in this unit, channeling kids to think about how new information can add to or challenge prior knowledge. Then at the end of the unit, students consolidate and apply all they've learned as they explore a related, but different, topic. Students study authorial tone and craft, and practice close reading, comparing and contrasting, and evaluating sources to determine credibility.

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Writing- The Unit Boxes and Bullets: Personal and Persuasive Essay is designed so that students become writers who provide support for a claim in ways that chunk the supportive evidence into logically grouped categories. Writers choose topics that they know well and can write well about in order to ensure the unit is about powerful expository writing and not just research collecting. It is important to push students to truly develop their thinking and to tell students that thought prompts actually push writers to think new things. First writers choose an idea, learn how to write it as a thesis and build the structure and support for an essay. Writers then use transitional words, such as “for instance” “in order to” and “specifically”. In addition, writers should also be able to draw on detailed specifics to support their claims. It is important to teach students that some people divide the world of texts into two categories: narrative and expository. This ensures that students understand the ways narrative and expository (Essay, opinion, persuasive) writing is different from each other. Narrative writing is a story told in a clear sequence of events. It includes a main character, setting, conflict, and resolution. Expository writing is used to inform a reader about a topic. The main goal for this unit is ensuring that personal essays are structured in a main-claim/supportive examples or reasons fashion. This unit starts with students writing flash essays. Once students have a strong foundation in personal essays the unit shifts into persuasive essays, probably written about the same topic as the personal essay. Students draft both handwritten pieces as well as pieces using appropriate technology.

English Language Arts Unit Performance Expectations

<p>Reading Literature</p>	<ul style="list-style-type: none"> ● Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
<p>Reading Informational Text</p>	<ul style="list-style-type: none"> ● Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. ● Determine the main idea of a text and explain how it is supported by key ideas and details, summarize the text. ● 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. ● Determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topic or subject area. ● Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. ● Interpret information presented visually, orally, or qualitatively (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. ● Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. ● Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. ● Explain how an author uses reasons and evidence to support particular points in a text. ● By the end of year, read and comprehend

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	informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading Foundational Skills	<ul style="list-style-type: none">• Know and apply grade level phonics and word analysis skills in decoding words.• 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.• Read with sufficient accuracy and fluency to support comprehension.• Read grade level text with purpose and understanding.• Use context to confirm or self correct word recognition and understanding, rereading as necessary.

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Writing	<ul style="list-style-type: none">• Write opinion pieces on topics or texts, supporting a point of view with reasons and information.• Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.• Provide reasons that are supported by facts and details.• Link opinion and reasons using words and phrases (e.g., <i>for instance</i>, <i>in order to</i>, <i>in addition</i>).• Provide a concluding statement or section related to the opinion presented.• Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.• Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)• With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.• 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.• 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.• Draw evidence from literary or informational texts to support analysis, reflection, and research• 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.
Speaking and Listening	<ul style="list-style-type: none">• Engage effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly.• Paraphrase portions of a text read aloud or information presented in diverse media and formats.• Follow agreed upon rules for discussions and carry on assigned roles.• Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

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	<ul style="list-style-type: none">• Use formal English or informal English when appropriate to task and situation.• Identify the reasons and evidence a speaker provides to support particular points.
Language	<ul style="list-style-type: none">• Use relative pronouns and relative adverbs.• Form and use prepositional phrases.• Use modal auxiliaries (e.g., can, may, must) to convey various conditions.• Order adjectives within sentences according to conventional patterns.• Use correct capitalization.• Use commas and quotation marks to mark direct speech and quotations from a text.• Use a comma before a coordinating conjunction in a compound sentence.• Produce complete sentences.• Use parentheses to enclose clarifying information• Spell grade appropriate words correctly, consulting references as needed.• Choose punctuation for effect.• Determine or clarify the meaning of unknown and multiple meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.• Demonstrate understanding of figurative language, word relationships and nuances in word meanings.• Acquire and use accurately grade appropriate general and domain specific words and phrases.• Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Unit 3 (January 30- March 31)

Reading- In this unit, students practice reading analytically, synthesizing complicated narratives, comparing and contrasting themes, and incorporating nonfiction research into their reading. This can be a beautiful intellectual journey, where the stories sweep children along with their exciting dramas. Each club reads several novels set within a historical time period, supported by researching nonfiction. At the beginning of this unit, readers analyze complicated settings and multiple plot lines, moving up levels of text complexity. They learn to consider how one part of a text is related to other parts, thinking and talking deeply about craft and structure. The next part of the unit shines a light on interpretation, helping students to engage in ambitious intellectual work and building on earlier work on interpreting characters. Later, readers think about how the information from nonfiction texts enlarges their historical knowledge, as well as their understanding of character's struggles, perspectives, and insights. Children learn to think across fiction and nonfiction, across story and history, across the books they have read, and across their own lives.

Writing- The unit of literary essay offers a bridge between reading and writing. Students learn that writing can be a way to not only hold onto one's thinking about a particular subject or text but also to elaborate this thinking. In addition, students become more skilled in opinion writing as they analyze and respond to texts. The goal of this unit is to ensure that students are fluent in essay writing and are prepared to write

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Grade 4: Curriculum Overview

Fall, 2022

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essays at the drop of the hat. This unit starts with students writing a flash essay on day one, and to continue this “drop of a hat” practice throughout the unit continuously revising so that they internalize the form and voice of the literary essay. Since this unit follows the interpretation text sets unit in this reading workshop students work at developing accountable theories about texts. It is important to note that students’ work in partnerships in both reading and writing workshops, and listen to each other’s ideas to notice when a partner says a claim, it is a thesis. Next, these conversations come to include the work of finding and elaborating on evidence, and retelling a part of the story in a way that is angled to show how this part of the story substantiates a claim. The more fluent students become in “speaking essay” the more they internalize the essay writing process and enhance their essay writing skills. This unit starts with quick essays. With students continuously writing or revising another essay every day, so that they become accustomed to writing fluently and with increasing structure, coherency, and precision. Finally, the quick drafts of essays is revised repeatedly, as they learn to incorporate new and more advanced moves into their texts. The final goal is for students to master the essay form with the same ease with which they have mastered personal narrative.

English Language Arts Unit Performance Expectations

Reading Literature	<ul style="list-style-type: none">● Quote accurately from 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, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text● Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text● Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem● Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.● Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.● By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 3-4 text complexity band independently and proficiently.
Reading Informational Text	<ul style="list-style-type: none">● Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.● 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.● Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.● Integrate information from two texts on the same topic in order to write or speak about the subject

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	knowledgeably
Reading Foundational Skills	<ul style="list-style-type: none"> • Know and apply grade level phonics and word analysis skills in decoding words. • 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. • Read with sufficient accuracy and fluency to support comprehension. • Read grade level text with purpose and understanding. • Use context to confirm or self correct word recognition and understanding, rereading as necessary.
Writing	<ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons and information. • Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. • Provide reasons that are supported by facts and details. • Link opinion and reasons using words and phrases (e.g., <i>for instance</i>, <i>in order to</i>, <i>in addition</i>). • Provide a concluding statement or section related to the opinion presented. <p>W4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above. • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • 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. • Draw evidence from literary or informational texts to support analysis, reflection, and research. • 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.
Speaking and Listening	<ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly.

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	<ul style="list-style-type: none"> ● Paraphrase portions of a text read aloud or information presented in diverse media and formats. ● Follow agreed upon rules for discussions and carry on assigned roles. ● Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. ● Use formal English or informal English when appropriate to task and situation. ● Identify the reasons and evidence a speaker provides to support particular points.
<p>Language</p>	<ul style="list-style-type: none"> ● Use relative pronouns and relative adverbs. ● Form and use prepositional phrases. ● Use modal auxiliaries (e.g., can, may, must) to convey various conditions. ● Order adjectives within sentences according to conventional patterns. ● Use correct capitalization. ● Use indefinite pronouns ● Use commas and quotation marks to mark direct speech and quotations from a text. ● Use a comma before a coordinating conjunction in a compound sentence. ● Produce complete sentences. ● Spell grade appropriate words correctly, consulting references as needed. ● Choose punctuation for effect. ● Determine or clarify the meaning of unknown and multiple meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. ● Demonstrate understanding of figurative language, word relationships and nuances in word meanings. ● Acquire and use accurately grade appropriate general and domain specific words and phrases ● Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Unit 4 (April 3- June 14)

Reading- The unit, Reading History: The American Revolution is complicated as it happens in a time and a place the reader has never inhabited, and the characters are entangled in historical and social issues which are related to real historical events. The goal of this unit is for students to emerge from the unit as knowledgeable readers who have learned how to build collective interpretations, know how to listen closely to each other as they read, and know how to carry ideas across time-both in their book discussions and across more than one text. Students focus on interpretation, and paying attention to perspective and point of view in addition to carrying ideas across a text. In the beginning of the unit readers figure out the nature of the setting, including the ways people live, and who the characters are, as well as the relationship the characters have to historical tensions. In addition, students continue to read

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deeply to analyze characters, setting, and events in their stories. They push themselves to determine the relationships between those elements by keeping track of multiple plot lines, unfamiliar characters, and of shifts in time and place. Furthermore, students work towards being able to compare and contrast structure and analyze multiple accounts of the same event on numerous texts of the same time period. Then, they work towards thinking about those complicated themes and how they have recurred in human history and continue to be relevant today. Vocabulary will have a special emphasis, including strategies for learning and using new domain-specific words. You will also teach students to consider new questions and answers about their topics, drawing on their growing knowledge to see how the past and present are connected.

Writing- At the start of the unit, you'll remind students of what they know about writing a basic, boxes and-bullets information text, and then they'll draw on this to write two information chapters, starting with one on the more accessible and general topic, "The American Revolution," and then progressing to one on a more focused topic. The expectation is that students are bringing with them all they know about information writing from previous years and that their work in this portion of the unit will meet the big requirements of the fourth-grade Common Core State Standards (CCSS). For example, they should be able to introduce a topic and group related information and then develop the topic, elaborating with some facts, definitions, and details.

English Language Arts Unit Performance Expectations

Reading Literature	Taught in Units 1, 2 and 3
Reading Informational Text	<ul style="list-style-type: none"> ● Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. ● Determine the main idea of a text and explain how it is supported by key details; summarize the text. ● 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. ● Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>. ● 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>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <ul style="list-style-type: none"> ● 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. ● Explain how an author uses reasons and evidence to support particular points in a text. ● Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. ● By the end of year, read and comprehend

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	<p>informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
Reading Foundational Skills	<ul style="list-style-type: none"> ● Know and apply grade level phonics and word analysis skills in decoding words. ● 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. ● Read with sufficient accuracy and fluency to support comprehension. ● Read grade level text with purpose and understanding. ● Use context to confirm or self correct word recognition and understanding, rereading as necessary.
Writing	<ul style="list-style-type: none"> ● Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ● Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. ● 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 here.) ● 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. ● Conduct short research projects that build knowledge through investigation of different aspects of a topic. ● 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. ● Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). ● 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.
Speaking and Listening	<ul style="list-style-type: none"> ● Engage effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly.

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	<ul style="list-style-type: none">● Paraphrase portions of a text read aloud or information presented in diverse media and formats.● Follow agreed upon rules for discussions and carry on assigned roles.● Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.● Use formal English or informal English when appropriate to task and situation.
Language	<ul style="list-style-type: none">● Use relative pronouns and relative adverbs.● Form and use prepositional phrases.● Use modal auxiliaries (e.g., can, may, must) to convey various conditions.● Use a colon to introduce lists and join sentences● Use correct capitalization.● Use indefinite pronouns● Use commas and quotation marks to mark direct speech and quotations from a text.● Use relative adverbs● Produce complete sentences.● Spell grade appropriate words correctly, consulting references as needed.● Choose punctuation for effect.● Determine or clarify the meaning of unknown and multiple meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.● Demonstrate understanding of figurative language, word relationships and nuances in word meanings.● Acquire and use accurately grade appropriate general and domain specific words and phrases● Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.