

ELA Grade 4

Grade/Subject	Grade 4/ELA
Unit Title	Unit 1: Get THE Message?
Overview of Unit	In this unit, students will understand the importance of paying attention to characters, settings, and events in fiction stories. They will see that readers need to read carefully to better pay attention to what characters think, say, and do. This close reading will in turn aid students in summarizing the key ideas of a text and in figuring out the theme of a story as well. Students will be asked to create a comic strip based on a selected text to portray a theme.
Pacing	6-8 weeks

Essential Questions

- How does reading help us understand our world?
- How does reading closely help us to better understand what we are reading?
- How do the actions of characters and story events make the theme of a story evident?

Core Standards

Foundational Reading (RF)	Reading Literature (RL)	Reading Informational Texts (RI)	Writing (W)	Speaking & Listening (SL)	Language (L)
4.3	4.1		4.4	4.3	4.2
4.4	4.2		4.5	4.4	4.3a
	4.3			4.5	4.3b
	4.4				
	4.7				
	4.9				
	4.10				

ISTE Standards

<http://www.iste.org/standards/nets-for-students.aspx>

1. **Creativity-** The students will demonstrate creativity through the production of their comic strip.
- 6.a **Select and use applications effectively and productively-** For differentiation in the performance task teachers can allow students to create their comic strips using suggested websites

ELA Grade 4

K-U-D

K-U-D	
<p>KNOW <i>Facts, formulas, information, vocabulary</i></p>	<p>DO <i>Skills of the discipline, social skills, production skills, processes (usually verbs/verb phrases) Hint: Use the standards!</i></p>
<ul style="list-style-type: none"> • how to make an inference • how to write a summary • what theme is • how to use text evidence • what significant characters are • character traits • setting of a story • how to use context clues • mythology(myths) • traditional literature • what an allusion is • how to compare and contrast 	<ul style="list-style-type: none"> • read for understanding by making inferences • identify theme of a story, poem, or drama • summarize text • describe characters, settings, and events • choose evidence for support • organize ideas clearly • deliver a presentation to a particular audience • determine meaning of words and phrases that allude to significant characters in mythology • make connections between the text of a story and a visual or oral presentation • compare and contrast similar themes and topics in stories, myths, and traditional literature from different cultures • use rubrics to ensure clear, well developed writing

UNDERSTAND

Big ideas, generalizations, principles, concepts, ideas that transfer across situations

Students will understand that...

- good readers develop a deeper understanding of text by reading closely.
- reading stories with similar topics but different themes can help readers understand that themes are universal.
- themes are big ideas that teach you about life.
- readers support their inferences by referring to explicit details from the text.
- stories are constructed by developing characters, setting, and events.

Vocabulary

Academic Vocabulary

summary, theme, inference, allusions

Domain-Specific Vocabulary

Traditional literature

myths

ELA Grade 4

Vocabulary

Unit-Specific Vocabulary

Drama

Poetry

Prose

Interdisciplinary Connections

Social Studies- Students can read a variety of civil rights texts aligned with the same theme and then compare the themes. Use the 4th grade anthology story, Thurgood Marshall.

Music- Share a variety of songs for students to listen to in order to understand the theme. For example,

ELA Grade 4

Grade/Subject	Grade 4/ELA
Unit Title	Unit 2/Getting to Know Text Structures
Overview of Unit	Students will learn how to use the structure of non-fiction to quickly navigate the text to find important information and key details. They will be exposed to the different text structures in non-fiction and will have the opportunity to practice identifying each structure. Students will be required to read a variety of articles on a similar topic to create an informational zoo sign using the text structures they have learned about.
Pacing	3 weeks

Essential Questions

- How does analyzing and evaluating text structure help a reader to understand and find information?
- How does knowledge of text structure help you as a writer?

Core Standards

Foundational Reading (RF)	Reading Literature (RL)	Reading Informational Texts (RI)	Writing (W)	Speaking & Listening (SL)	Language (L)
4.3		4.1	4.2		4.2
4.4		4.2	4.4		4.6
		4.3	4.5		
		4.5	4.7		
		4.8	4.10		
		4.9			

ISTE Standards

<http://www.iste.org/standards/nets-for-students.aspx>

K-U-D

	DO <i>Skills of the discipline, social skills, production skills, processes (usually verbs/verb phrases) Hint: Use the standards!</i>
KNOW <i>Facts, formulas, information, vocabulary</i>	
<ul style="list-style-type: none"> • Text structure • Chronological order • Compare/contrast 	<ul style="list-style-type: none"> • Identify the overall structure of a passage. • Refer to the text when supporting inferences. • Determine the main idea of a text.

ELA Grade 4

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|---|--|
| <ul style="list-style-type: none">• Problem/solution• Cause/effect• Description• Inference | <ul style="list-style-type: none">• 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. |
|---|--|

UNDERSTAND

Big ideas, generalizations, principles, concepts, ideas that transfer across situations

Students will understand that...

- writers organize their writing using various text structures.
- identifying text structure will aid their comprehension of the text.
- some texts are organized using more than one text structure.

Vocabulary

Academic Vocabulary

- Evidence

Domain-Specific Vocabulary

Unit-Specific Vocabulary

- Text structure

Text-Specific Vocabulary

- Peregrine falcon
- Chinstrap penguin

Suggested Formative Assessment Practices/Processes

Open-ended questions
Formative assessments at the end of each section.
Exit slips after each lesson

ELA Grade 4

Grade/Subject	Grade 4/ELA
Unit Title	Unit 3/Get the Gist
Overview of Unit	In this unit, students will explore non-fiction texts. They will learn to support inferences and ideas from the text with evidence. Learning to identify main ideas and key details will be a focus that will lead to the construction of non-fiction summaries. Students will be asked to use their summarizing skills in creating an informational hall of fame plaque for a famous athlete.
Pacing	4-6 weeks

Essential Questions

- How can specific details from the text help the reader make inferences?
- How can readers summarize important information within informational text?
- How can I use summary writing to inform others about a topic?

Core Standards

Foundational Reading (RF)	Reading Literature (RL)	Reading Informational Texts (RI)	Writing (W)	Speaking & Listening (SL)	Language (L)
4.3		4.1	4.2	4.1	4.1
4.4		4.2	4.4	4.2	4.2
		4.4	4.5	4.4	4.3
		4.10	4.6		4.4

ISTE Standards

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K-U-D

ELA Grade 4

KNOW <i>Facts, formulas, information, vocabulary</i>	DO <i>Skills of the discipline, social skills, production skills, processes (usually verbs/verb phrases) Hint: Use the standards!</i>
<ul style="list-style-type: none">• main idea• key details• summary• inference• context clues• text features	<ul style="list-style-type: none">• Determine the main idea of a paragraph or passage.• Support the main idea with key details.• Make inferences about their reading.• Support inferences using details and examples from the text.• Use context clues and text features to help determine meanings of unfamiliar words.• Summarize informational text including main ideas and key details.
UNDERSTAND <i>Big ideas, generalizations, principles, concepts, ideas that transfer across situations</i>	
<p>Students will understand that:</p> <ul style="list-style-type: none">• they can refer the text to support facts and inferences about the text they are reading.• the main idea is not always directly stated in the text.• key details are the most important facts that support a main idea.• we summarize non-fiction differently than we summarize fiction because of their different text structures.• key details are different from interesting details.• a summary includes only the most important ideas and details.• a summary should be brief.	

Vocabulary

ELA Grade 4

Vocabulary

Academic Vocabulary

Domain-Specific Vocabulary

Unit-Specific Vocabulary

inference
main idea
key detail
summary

Text-Specific Vocabulary

Interdisciplinary Connections

Social Studies: Connecticut Studies Weekly
Science Curriculum: non-fiction readers

Suggested Formative Assessment Practices/Processes

- Main idea pre and posttests
- Non-fiction summary pre and posttests
- Students' highlighted/coded text
- Teacher observations
- Teacher/student conferences
- Exit slips

ELA Grade 4

Grade/Subject	Grade 4 ELA
Unit Title	Take a Stand
Overview of Unit	In this unit, students will learn about and explore point of view. They will learn to use multiple resources to formulate opinion essays regarding a teacher directed topic. They will also practice debating their side of an issue with their classmates. When writing about and debating their opinion, students will be required to provide valid reasons supported by facts and details from various sources. By the end of the unit, students will have to complete a performance task that will have them formulate an opinion essay.
Pacing	4-6 weeks

Essential Questions

- Why is it important to consider both sides of an argument?
- Why do we need to have our ideas informed by multiple sources?
- How does reading other people’s perspectives help you develop a strong stance?

Core Standards

Foundational Reading (RF)	Reading Literature (RL)	Reading Informational Texts (RI)	Writing (W)	Speaking & Listening (SL)	Language (L)
4.3		RI.4.1	W.4.1	SL.4.2	L.4.1
4.4		RI.4.4	W.4.4	SL. 4.3	L.4.2
		RI.4.6	W.4.5		L.4.3
		RI.4.7	W.4.8		L.4.4
		RI.4.8	W.4.9		L.4.6
		RI.4.9	W.4.10		
		RI.4.10			

ISTE Standards

<http://www.iste.org/standards/nets-for-students.aspx>

- nets.s.1.b
- nets.s.2.b

ELA Grade 4

- nets.s.3.b
- nets.s.4.c

K-U-D

KNOW

Facts, formulas, information, vocabulary

- The difference between fact and opinion
- How to compare first and secondhand accounts in writing
- How to compare different points of view
- The process and structure of opinion writing.
- Note taking, paraphrasing, and citing information from different media sources.
- That a point of view is supported with relevant information.
- Information can be presented in various forms of media.
- The importance of considering all points of view of a topic before writing or speaking about it.

DO

*Skills of the discipline, social skills, production skills, processes
(usually verbs/verb phrases)*

Hint: Use the standards!

- Use details from multiple sources to explain and support a point of view.
- Determine relevant words and phrases with a text in order to better comprehend the text.
- Use reading strategies to gain a deeper understanding of text.
- Compare and contrast different point of views within a given topic.
- Use different forms of sources to interpret and present information orally and in written form.
- Write an opinion piece that is organized and includes relevant information.
- Gather relevant information through note taking and paraphrase information from sources.
- Identify and orally present evidence to support a particular point.
- Produce a clear and structured piece with the audience's interest in mind
- With support from peers and adults, use editing conventions to produce a clear piece

UNDERSTAND

Big ideas, generalizations, principles, concepts, ideas that transfer across situations

- Good readers use multiple reading strategies to deepen their understanding.
- Strong writers use multiple sources to drive their research and become better informed about a topic.

ELA Grade 4

Supplemental Materials and Resources

Text

- Scholastic Storyworks
- Weekly Readers
- Time for Kids
- Newspaper/Current Event Articles
- National Geographic

Vocabulary

Academic Vocabulary

Paraphrasing
Relevant
Irrelevant
Perspective
Interpret

Domain-Specific Vocabulary

Opinion
Cite
First hand account
Second hand account

Unit-Specific Vocabulary

Debate

Text-Specific Vocabulary

Interdisciplinary Connections

Social Studies

- Black History Month
- current events
- States and regions
- Explorers
- Historical events

ELA Grade 4

Science

- Force and Motion
- Electricity
- Recycling

Art

- Viewing and interpreting different artwork perspectives.
- Creating artwork from different perspectives.

Suggested Formative Assessment Practices/Processes

- Students' response journals
- Exit slips
- Weekly discussion topics
- Students' written and verbal response.
- Teacher conferences
- Rubric for students to follow.
- Identify elements of an organized text

ELA Grade 4

Grade/Subject	Grade 4/ELA
Unit Title	Unit 5/Reading Closely: Poets and Poetry
Overview of Unit	Students will learn about poetry and poets through the reading of the novel "Love That Dog". As they read, students will explore characteristics of poetry and consider what inspires writers and poets. They will follow the main character as he learns about poetry and begins to write his own. Throughout this unit, students track what Jack is learning about poetry alongside their own learning through these close readings. They also experiment with writing their own poetry inspired by their reading. Students practice summarizing the events in the novel and discuss how the main character's attitude toward poetry begins to change throughout the book. Students will read poetry from various poets and will have group discussion to analyze the poems. This close reading will assist students in writing poems inspired by the poets they have been studying.
Pacing	3-4 weeks

Essential Questions

- What makes a poem a poem?
- What inspires writers to write poetry?

Core Standards

Foundational Reading (RF)	Reading Literature (RL)	Reading Informational Texts (RI)	Writing (W)	Speaking & Listening (SL)	Language (L)
4.4	4.1		4.2	4.1	4.2

ELA Grade 4

	4.2		4.4	4.4	4.3
	4.3		4.5		4.5
	4.5		4.8		
	4.10		4.9		
			4.11		

ISTE Standards

<http://www.iste.org/standards/nets-for-students.aspx>

1.b.Creativity and Innovation

2.a.Communication and Collaboration

K-U-D

<p>KNOW</p> <p>(facts, formulas, information, vocabulary)</p>	<p>DO</p> <p>Skills of the discipline, social skills, production skills, processes (usually verbs/verb phrases)</p> <p>Hint: Use the standards!</p>	<p>UNDERSTAND</p> <p>Big ideas, generalizations, principles, concepts, ideas that transfer across situations</p>
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ELA Grade 4

<ul style="list-style-type: none">● inference● summary● metaphor● similes● character change● verse● stanza● rhyme● rhyme scheme● rhythm● meter● free verse● inspiration	<ul style="list-style-type: none">● read with accuracy and fluency● refer to details in the text to support inferences● describe character, setting and event● explain the structural elements of a poem● explain the meaning of similes in context● refer to structural elements of poetry when writing or speaking about a text● produce clear and coherent writing based on a task● draw evidence from literary texts to support analysis, reflection, and research● engage in discussions effectively	<p>The students will understand:</p> <ul style="list-style-type: none">● poems can be interpreted in different ways● poets are inspired by life experiences● writers can be inspired by other writers● poetry is enhanced by figurative language● students need to make inferences to get meaning from poetry
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Vocabulary

Academic Vocabulary

- inference
- summary
- metaphor
- simile
- verse
- stanza
- rhyme
- rhythm

ELA Grade 4

- meter
- free verse
- inspiration

Interdisciplinary Connections

Listen to a variety of song lyrics and discuss how they are written like a poem

Suggested Formative Assessment Practices/Processes

- Poetry tasks in lessons
- Open-ended responses
- Student poetry journals
- Group discussions
- Mid and end of unit assessments