

FOURTH GRADE LANGUAGE ARTS CURRICULUM

Reading Unit: Bullying		Pacing Guide: September–November
Essential Questions	Enduring Understandings	Benchmark Assessment(s)
<ul style="list-style-type: none"> • What are my responsibilities as a student during Guided Reading Stations? • How can I figure out new vocabulary words while I'm reading? • What elements are included in fiction texts? • How can I relate what I am reading to the real world? • How do I determine a theme of a story from details in the text? • How do I summarize fiction text? • How do I determine the main idea of a text and explain how it is supported by key details? • How do I engage in collaborative discussions with peers, building on others' ideas while clearly expressing my own? • How do I come to discussions prepared, and ready to explore ideas while exchanging dialogue? 	<ul style="list-style-type: none"> • I can work independently during Guided Reading Stations. • I can use context clues to figure out the meaning of unknown words. • I can describe the characters, setting, or events of a story using textual evidence. • I can make connections between what I read and the real world through text connections. (text-to-text, text-to-self, text-to-world) • I can determine the theme of the text by using clues the author provides while reading and from my own background knowledge. • I can summarize fiction text by including all important information, such as characters, setting, problem, and solution. 	<ul style="list-style-type: none"> • SWBAT participate actively in group discussions to show they have read and understand the assigned text. Students will use information from the text to support their answers, follow the classroom rules of discussion, ask and answer questions, and express their own ideas. Students should also put information from the text in their own words. This will be assessed using a grade level checklist. (SL.4.1, SL.4.2) • SWBAT produce a visual display (Story Tree) that includes the important characters and a minimum of 3 traits describing them with evidence from the text, the setting of the story including time and place, a summary of the text including the theme or lesson learned, and a minimum of 3 text connections. This will be assessed using a grade level rubric. (RL.4.3, RL.4.4, RL.4.10, RI.4.2, RI.4.4, SL.4.4, SL.4.5)

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	<ul style="list-style-type: none"> • I can determine the main idea of the text and support it using key details. • I can actively participate in collaborative discussions by sharing my ideas and being respectful of others thoughts and ideas. 	
Suggested Activities		
<ul style="list-style-type: none"> • Introduce bullying themed novels by sharing the covers, blurb, and book trailer, found on youtube. Discuss what students already believe to be true about bullying and friendship. • Interactive Notebook for the following: Making Inferences (p39-41), Theme (p42-46), Summarizing (p47-49), Character Traits (p50-52), Setting (p53-55), Plot (p56-57), Point of View (p68-69), Text and Visuals (p70-73), Make Connections (p76-79), Visualization (p80-83) • Making Inferences Lessons: Pixar Shorts videos-Watch videos and complete teacher created sheet, "What's in my bag?" Show students items from a purse or backpack and discuss what it says about that person using clues and prior knowledge. • Readers' Theater - Type one chapter of a guided reading novel as a skit, including a narrator along with the known characters from the text. Students can revisit a text in their small group, each having a special part. • Summarizing Lessons: Use Interactive Notebook "hand" to summarize fiction text. Follow the outline for "Somebody, wanted, but, so, then" to write a brief summary. Model with class using a short fiction text. Using high-lighters or colored pencils underline the characters with red, setting with blue, problem with yellow, and solution with green. Use the information to complete the "Summary Hand" and write in paragraph form. • Character Trait Lessons: In small groups, have students brainstorm words to describe their teacher. Each group must come up with a minimum of 5 words, each word on a separate index card. After the list is composed the students must write down something the teacher does that would "prove" the chosen trait on the back of the index card. For example, if a student chose the trait of smart they may write that "the teacher always knows the answers to all of our questions". Collect the cards. Read the "evidence" to the class. Each student will use a whiteboard to write down what trait they think would describe the action read. • Setting Lessons: Use the Interactive Notebook for Setting. The setting of a story is the "when and where" the story takes place. There can be more than one setting in a story. • Text-to-Self Connections Lessons: Using the mentor text <u>My Rotten Red-headed Brother</u> by Patricia Polacco, model making text-to-self connections. Read the book aloud to the students and model a "think aloud". For example, "This character has an older brother who likes 		

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to tease her. I wonder if there is anything I have in common with this character? Well, I have an older brother and he used to tease me when we were younger. That could be a text-to-self connection. I am going to write that on a post-it and put it on this page in the book.” Continue reading the book, asking students to make text-to-self connections during the reading. They can write down their connections, share with the group, or whisper to a partner when directed to do so. (Questions to ask: What does this story remind you of? Can you relate to the characters in the story? Does anything in this story remind you of anything in your own life?)

- Text-to-Text Connections Lesson: Provide students with two fiction passages. Choose passages where students can easily see the connections to the text. (Questions to ask: What does this remind you of in another book you have read? How is this text similar to other things you have read? How is this text different from other things you have read?)
- Text-to-World Connections Lesson: www.readwritethink.org LESSON: Guided Comprehension: Making Connections Using a Double-Entry Journal (Questions to ask: What does this remind you of in the real world? How are events in this story similar to things that happen in the real world? How are events in this story different from things that happen in the real world?)
- Context Clues Lessons: Create a Smart Notebook with sentences on each slide. Each sentence should have a made up word and enough information in the sentence to figure out the meaning of the made up word by using context clues. For example: “The graceful BUNDERTOL swam up the river trying to avoid the hooks in the water.” The word “bundertol” might mean “fish” based on the clues in the text. Have students write their responses on their whiteboards. Remind them that they need to defend their answers with evidence from the text. After students have a response written, allow groups to compare answers and explain why.

Reinforcement	Enrichment
<ul style="list-style-type: none"> • Work with a partner or group to create a “Story tree” to outline the characters, setting, plot, and text connections. • Provide outline/checklist of expectations for “Story tree”. • Perform a scene from their novel with their Guided Reading group. • Use www.dictionary.com to check for understanding of vocabulary. 	<ul style="list-style-type: none"> • Students can make a digital presentation using Google Slides, including a predetermined number of character traits or known skills. • Peer proofreading and editing writing. • Use a minimum of 3 character traits, but include more than one character. • Write an alternate ending for their story. • Create a comic strip of a major event from their novel including dialogue. • Write a Reader’s Theater script of a major event from the novel. This must include a problem and solution from the text.
Materials and Resources	Other Assessments
<ul style="list-style-type: none"> • Copies of the following novels: <ul style="list-style-type: none"> ◦ <u>Jake Drake, The Bully Buster</u> by Andrew Clements (O) 	<ul style="list-style-type: none"> • Running record of individual student’s oral reading • Teacher observation of student participation in guided reading

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<ul style="list-style-type: none"> ○ <u>Fourth Grade Rats</u> by Jerry Spinelli (Q) ○ <u>Bridge to Terabithia</u> by Katherine Paterson (T) ○ <u>Loser</u> by Jerry Spinelli (U) ○ <u>The Wednesday Wars</u> by Gary D. Schmidt (Y) ○ <u>Skinnybones</u> by Barbara Park (read aloud) ○ <u>My Rotten Red-Headed Brother</u> by Patricia Polacco (text-to-self connections mentor text) ● Suggested Stations: Word Study, Grammar, Vocabulary, Nonfiction Response ● Laminated copies of directions/expectations of each station ● Post-its ● High-lighters ● Reading Notebooks (1 per student) ● Scissors ● Glue sticks/white glue ● Interactive Notebook copies ● Marble composition notebooks (1 per student) ● crayons/ colored pencils ● Index cards ● Copies of non-fiction text and/or articles ● laminated copies of RACER strategy cards 	<p>group discussions</p> <ul style="list-style-type: none"> ● Completion of weekly assignments of “Before, During, and After” activities ● Completion of reading notebook station assignments ● One-on-one conferences ● Anecdotal notes listing specific student strengths/weaknesses
Suggested Websites	Suggested Materials
<ul style="list-style-type: none"> ● www.brainpop.com (Context Clues, Dictionary and Thesaurus, Main Idea, Paraphrasing, Reading Skills, Theme) ● www.discoveryeducation.com ● www.readwritethink.org ● www.readworks.org (Free reading passages) ● www.newsela.com ● www.dictionary.com ● www.funbrain.com (games) ● www.mrnussbaum.com (games) ● www.knowledgeadventure.com (games) ● www.youtube (book trailers) 	<ul style="list-style-type: none"> ● <u>Watchdog and the Coyotes</u> by Bill Wallace ● <u>Stone Fox</u> by John Reynolds Gardiner ● Whiteboards for each student ● Dry-erase markers ● Dry-erasers or tissues ● large, white poster board (1 sheet per student) ● Storyworks magazine copies

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Standards

RL.4.3. 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).

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

SL.4.1. 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.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Cross-Curricular Connections

21st Century Skills

- *CRP2: Apply appropriate academic and technical skills*
- *CRP4: Communicate clearly and effectively and with reason*
- *CRP6: Demonstrate creativity and innovation*
- *CRP8: Utilize critical thinking to make sense of problems and persevere in solving them*

Technology

- *8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems*
- *8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures*
- *8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue*

SEL

- *Relationship Skills: Utilize positive communication and social skills to interact effectively with others*
- *Responsible Decision-Making: Develop, implement and model effective problem solving and critical thinking skills*
- *Social Awareness: Demonstrate an awareness of the expectations for social interactions in a variety of settings*
- *Self-Management: Recognize the skills needed to establish and achieve personal and educational goals*
- *Self-Awareness: Recognize the importance of self-confidence in handling daily tasks and challenges*

Reading Unit: Biographies/Lit Circles

Pacing Guide: November–January

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Essential Questions	Enduring Understandings	Benchmark Assessment(s)
<ul style="list-style-type: none"> How do I engage effectively in a range of collaborative discussions with classmates, building on others' ideas and expressing my own ideas clearly? How do I come to discussions prepared and ready to explore ideas for discussion? How do I follow agreed-upon rules for discussions and carry out assigned roles? How do I ask questions to check understanding of information presented, stay on topic, and link my comments to the remarks of others? How do I report on a topic with appropriate relevant facts and speak at an understandable rate? How do I know when to use formal and informal English when speaking? How do I compare the point of view from which a story is told and know the difference between first- and third-person narrations? How do I determine the 	<ul style="list-style-type: none"> I can share thoughts and ideas during collaborative discussions by being respectful of others' ideas and listening to my peers. I can come prepared to discussions by having my reading and assignments completed and having all materials necessary. I can follow the classroom rules for group interaction and participation, as well as set a good example for my classmates to follow. I can ask questions during discussions to check for understanding and link the questions to my own comments and views relevant to the topic. I can practice how to use formal and informal English when speaking during a variety of guided reading group and 	<ul style="list-style-type: none"> SWBAT create an interactive slide presentation (minimum of 7 slides) including the following: At least 10 facts about their chosen famous black American (1. birthday 2. date of death, if no longer living 3. personal life 4. achievements 5. family 6. education 7.-10. fun facts); At least 5 relevant images with captions; A quote from their chosen individual; An explanation of what they have learned through researching this individual or how it has impacted them personally; A citation slide including at least three credible sources; one being a book. Slides should include formatting, illustrations, and multimedia when useful to aiding comprehension. (RI.4.7, SL.4.2, SL.4.3, SL.4.4, SL.4.6, W.4.2.) SWBAT participate actively in collaborative discussions with peers during Literature Circles by sharing their weekly jobs based on their chosen biography. Students will self-assess their participation weekly, as well as be assessed by the teacher using a checklist.(SL.4.2, SL.4.3, SL.4.4, SL.4.6)

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<p>main idea of informational text and summarize the text using key details?</p> <ul style="list-style-type: none"> • How do I determine the meaning of domain-specific words in a text? • How do I integrate information from two texts on the same topic in order to write and/or speak about the subject with knowledge? • How do I read with accuracy and fluency to support comprehension? 	<p>whole group discussions.</p> <ul style="list-style-type: none"> • I can identify when a story is told in first- and third-person point of view depending on the voice and pronouns used by the narrator of the story. • I can determine the main idea of informational texts and use key details from the text to summarize the information. • I can explain events in nonfiction chronologically based on information in the text. • I can determine the meaning of domain-specific words in a text by using context clues from the text. • I can integrate information from numerous texts on the same topic through note-taking in my reading response journal in order to write and speak about the subject. • I can read at an appropriate rate, speed, 	
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	and tone in order to support my understanding.	
Suggested Activities		
<ul style="list-style-type: none"> Interactive Notebook pages for the following: Making Inferences (p85-87), Main Idea (p88-91), Summarizing Nonfiction (p92-94), Informational Text (p95-97), Words and Phrases (p98-100), Text Structures (p101-102), First and Secondhand Accounts. (p103-105), Text Features (p106-109), Reasons and Evidence (p110-112), Combining Texts (p113-115), Determining Importance (p116-117), Synthesizing (p118-119) Black History Internet Scavenger Hunt - Print out copies of the Black History Internet Scavenger Hunt for 4th graders or under for partnerships. Students research each famous Black American and complete the scavenger hunt. Biography Lesson: The teacher will post a timeline of their life on the Smartboard including the following: birth date, education, and a minimum of 3 other important events in their life, such as marriage, birth of children, and date they became a teacher at our school. Discuss the difference between first-person and third-person. Students write a paragraph to create a brief biography of their teacher. If necessary, provide students with an outline of a paragraph where students can add important information, such as dates. Biography Lesson: Students will interview a partner about their life. They must include birthdate and place, family, and at least 3 important events in their life. After the partners interview each other, they will write a paragraph about their partner to create a brief biography. A similar process can be completed for autobiographies by asking students to answer the questions about their own lives and write a brief paragraph to create an autobiography. First and Secondhand Accounts: Post two brief paragraphs on the Smartboard in a split screen so students can see the paragraphs side by side. After completing the Interactive NB for Firsthand and Secondhand Accounts, compare the two posted paragraphs. A printed copy may also be distributed to the students. Students work in a small group to discuss the main difference between the two paragraphs. As a class, identify key words that give clues as to whether the passage is a firsthand account or a secondhand account. Main Idea Lessons: Share a nonfiction paragraph on the board. On their white boards, students write down what they think the main idea of the paragraph is. Discuss how the students knew what the main idea was. The main idea is usually introduced in the first sentence of a paragraph or first paragraph of a text, but not always. Share another nonfiction paragraph on the board, but be sure that the main idea is not shared in the first sentence. Main Idea Lesson: Type several nonfiction paragraphs and make several copies. Cut the sentences separately. Place in Ziploc bags. In partners or small groups, provide students with a bag of sentences. Students work to put the sentences in the correct order to make a paragraph. Glue onto paper and high-light the topic sentence which includes the main idea of the paragraph. Summarizing Nonfiction Lesson: Use the Interactive Notebook pages for "Summarizing Nonfiction". The summary includes five fingers for the summary: Main idea, detail, detail, detail, closure. In small groups, provide students with nonfiction text or use articles from www.newsela.com. Students use the five finger method to summarize the text and write a paragraph. Text Structures Lesson: Use Interactive NB for Text Structures. In small groups, students go on a "Book Hunt" to find each of the 		

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following text structures: graphics, charts, timelines, diagrams, and captions. Provide students with a variety of nonfiction books to help them locate each of the text structures. Record the book title, author, page number, and description of the text structure.

- Text Structures Lesson: Distribute Time for Kids and/or National Geographic Magazines to students. Students cut out examples of each of the text features and glue them into their Interactive NB to use as a reference of samples.
- Determining Importance Lesson: Complete Interactive NB for Determining Importance. Post the following questions on the board: I want to remember_____, _____ is interesting because _____, What's most important is _____. Students read a nonfiction article (Time for Kids Magazine, National Geographic Magazine, Studies Weekly, or www.newsela.com) with a partner. Distribute index cards to students. Students read the article together, high-lighting important information. After reading, the students use the three sentence starters to determine what is important in the article. Share and discuss with the class.
- Lessons for the Informational Writing Unit can be incorporated into this reading unit as well.
- Literature Circles Practice – As a whole class, model and complete literature circle jobs using a short read aloud, or Through My Eyes by Ruby Bridges. Guided practice makes for smoother transitions when students are completing their jobs and discussing them in lit. circle groups.
- Use Studies Weekly or National Geographic magazine for kids or other nonfiction text to practice as a whole class and/or small groups.
- All work should be written in students' personal literature circle notebooks.
- Discussion Director: Provide students with laminated book marks of sentence starters to keep the discussion going during literature circles. The discussion director will write down a specific number of questions (determined by teacher) to ask the group during their meeting. Each member of the group is responsible for answering the question in complete sentences.
- Word Wizard: During reading, the Word Wizard will find words they do not know or they feel are important to the text. Using a post-it, record the word and page number each term is found on. Keep the post-it on the page in the book until assigned reading is complete. In the Literature Circle NB students record the word, page number, and sentence where the term was found. Next, they write down what they think each word means, including the part of speech. After they complete this step for all terms, they may use a dictionary to define the word correctly. The part of speech and precise definition must be included. Students may use a physical dictionary or dictionary.com
- Connector: Students must record a minimum of 5 connections during reading. Must have at least one text-to-text and one text-to-world connection. Practice making in-depth connections, not simple surface connections. Record in Literature Circle NB, share and discuss during each meeting.
- Summarizer: Must include a brief summary of the events in the reading, written in paragraph form. A bulleted list may be included for a list of characters, where the story takes place, and when the story takes place.
- Artful Artist: Students illustrate a memorable part of their reading. It must be colored and include 2-3 sentences of a caption explaining the illustration.
- Students can include aspects of other jobs. For example, if a student is the Connector, but find words they do not know, they should record the words to discuss with their group during the literature circle.

Reinforcement

Enrichment

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<ul style="list-style-type: none"> • Modify expectations for written portions of Black History Month interactive slides. • Provide students with sentence starters for paragraphs to be kept in their writing notebooks. • Provide students with an outline/graphic organizer to help organize their thoughts. • Set up headings and bullet points on interactive slides to help students organize their thoughts and text. • Allow students to use less sources for research or provide them with print outs of information on their selected individual. 	<ul style="list-style-type: none"> • Students can add music and/or videos to their interactive presentations. • Analyze the quote by their chosen individual and explain what it means to them personally. • Include an additional paragraph in their writing: How would our world be different today if this person did not achieve the accomplishments they are noted for? • Require additional text and digital sources for research. • Include a “works cited” page with correctly formatted citations. • Require at least one text-to-text or text-to-world connection in their research paper and/or presentation. • Prepare and perform a skit based on an achievement of their famous black American, including an explanation of why they chose this event to perform.
Materials and Resources	Other Assessments
<ul style="list-style-type: none"> • <u>Who Was Jackie Robinson?</u> by Gail Herman • <u>Who Was Louis Armstrong?</u> by Yona Zeldis McDonough • <u>Who Was Dr. Martin Luther King?</u> by Bonnie Bader • <u>Who Was Rosa Parks?</u> by Yona Zeldis McDonough • <u>Who Was Harriet Tubman?</u> by Yona Zeldis McDonough • <u>Through My Eyes</u> by Ruby Bridges (read aloud) *preview for appropriate material* • <i>Disney's Ruby Bridges</i> dvd • Literacy Circle Job Description cards (Discussion Director, Artful Artist, Summarizer, Word Wizard, Passage Master, Connector) • Post-its / highlighter tape / index cards • crayons/colored pencils • folders • Literature Circle notebooks (1 per student) • Time for Kids magazine, National Geographic for Kids magazine, or other nonfiction articles (newsela.com) • Computers with internet access and printers • Copies of Literature Circle self-assessment and teacher 	<ul style="list-style-type: none"> • Checklist for completion of weekly literature circle jobs (Discussion Director, Word Wizard, Artful Artist, Connector, Summarizer) • Teacher observation of student behavior during literature circle discussions; quiet and respectful when others are speaking. • Peer-Evaluation of behavior during literature circle meetings • Checker - Assign or ask a student to volunteer to be the checker to make sure everyone has come to the group prepared to share. • Student artifacts • One-on-one conferences • Anecdotal notes explaining specific areas of performance

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<p>assessment of weekly “job” and discussion (to be signed and returned by guardian)</p> <ul style="list-style-type: none"> Laminated bookmarks for sentence starters for each group’s discussion 	
Suggested Websites	Suggested Materials
<ul style="list-style-type: none"> http://www.readworks.org/lessons/grade4/main-idea/lesson-1 http://www.readworks.org/lessons/grade4/main-idea/lesson-2 www.brainpop.com (Dictionary & Thesaurus, Fact & Opinion, Internet Search, Main Idea, Note-taking Skills, Online Sources, Paraphrasing, Research) www.dictionary.com www.newsela.com www.studiesweekly.com www.educationworld.com (Black History Scavenger Hunt - select 4th grade and under) 	<ul style="list-style-type: none"> DVD copy or Disney + version of “The Ruby Bridges Story” Copies of Venn Diagram “Talking tokens” (1 per group) Timer to display countdowns for completing work or small group discussions Teacher log to record participation of discussions Student dictionaries (physical or online version)
Standards	
<p>RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3. 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.</p> <p>RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.5. 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> <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> <p>RI.4.7. 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.</p> <p>RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI.4.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.</p> <p>RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RL.4.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p>	

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SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information or explanation presented.

Cross-Curricular Connections

21st Century Skills

- *CRP2: Apply appropriate academic and technical skills*
- *CRP4: Communicate clearly and effectively and with reason*
- *CRP6: Demonstrate creativity and innovation*
- *CRP8: Utilize critical thinking to make sense of problems and persevere in solving them*

Technology

- *8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems*
- *8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures*
- *8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue*

SEL

- *Relationship Skills: Utilize positive communication and social skills to interact effectively with others*
- *Responsible Decision-Making: Develop, implement and model effective problem solving and critical thinking skills*
- *Social Awareness: Demonstrate an awareness of the expectations for social interactions in a variety of settings*
- *Self-Management: Recognize the skills needed to establish and achieve personal and educational goals*
- *Self-Awareness: Recognize the importance of self-confidence in handling daily tasks and challenges*

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Reading Unit: Friendship		Pacing Guide: January–March
Essential Questions	Enduring Understandings	Benchmark Assessment(s)
<ul style="list-style-type: none"> How do I refer to details and examples in a text when explaining what the text says and when drawing inferences from the text? How do I determine the theme of a story from details in the text? How do I describe a character, setting, or event in a story by using specific details from the text? How do I identify the difference between a first and third person narrative? How do I make connections between the text of a story, my life, another text, or world events? How do I compare and 	<ul style="list-style-type: none"> I can refer to specific details and evidence in the text as well as use prior knowledge when drawing inferences from the text. I can determine the theme of a story by using specific details from the text. I can describe characters, settings, and events in a story by using specific details in the text to summarize the text. I can identify when a story is told in first- and third-person point of view depending on 	<ul style="list-style-type: none"> SWBAT prepare and present a book talk including a visual aide and writing piece about the book they have read independently. The presentation should include the title and author of their chosen book, a summary of the plot of the story (main character, setting, problem, and solution), the theme of the book with evidence from the text to support their response, their opinion of the book including evidence from the text, audience will be asked questions after the presentation to check for comprehension and understanding. Students will be assessed using a grade level rubric. (RL.4.1, RL.4.2, RL.4.3, RL.4.7, RL.4.10)

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<p>contrast themes and topics from different stories?</p> <ul style="list-style-type: none"> • How do I determine the main idea of the text and explain how it is supported by key details? • How do I explain events or concepts in a text, including what happened and why? 	<p>the voice and pronouns used by the narrator of the story.</p> <ul style="list-style-type: none"> • I can make connections to the text in order to have a deeper understanding of a story. • I can compare and contrast themes and topics from various stories by forming text-to-self, text-to-text, and text-to-world connections. • I can share key details from a text in order to determine the main idea. • I can explain events from a text through discussion, keeping a reading response journal, and from going back into the text to share important quotes. 	
<p style="text-align: center;">Suggested Activities</p>		
<ul style="list-style-type: none"> • Interactive Notebook Lessons : Theme (p42-46), Summarizing (p47-49), Plot (p56-57), Making Inferences (p85-87) • Making Inferences Lesson: Students watch a variety of short Pixar Clips and complete a teacher created inference sheet including the evidence from the video and prior knowledge. The following Pixar clips guide students in forming inferences: “Partly Cloudy”, “For the Birds”, “Lifted”, “One Man Band”, and “LAVA”. 		

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- Theme Lesson: Explain that a story's theme is the message from the story, not just the plot. Read or view The Midas Touch as told by Charlotte Craft on <https://www.youtube.com/watch?v=tbQhHWWfo2Q> with the class. After reading, ask, "What lesson did you learn from the story? What was the message that the author was trying to teach you?" Theme can be repeated or reviewed using Horton Hears a Who by Dr. Seuss and City Mouse Country Mouse by Jan Brett.
- Theme Lesson: <http://mrswarnerarlington.weebly.com/theme.html> (YouTube videos on how to figure out the theme of a story)
- Author's Purpose Lesson: "PIE: Persuade, Inform, Entertain" Discuss the reasons why an author writes (PIE) The author may have more than one reason. For example, a nonfiction piece may be written to persuade and inform the reader that pollution is bad for the environment. Provide students with a variety of titles of books of which they are familiar. For persuasive texts, consider using: The Lorax by Dr. Seuss, I Wanna Iguana by Karen Kaufman Orloff, and The Great Kapok Tree by Lynne Cherry. Informational texts include any science readings completed thus far or any Who Is/Who Was novels. Texts written to entertain include: The Relatives Came by Cynthia Rylant, Memoirs of a Goldfish by Devon Scillian, and Rotten Teeth by Laura Simms. You can also print out pictures of each cover of the books. Post 3 posters on different walls of the room, each poster titled with a type of author's purpose. Distribute book titles and/or pictures to each student or partnership. Students take turns taping their title/cover picture to the appropriate Author's purpose poster. The rest of the class gives a thumbs up or thumbs down if they think they are correct.

Reinforcement	Enrichment
<ul style="list-style-type: none"> • Use picture books to practice determining the theme in small groups as well as in a whole class setting. • Provide students with a list of common themes in literature. • Practice summarizing by identifying characters, setting, problem, and solution in picture books. Provide answers on slips of paper and have students match response • View exemplary Book Talks from former students in order to show students what they look like. 	<ul style="list-style-type: none"> • Have students review their Writer's Notebook entries and label what their Author's Purpose is. Work with a peer to check for accuracy. • Students choose a topic and write a paragraph to persuade, a paragraph to inform, and a paragraph to entertain using the same topic. • Provide students with poetry and identify the theme in the poems. • Assign students with a specific theme and have them write a short fiction story based on that theme.
Materials and Resources	Other Assessments
<ul style="list-style-type: none"> • <u>The Boxcar Children</u> by Gertrude Chandler Warner (O) • <u>Framed</u> by Grodon Korman (R) • <u>Charlotte's Web</u> by E.B. White (R) • <u>From the Mixed-up Files of Mrs. Basil E. Frankweiler</u> by E.L. 	<ul style="list-style-type: none"> • pre-assessment discussion: what does it look like, sound like to be a good friend? How do our actions show we are a good friend? • teacher observation of student participation during shared discussions

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<p>Konigsburg (S)</p> <ul style="list-style-type: none"> • <u>The Candymakers</u> by Wendy Mass (U) • <u>The Invention of Hugo Cabret</u> by Brian Seiznick (W) • <u>When You Reach Me</u> by Rebecca Stead (W) • <u>George Washhington's Socks</u> by Elvira Woodruff (read aloud) • <u>Framed</u> audiobook *audiobooks mentioned are located in the Prof. Dev. section of the BES library • <u>From the Mixed-up Files of Mrs. Basil E. Frankweiler</u> audiobook • <u>Swindle</u> audiobook • <u>The Candymakers</u> audiobook • DVDs: Charlotte's Web, Hugo, Swindle, From the Mixed-Up Files of Mrs. Basil E. Frankweiler, The Lorax *dvds are located in the BES library • YouTube short clips: Pixar's "Partly Cloudy", Pixar's "For the Birds", Pixar's "Lifted", Pixar's "One Man Band", Pixar's "LAVA" • teacher created Pixar inference copies 	<ul style="list-style-type: none"> • independent reading log check • interactive reading notebook check • hand signal checks for comprehension • teacher created conventions rubric • peer editing checklist/rubric • Four Corners Movement - I Got It, Mostly Understood, Half and Half, I didn't get it • Exit Slip to reflect what was learned • 3-2-1 Response - Three things you learned, two things you want to learn more about, one question you still have • T-chart - what I do get, what I don't understand yet
Suggested Websites	Suggested Materials
<ul style="list-style-type: none"> • http://mrswarnerarlington.weebly.com/theme.html • www.readworks.org (Identifying Universal Themes Across Cultures) • www.brainpop.com • www.discoveryeducation.com • www.youtube.com (Pixar shorts, <u>The Midas Touch</u> read aloud with Mr. Paul) • www.readwritethink.org 	<ul style="list-style-type: none"> • A variety of poetry (hard copies as well as online models) • Author's purpose posters • Titles/cover photos of picture books • Mentor texts that lend to locating Theme <u>The Midas Touch</u> as told by Charlotte Craft <u>Horton Hears a Who</u> by Dr. Seuss <u>City Mouse, Country Mouse</u> by Jan Brett • Mentor texts that show Persuasion <u>The Lorax</u> by Dr. Seuss <u>I Wanna Iguana</u> by Karen C. Orloff <u>The Great Kapok Tree</u> by Lynne Cherry • Mentor texts that Inform <u>Who Was / Who Is</u> series Studiesweekly.com Storyworks nonfiction texts

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	<ul style="list-style-type: none"> • Mentor texts that Entertain <u>The Relatives Came</u> by Cynthia Rylant <u>Memoirs of a Goldfish</u> by Devon Scillian <u>Rotten Teeth</u> by Laura Simms
Standards	
<p>RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3. 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).</p> <p>RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p> <p>RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.</p>	
Cross-Curricular Connections	
<p>21st Century Skills</p> <ul style="list-style-type: none"> • <i>CRP2: Apply appropriate academic and technical skills</i> • <i>CRP4: Communicate clearly and effectively and with reason</i> • <i>CRP6: Demonstrate creativity and innovation</i> • <i>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them</i> <p>Technology</p> <ul style="list-style-type: none"> • <i>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems</i> • <i>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures</i> • <i>8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue</i> <p>SEL</p> <ul style="list-style-type: none"> • <i>Relationship Skills: Utilize positive communication and social skills to interact effectively with others</i> • <i>Responsible Decision-Making: Develop, implement and model effective problem solving and critical thinking skills</i> • <i>Social Awareness: Demonstrate an awareness of the expectations for social interactions in a variety of settings</i> • <i>Self-Management: Recognize the skills needed to establish and achieve personal and educational goals</i> • <i>Self-Awareness: Recognize the importance of self-confidence in handling daily tasks and challenges</i> 	

FOURTH GRADE LANGUAGE ARTS CURRICULUM

Reading Unit: Heroism		Pacing Guide: April–June
Essential Questions	Enduring Understandings	Benchmark Assessment(s)
<ul style="list-style-type: none"> How do I determine a theme of a story from the details in the text? How can I summarize the text? How do I describe the characters, setting, or events in a story by using specific details from the text? How do context clues help me determine the meaning of words and phrases as they are used in a text, including those that are found in mythology? How do I compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations? How do I describe the overall structure of events, 	<ul style="list-style-type: none"> I can determine the theme of a text by examining the specific details in the story. I can summarize the text by including the main characters, setting, problem, and solution. I can describe the characters, settings, and events by using evidence from the text to support my ideas. I can use context clues to determine the meaning of words in the text. 	<ul style="list-style-type: none"> SWBAT construct and present a Greek Mythology Monster, using classroom items and approved items from home. Students will write three paragraphs: 1. Name and describe your monster, 2. Explain where your monster resides or lives, 3. Describe a specific adventure your monster has been on. (RL.4.1, RL.4.3, RL.4.7, RL.4.10) SWBAT read with sufficient accuracy and fluency to support comprehension on or above grade level text. Students will decode words containing common prefixes and derivational suffixes, words with common Latin suffixes, multisyllable words, and grade appropriate irregularly misspelled words. This will be assessed tri-annually using the Fountas and Pinnell Benchmark Assessment System. (RF.4.3, RF.4.4, RL.4.10, RL.4.1, RL.4.2, RL.4.7, RI.4.10)

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ideas, concepts, or information in a text or part of a text?		
Suggested Activities		
<ul style="list-style-type: none"> • Cause and Effect Lesson: www.readworks.org – Cause and Effect • Cause and Effect Lesson: Read, discuss, and locate cause and effect relationships in <u>Why Mosquitoes Buzz in People's Ears</u> by Verna Aardema. Create a cause and effect table. • Cause and Effect Lesson: View and list cause and effect relationships while watching Monsters Inc - Mike's New Car short clip on the following site: https://www.youtube.com/watch?v=xR7YDIAZINI&list=PL9oWAwFPtoVaZc9gAEARuYhaJxO8inDEG • Cause and Effect Lesson: Type Cause and Effect sentences that pair with each other. Cut out and distribute to students. Students work together to try and match the Cause with the Effect. Discuss as a class. • Cause and Effect Bookmark: Students view Brainpop.com video clip on cause and effect. Then, they create a bookmark with signal phrases that remind us of cause and effect relationships. Examples: since, because, due to, as a result, and so on. • Fact and Opinion Writing: Students complete a quick write titled, "What's the Truth?" After 8 minutes, students break off into small groups to discuss what truth is. Once the class is back together again, discuss how facts are proven true. • Fact Versus Opinion Song: View educational music video on youtube, sing along, and discuss. • Fact and Opinion Lesson: Students create 5 factual and 5 opinion statements about the read aloud. Cut apart and mix up facts and opinions. Working with a partner or small group, trade statements and glue onto a Fact and Opinion T-chart. Students will assess their peer's work with the sentences they created. • Fact and Opinion Lesson: Identify factual statements and opinion statements in the text of their Guided Reading novels. Record the sentence, page number, and whether it is a fact or opinion within personal reading response journals. • Fact and Opinion Quick Check: Students stand up and make a capital F or a capital O with their bodies upon reading one fact/opinion at a time. Another option is to have one side of the classroom be the Fact side, while the other is the Opinion zone. Students walk to the side they believe is correct after reading each statement. 		
Reinforcement	Enrichment	
<ul style="list-style-type: none"> • Students illustrate a Cause and Effect relationship from their novel or independent reading book. • Cause and Effect matching: Cut and glue matching pairs. • Provide students with statements from their book. Identify as 'F' or 'O' with a partner. 	<ul style="list-style-type: none"> • Students create a Cause and Effect paper chain. They can write sentences and/or illustrate. • Provide students with factual sentences and they must write an opinion about them and vice versa. • Study Pixar animated shorts and create a list of cause and effects. 	

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<ul style="list-style-type: none"> Highlight fact sentences in a given text. Highlight opinion sentences in a given text. 	
Materials and Resources	Other Assessments
<ul style="list-style-type: none"> <u>The Whipping Boy</u> by Sid Fleischman (R) <u>The Lightning Thief</u> by Rick Riordan (S) <u>Dragon Rider</u> by Cornelia Funke (T) <u>Eragon</u> by Christopher Paolini (V) <u>Mrs. Frisby and the Rats of Nimh</u> by Robert C. O'Brien (V) <u>The Red Pyramid</u> by Rick Riordan (read aloud) DVDs: <i>The Lightning Thief</i>, <i>Dragon Rider</i>, <i>Eragon</i>, <i>Mrs. Frisby and the Rats of Nimh</i> *located in BES library Computer with internet access, Smart technology, speakers audiobooks *located in BES library: <u>The Lightning Thief</u>, <u>Dragon Rider</u>, <u>The Whipping Boy</u>, <u>The Red Pyramid</u> reading response notebook, pencils/colored pencils, construction paper, index cards, glue, highlighters, highlighting tape, post it notes 	<ul style="list-style-type: none"> find out what students already know or don't know about the genre, fantasy written and oral questions shared in order to note common misconceptions teacher observation of students participation in class discussions checklist for completion of Guided Reading Station work self-evaluation rubrics independent reading log check interactive reading notebook check Cause and Effect pairs check Fact and Opinion statement check summative assessment for each novel Four Corners Movement - I got it, Mostly Understood, Half and Half, I didn't get it Exit Slip reflection/check 3-2-1 Response - Three things you learned, two things you want to learn more about, one question you still have T-chart - What I do and don't understand
Suggested Websites	Suggested Materials
<ul style="list-style-type: none"> www.readworks.org www.brainpop.com www.discoveryeducation.com www.readwritethink.org 	<ul style="list-style-type: none"> YouTube videos Fiction/ Fantasy picture books for mentor texts Poster board Cause and effect sheets <p>Fantasy Mentor Texts</p> <ul style="list-style-type: none"> <u>Young Zeus</u> by G. Brian Karas <u>Tales from the Odyssey</u> book series by Mary Pope Osborne <u>Everything Mythology</u> by National Geographic

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- It Really is Greek to Me! Greek for Kids by Carol Marsh
- Why Mosquitoes Buzz in People's Ears by Verna Aardema

Standards

- RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.3. 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).
- RL.4.7 Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.
- RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- A. 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.
- RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
- A. Read grade-level text with purpose and understanding.
- B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- RI.4.10 By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Cross-Curricular Connections

21st Century Skills

- *CRP2: Apply appropriate academic and technical skills*
- *CRP4: Communicate clearly and effectively and with reason*
- *CRP6: Demonstrate creativity and innovation*
- *CRP8: Utilize critical thinking to make sense of problems and persevere in solving them*

Technology

- *8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems*
- *8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue*

SEL

- *Relationship Skills: Utilize positive communication and social skills to interact effectively with others*
- *Responsible Decision-Making: Develop, implement and model effective problem solving and critical thinking skills*
- *Social Awareness: Demonstrate an awareness of the expectations for social interactions in a variety of settings*
- *Self-Management: Recognize the skills needed to establish and achieve personal and educational goals*
- *Self-Awareness: Recognize the importance of self-confidence in handling daily tasks and challenges*

FOURTH GRADE LANGUAGE ARTS CURRICULUM

Reading Unit: Story Works		Pacing Guide: Throughout the Year
Essential Questions	Enduring Understandings	Benchmark Assessment(s)
<ul style="list-style-type: none"> How can I determine the theme of a story, drama, or poem? How can I describe in depth a character, setting, or event in a story or drama? How can I determine the meaning of unknown words or phrases? How can I explain the differences between poems, drama, and prose? How can I read and comprehend stories, dramas, and poems? How can I produce clear and coherent writing appropriate to the task assigned? How do I develop and strengthen my writing as needed by planning, revising, and editing? 	<ul style="list-style-type: none"> I can determine the theme of a story, drama, or poem by using details in the text. I can describe a character, setting, or event in a story or drama by analyzing the specific details located in the text. I can determine the meaning of new words and phrases by using context clues and text features. I can explain the differences between poems, drama, and prose by comparing and contrasting their structural elements. I can read and understand grade level literature by repeated exposure. I can use details and information shared in the text in order to write a well-developed response. I can improve my writing by proofreading it for capitalization, punctuation, and spelling. 	<ul style="list-style-type: none"> SWBAT read a given text in order to construct a response to an open-ended question using the RACER template. (RL.4.2, RL.4.3, RL.4.10, W.4.4, L.4.2) SWBAT read a variety of poems, dramas, and prose in order to discuss or compose a response including similarities and differences. (RL.4.3, RL.4.4, RL.4.10, L.4.2) SWBAT create a variety of poems including: Acrostic, Diamante, Cinquain, and Haiku. (RL.4.5, W.4.4) SWBAT read and understand Storyworks, by applying grade level phonics and word analysis skills in decoding unknown words. (RL .4.4, RL.4.10)
Suggested Activities		

FOURTH GRADE LANGUAGE ARTS CURRICULUM

- RACER Lessons: RACER=Restate the question, Answer in your own words, Cite with evidence, Extend with text-connections, Restate the question differently. Model how to answer an open-ended response question using the RACER technique. Use an article from district provided periodical or another nonfiction text. When using RACER to write a response students can use colored pencils to write their answer or underline the sentences with the correct color for each step of RACER (R:Red, A: Orange, C: Green E: Blue). Students will be provided with a laminated handout of each step of RACER to keep in their Language Arts folder for reference.
- Ask students to quick-write for 5 minutes to respond to the prompt: “What is poetry?” Students may work with partners or small groups to brainstorm ideas. Share and discuss as a whole class.
- Create Poetry Pockets. Fold construction paper in half, then cut it to form a pocket shape. Research and read different types of poems. When you find a Diamante that speaks to you, copy and paste it, print it, and save it in your pocket. Use it as a mentor when writing that type of poem. Repeat with other types of poems.
- Discuss the purpose for reading. What are strategies we use when reading fiction? nonfiction? Explain to students that the same strategies are needed when reading poetry (preview the text, visualizing, setting a purpose, asking questions).
- Display a poem on the Smartboard. Have students make predictions about the poem. Lead a discussion about the poem that helps the students figure out the main idea.
- Students create a poetry poster: Students choose a topic and compose a variety of poetry based on that topic including a Diamante poem, a Cinquain, an Acrostic, and a Haiku.
- www.readwritethink.org : Color Poems lesson, What makes poetry? lesson (see links below)
- Interactive Notebook Lessons: Allusions (p57-59), Poetry (p61-62), Drama (p63-65), Prose (p68-69), Compare and Contrast (p74-75), Combining Texts (p113-115).
- Model and practice comparing and contrasting fiction and nonfiction, as well as drama and prose using a Venn Diagram.
- Model how to compare two poems using a Venn Diagram or a T-chart.
- Students view and practice note-taking from videos that pair with articles.

Reinforcement	Enrichment
<ul style="list-style-type: none"> • Provide students with an outline/graphic organizer for writing poems such as a Diamante, Cinquain, Acrostic, or Haiku. • Provide students with sample copies of different types of poems to keep in their writing notebooks. • Students listen while following along as a text is read to them. • Students work with peers in order to brainstorm, share progress, or ask each other for advice. • Teacher frequently checks on individual student progress. 	<ul style="list-style-type: none"> • Encourage students to continue to research about events, people, or places learned about in the text. • Schedule an “Open Microphone” Brain Break, in which students can share a poem they have memorized or love. Encourage students to bring in a prop for this special time. • Encourage students to cite additional details to RACER responses.

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Materials and Resources	Other Assessments
<ul style="list-style-type: none"> ● Scholastic Storyworks magazine ● Racer template (found in 4th Gr Shared on Google Slides) ● Poem templates (found in 4th Gr Shared on Google Slides) ● Writing notebook ● Crayons/colored pencils ● Construction paper, scissors, glue, various colors of highlighters ● Copies of Venn diagrams ● Copies of T-charts <p>Poetry Mentor Texts:</p> <ul style="list-style-type: none"> ● <u>G is for Garden State</u> by Eileen Cameron ● <u>Where the Sidewalk Ends</u> by Shel Silverstein ● <u>Falling Up</u> by Shel Silverstein ● <u>A Light in the Attic</u> by Shel Silverstein ● <u>I Lost My Hippopotamus</u> by Jackie Urbanovic ● <u>It's Raining Pigs and Noodles</u> by Jack Prelutsky ● <u>Rolling in the Aisles</u> by Bruce Lansky ● <u>Dogku</u> by Andrew Clements 	<ul style="list-style-type: none"> ● Teacher observation of student participation during shared discussions ● Interactive reading notebook check ● Teacher created writing/conventions rubric ● Monitor students' understanding and progress ● Teacher observation of partner work/participation ● Written work checked for completion ● Individual conferences with students to review writing ● Student Writing Portfolios
Suggested Websites	Suggested Materials
<ul style="list-style-type: none"> ● www.scholastic.com/storyworks ● www.mysteryscience.com ● www.discoveryed.com ● www.readwritethink.org 	<ul style="list-style-type: none"> ● Smartboard or interactive white board ● Post-its ● Highlighting tape ● Props for skits (can be brought in from home)
Standards	
<p>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3. 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).</p> <p>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p>RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.</p>	

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W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use correct capitalization.
- B. Use commas and quotation marks to mark direct speech and quotations from a text.
- C. Use a comma before a coordinating conjunction in a compound sentence.
- D. Spell grade-appropriate words correctly, consulting references as needed.

Cross-Curricular Connections

21st Century Skills

- CRP4. Communicate clearly and effectively and with reason
- CRP6. Demonstrate creativity and innovation

Technology- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems

SEL

- Self-Awareness - Recognize the impact of one's feelings and thoughts on one's own behavior
- Self-Management - Recognize the skills needed to establish and achieve personal and educational goals
- Social Awareness - Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Responsible Decision-Making - Identify the consequences associated with one's actions in order to make constructive choices
- Relationship Skills - Utilize positive communication and social skills to interact effectively with others

FOURTH GRADE LANGUAGE ARTS CURRICULUM

Writing Unit: Personal Narrative		Pacing Guide: September–November
Essential Questions	Enduring Understandings	Benchmark Assessment(s)
<ul style="list-style-type: none"> • What is a personal narrative? • What are the steps in the writing process? • How can I organize my thoughts when writing? • What elements are necessary to write a personal narrative? • How can I grab my reader's attention? • What will make my writing make sense chronologically? • How can I add specific details to make my writing more clear? • How can I have closure to my writing? • What makes writing more interesting? 	<ul style="list-style-type: none"> • I can define and write a personal narrative. • I can write a personal narrative by following the writing process, including brainstorming, writing, revision, editing, and publishing using the computer. • I can use a graphic organizer to help write a personal narrative. • I can write a personal narrative including characters, setting, problem and solution. • I can grab the reader's attention by using a strong lead. • I can add specific details so my reader can visualize my thoughts. • I can add a satisfying ending to my writing to ensure closure. • I can correctly use transition words to show a change in time. • I can use strong verbs, specific nouns, and 	<ul style="list-style-type: none"> • SWBAT compose a personal narrative composition following the steps of the writing process. Student writing should include an introduction, events organized sequentially, correct use of dialogue, transitional words and phrases, sensory details, and a conclusion. (W.4.3, W.4.4) • SWBAT demonstrate the ability to correctly proofread and edit a peer's writing for capitalization, punctuation, and spelling using a teacher created rubric. (L.4.2, L.4.4) • SWBAT demonstrate the ability to correctly proofread and edit their own writing for capitalization, punctuation, and spelling using a teacher created rubric. (L.4.2, L.4.4) • SWBAT critique peer's writing as well as propose suggestions for improvement through discussion using a teacher created checklist. (SL.4.1) • SWBAT demonstrate participation in critique discussions and mini lesson activities using a teacher created checklist (L.4.3, SL.4.1)

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	dialogue to make my writing more interesting.	
Suggested Activities		
<ul style="list-style-type: none"> • Introduce procedure and expectations for Writer’s Workshop including coming to the carpet for a mini-lesson using a mentor text, practicing a skill together, individually, and sharing student writing pieces. • Model sharing a writing piece and have students give suggestions for improvement, as well as positive comments. (warm and cool comments) • Provide students with samples of suggestions and/or praise for peer writing. • My Heart Map - Provide students with handout with a heart shape or have them draw a heart in their notebook. Students draw lines in the heart to show different sections with a minimum of six spaces. Model how to fill in the heart with words/phrases/illustrations of objects, people, and/or events that are important to them. Allow students several minutes to fill in their “heart”. This can be added to throughout the year and referenced when writer’s block may occur. • Create an anchor chart defining a Personal Narrative and provide examples of writing topics. (“How to Write a Personal Narrative”) • Introduce a variety of graphic organizers to the group. Remind them that graphic organizers help the author keep their thoughts organized before they write, but today they are going to work backwards to see what the author’s brainstorming may have looked like. Read the mentor text aloud to the student and point out important aspects of the text. Work with the students to create and fill in a graphic organizer using the mentor text. Students create a graphic organizer of their choice to brainstorm an event in their life. • Ask students how to get someone’s attention when writing. Why is it important to grab the reader’s attention? Provide students with 4 cards, labeled with the following: emotion/feeling, action, dialogue, description. Provide 4 more cards in a different color with examples of each of the different types of “hooks” to get the audience’s attention. Students work with a partner or small group to match the beginning with the corresponding example. Review as a class and discuss which each student feels would be most effective and why. Process can be repeated for endings/closures to writing with the following: reflective/circular, hopes/wishes, moral/lesson learned, and decision. • Students practice making writing more interesting by using vivid verbs, specific nouns, and adjectives. Provide students with an index card with a very simple sentence written on it. Students will improve the sentence by making it more interesting. (Example: The cat is hungry...The beautiful orange tabby cat was starving.) Students work with a partner to search for sentences in one of their previous writing pieces that can be improved by using more specific details. • As a class, brainstorm transition words in a mentor text and create an anchor chart. • Provide practice using specific nouns by giving students a teacher created text with the word “it” used throughout. Students work with a partner or small group to change the word “it” to more specific nouns. Share stories to show how they have changed to make the writing more detailed. • Play Mad-Libs to practice parts of speech. Students pick a “boring word” and a “vivid word” for each and decide which is going to make their story more interesting. 		

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<ul style="list-style-type: none"> • Clearer Word Choice: Each student has a white board. Post an overused word on the board, such as “said”. Give students a certain amount of time to come up with as many alternatives for the word as possible. Have students use a thesaurus to review synonyms of commonly used words. Record and use as an anchor chart. (“Put Said to Bed”) • Dialogue: Draw cartoons with speech bubbles. Under the pictures, write the dialogue using correct comma and quotation mark placement. • Share exemplar models of narrative writing. • Point out transitional words/phrases in text. • Assess and level students into groups and utilize the district provided word study program to improve spelling skills. 	
Reinforcement	Enrichment
<ul style="list-style-type: none"> • Distribute lists of generic topics students can use as a reference for writing. • Provide students with completed samples of graphic organizers • Allow students to use copies of created graphic organizers to fill in. • Students will be given a handout with samples of different ways to start and end their writing. • Provide samples of time, place, idea, and summarizing transition words. 	<ul style="list-style-type: none"> • Students identify story elements (characters, setting, problem, solution) in their writing using different colored pencils to underline sentences. • Peer edit student writing. • Write several different openings for the same story using a variety of strategies. • Write several different endings for the same story using a variety of strategies.
Materials and Resources	Other Assessments
<ul style="list-style-type: none"> • Word Study program • Mentor texts (see suggestions for list of recommendations) • Teacher created Personal Narrative Rubric • Post-its • Crayons/ colored pencils • Highlighters • Computer access with printer • Writing paper or notebooks (1 per student) • Various examples of graphic organizers 	<ul style="list-style-type: none"> • Monitor students’ understanding and progress • Teacher observation of partner work/participation • Work completed in a timely manner • Individual conferences with students to review writing • Peer conferences and editing • Writing Portfolio
Suggested Websites	Suggested Materials

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- www.brainpop.com (Videos and quizzes: Types of writing, prewriting, writing process, strengthening sentences, dialogue, adjectives, nouns, parts of speech)
- www.discoveryeducation.com (Discovering Language Arts video segments - Composition Paragraphs; Composition Research; Composition: Writing Skills; Composition: Sentences; The Writing Process)
- www.readwritethink.org (LESSONS: Writing a Movie: Summarizing and Rereading a Film Script, Creating Comics and Cartoons, Once They're Hooked, Reel Them In: Writing Good Endings, Fishing for Readers: Identifying and Writing Effective Opening "Hooks")

- *Mama Had a Dancing Heart* by Libba Gray
- *Fireflies!* by Julie Brinkloe
- *The Relatives Came* by Cynthia Rylant
- *Salt Hands* by Jane Aragon
- *My Rotten Red-Headed Older Brother* by Patricia Polacco
- *Grandpa's Face* by Eloise Greenfield
- *Shortcut* by Donald Crews
- *In November* by Cynthia Rylant
- *Bee Tree* by Patricia Polacco
- *The Memory String* by Eve Bunting
- *Owl Moon* by Jane Yolen
- *Wilfred Gordon McDonald Partridge* by Mem Fox
- *Strong to the Hoop* by Leslie Jean-Bart
- *Oma's Quilt* by Paulette Bourgeois
- *Saturdays and Teacakes* by Lester Laminack
- *Meanwhile* by Jules Feiffer
- *Come On, Rain* by Karen Hesse
- *When I Was young in the Mountains* by Cynthia Rylant
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst
- *Punctuation Takes a Vacation* by Robin Pulver
- *A Chair for My Mother* by Vera B. Williams
- Sample graphic organizers
- Samples of openings and closings
- Various colors of index cards

Standards

- W.4.3. Write narratives to develop real or imagined experiences or events using narrative 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 dialogue and description to develop experiences and events or show the responses of characters to situations.
 - Use a variety of transitional words and phrases 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.
- W.4.4. 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.)
- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 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.
 - Spell grade-appropriate words correctly, consulting references as needed.

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L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Choose words and phrases to convey ideas precisely.*
- B. Choose punctuation for effect.*
- C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

SL.4.1. 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.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Cross-Curricular Connections

21st Century Skills

- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP6: Demonstrate creativity and innovation
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them
- CRP11: Use technology to enhance productivity

Technology

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures
- 8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue

SEL

- Relationship Skills: Utilize positive communication and social skills to interact effectively with others
- Responsible Decision-Making: Develop, implement and model effective problem solving and critical thinking skills
- Social Awareness: Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Self-Management: Recognize the skills needed to establish and achieve personal and educational goals
- Self-Awareness: Recognize the importance of self-confidence in handling daily tasks and challenges

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Writing Unit: Informational (Biography)		Pacing Guide: November–January
Essential Questions	Enduring Understandings	Benchmark Assessment(s)
<ul style="list-style-type: none"> • How is informational writing different from a narrative? • What are ways that the topic can be supported? • Where can I find information for a nonfiction 	<ul style="list-style-type: none"> • I can explain the differences between informational writing and narrative writing. • I can support my topic with facts, definitions, concrete details, text 	<ul style="list-style-type: none"> • SWBAT compose an informative composition about a historical person following the steps of the writing process. Students will publish their writing using district provided technology. Writing should include an introduction of the topic and group related information in paragraphs; organize the events sequentially; develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; provide a concluding statement or section related

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<p>topic?</p> <ul style="list-style-type: none"> • How is information recorded after it is collected? • What strategies can I use to make informational writing more interesting? 	<p>evidence, and examples related to the topic.</p> <ul style="list-style-type: none"> • I can find facts on a nonfiction topic from books and credible sites on the internet. • I can take notes on a topic. • I can cite books and websites where I found information on my topic. • I can make my writing more interesting by using figurative language such as similes, metaphors, and idioms. 	<p>to the information or explanation presented; type at least one page. (W.4.2, W.4.4, W.4.6, W.4.7, W.4.8, W.4.9)</p> <ul style="list-style-type: none"> • SWBAT examine writing for correct use of conventions such as spelling, grammar, and punctuation using a teacher created rubric/checklist. (W.4.5, L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6) • SWBAT demonstrate correct usage of similes, metaphors, and idioms as well as domain specific vocabulary within their writing. (L.4.5, L.4.6)
<p style="text-align: center;">Suggested Activities</p>		
<ul style="list-style-type: none"> • Compare a fiction and nonfiction book with the same topic. Create a t-chart to show the differences in the two types of text. Use <i>Owls</i> by Gail Gibbons and <i>Owl Moon</i> by Jane Yolen. Display as an anchor chart. • Create an expert list: Students list topics that they believe they are an expert on. This would allow them to create informational writing about that topic at a later date. • Students choose a topic from their “expert list” and write down as many facts about their chosen topic as possible. If they cannot create a large list for the chosen topic, that is ok. This will give them a better idea of the amount of information needed to be an actual expert. • Narrow or broaden your topic: Provide students with a very broad topic, such as animals, and allow them a certain amount of time to write about the given topic. Discuss what was difficult and what was easy about the assignment. Repeat the process, but allow students to narrow down the topic to something more specific, such as what a certain animal eats. Compare and share writings. • Students will identify types of text structures. Using mentor texts, have students identify the texts as to how they were written: Chronological order or sequence; cause and effect; description; compare and contrast or problem and solution. • Subtopics: As a class, decide what subtopics will be necessary for the research project. When writing a biography the following subtopics can be used:: Introduction, Life, Accomplishments. Use the teacher provided outline of the subtopics to take notes about the research topic. • Note taking practice: Break students into 4 groups. Provide each group with a nonfiction passage. As a group, highlight important 		

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information and copy onto index cards citing only the facts.

- Chronological order: As a class read informational text about a famous person. The text must include several dates. Students will take notes on post-its and place them in the correct order. With a partner, students will create a timeline on a sentence strip using the events and dates in the correct order. Illustrate events.
- Ask students how to get someone's attention when writing. Why is it important to grab the reader's attention? Provide students with 3 cards, labeled with the following: question, fact, description. Provide 3 more cards in a different color with examples of each of the different types of "hooks" to get the audience's attention. Students work with a partner or small group to match the beginning with the corresponding example. Review as a class and discuss which would be most effective and why. Process can be repeated for endings or closings to writing with the following: As you can see, It is clear that, Without a doubt, Clearly, or Certainly.
- Body format of a paragraph: (Topic, detail, detail, detail, closure) Break students into small groups. Provide each group with 5 sentence strips with sentences written on them. The group will place the sentences in the correct order to create a paragraph.
- Correct information: The teacher provides students with various paragraphs. With a partner, the students will decide which information in the paragraph does not belong and highlight the sentence. Students discuss why the sentence does not belong.
- Sentence variety: Students will use one of their previous writing pieces to check for a variety of sentence structures. Circle the first word of every sentence and count the number of words in each sentence and write the number above the sentence. If the beginning word is repeated, work with a partner to brainstorm alternatives. Same process for the number of words in a sentence.
- Use teacher created revision checklist as a guide to revise writing.
- Use teacher created editing checklist to edit writing.
- Assess and level students into groups and utilize the district provided word study program to improve spelling skills.

Reinforcement	Enrichment
<ul style="list-style-type: none"> • Provide students with a copy of anchor charts to keep in their writing folder as a personal reference. • Give students an "expert list" with generic topics such as: my family, my pets, food, school. • Allow students to create a bulleted list or draw pictures to brainstorm topics. • Provide topic sentence "Idea starters" handout. • Provide students with important information and allow them to write a paragraph with that information. • Allow student to orally dictate information to a peer or teacher • Provide "Writing Conclusions" idea handout. 	<ul style="list-style-type: none"> • Students create a pyramid of narrowing down their topic. For example: Animals <input type="checkbox"/> Dogs <input type="checkbox"/> Labs <input type="checkbox"/> My pet lab <input type="checkbox"/> Ralph, my family dog, ->The Time Ralph jumped into the pool • Allow students to use a variety of sources outside of those provided for research • Peer review and editing • Students work with a partner and create a biography about their partner
Materials and Resources	Other Assessments

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<ul style="list-style-type: none"> • Word study program • Mentor texts (see suggestions for list of recommendations) • Teacher created Informational Writing Rubric • Post-its • Crayons/ colored pencils • Highlighters • Computer access with printer • Writing paper or notebooks (1 per student) • Various examples of graphic organizers • Variety of biography books (1 per student) • Various colors of sentence strips 	<ul style="list-style-type: none"> • Teacher observation of student participation • Whole group, small group, partner and one-on-one discussions on topic • Individual conferences with students to review writing • Peer conferences and editing • Writing Portfolio
Suggested Websites	Suggested Materials
<ul style="list-style-type: none"> • www.brainpop.com (VIDEOS AND QUIZZES: Adjectives; Antonyms, Synonyms, and Homonyms; Dialogue; Idioms and Clichés; Biography; Book Report, Citing Sources; Five Paragraph Essay; Paraphrasing; Plagiarism; Show, Not Tell; Types of Writing) • www.discoveryeducation.com (LESSONS: Creating Family Timelines: Graphing Family Memories and Significant Events; Animated Heroes videos - historical biographies) • www.studiesweekly.com - (nonfiction passages/ historical events) • www.scholasticnews.com - (nonfiction passages/current events) • www.newsela.com (nonfiction passages/current events) • www.readworks.org (nonfiction passages) • www.funbrain.com • www.learninggamesforkids.com 	<ul style="list-style-type: none"> • <i>A Drop of Water</i> by Walker Wick • <i>Animal Dads</i> by Sneed B. Collard • <i>Chameleons are Cool</i> by Martin Jenkins • <i>Caribou Journey</i> by Debbie S. Miller • <i>Dakota Dugout</i> by Ann Turner • <i>Desert Animal Adaptations</i> by Julie Ann Murphy • <i>Honeybees</i> by Deborah Heilgman • <i>In the Deep-Sea Floor</i> by Sneed Collard • <i>Marshes and Swamps</i> by Gail Gibbons • <i>Owls</i> by Gail Gibbons • <i>Owl Moon</i> by Jane Yolen • <i>Sharks</i> by Gary Lopez • <i>Take a Backyard Walk</i> by Jane Kirkland • <i>Take a Beach Walk</i> by Jane Kirkland • <i>The Great Fire</i> by Jim Murphy • <i>The Great Kapok Tree</i> by Lynne Cherry • <i>The Man Who Walked Between the Towers</i> by Mordicai Gerstein
Standards	
<p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</p>	

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- C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information or explanation presented.
- W.4.4. 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.)
- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.6. 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.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8. 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.
- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - A. Apply grade 4 Reading standards to literature (e.g., “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].”).
 - B. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
 - B. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
 - C. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
 - D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
 - E. Form and use prepositional phrases.
 - F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
 - G. Correctly use frequently confused words (e.g., to, too, two; there, their).*
- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use correct capitalization.
 - B. Use commas and quotation marks to mark direct speech and quotations from a text.
 - C. Use a comma before a coordinating conjunction in a compound sentence.
 - D. Spell grade-appropriate words correctly, consulting references as needed.
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Choose words and phrases to convey ideas precisely.*
 - B. Choose punctuation for effect.*
 - C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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Cross-Curricular Connections

21st Century Skills

- 9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP11. Use technology to enhance productivity.

Technology

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures
- 8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue
- 8.1.5.D.1 Understand the need for and use of copyrights
- 8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

SEL

- Relationship Skills: Utilize positive communication and social skills to interact effectively with others
- Responsible Decision-Making: Develop, implement and model effective problem solving and critical thinking skills
- Social Awareness: Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Self-Management: Recognize the skills needed to establish and achieve personal and educational goals
- Self-Awareness: Recognize the importance of self-confidence in handling daily tasks and challenges

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Writing Unit: Compare and Contrast		Pacing Guide: January–March
Essential Questions	Enduring Understandings	Benchmark Assessment(s)
<ul style="list-style-type: none"> • How do I compare and contrast a topic clearly? • How do I provide details that are supported by facts? • How do I develop and strengthen my writing as needed by planning, revising, and editing? • How do I use technology to produce and publish my writing? • How do I write routinely over shorter and then extended time frames for a range of purposes? 	<ul style="list-style-type: none"> • I can use a variety of transition words to sequence a compare and contrast composition. • I can support my ideas by using specific facts and details in my writing. • I can improve my writing by proofreading and editing for spelling, punctuation, and content. • I can use technology to produce and publish my writing. • I can write for an 	<ul style="list-style-type: none"> • SWBAT compose and publish a compare and contrast essay on two given subjects. Essay should use evidence from the information provided using correct conventions and formatting. Writing should include the correct usage of relative pronouns, progressive verb tenses, modal auxiliaries to convey various conditions, order of adjectives, prepositional phrases, complete sentences, and commonly confused words. This benchmark will be assessed through a teacher created rubric (W.4.4, W.4.5, W.4.9, W.4.10, L.4.1, L.4.2, L.4.3)

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	extended period of time by following the steps of the writing process.	
Suggested Activities		
<ul style="list-style-type: none"> • Model comparing and contrasting of two topics using a Venn Diagram. For example use simple topics to begin like apples/oranges or dogs/cats. Topics will become more complex as the unit progresses. • Snowball Fight - Identify four corners in your classroom. Make them Topic 1, Topic 2, Both, and Neither. Have students use paper to write a statement that corresponds with one of the corners. Students crumple up paper and have a “snowball fight” in the classroom. Each student will then pick up one “snowball” and determine which corner it belongs in. • Use the teacher provided template to construct a compare and contrast essay highlighting transition words that connect ideas together and support the text structure. • Model and practice comparing and contrasting fiction and nonfiction text using a Venn Diagram. • Use Storyworks magazine to compare and contrast fiction and nonfiction paired texts. • Use a Venn diagram or a table to compare and contrast a book to the movie. Can use any read aloud or use the book <u>Through My Eyes</u> and the Disney movie about Ruby Bridges. • Would You Rather activities? • Assess and level students into groups and utilize the district provided word study program to improve spelling skills. 		
Reinforcement		Enrichment
<ul style="list-style-type: none"> • Use sentence strips and hula hoops as a Venn diagram visual to identify similarities and differences. Have students move the strips to create a paragraph. • Class graphs - Students survey each other on a topic unique to them, and use data to create either a bar or pictograph, which can be used to compare results. 		<ul style="list-style-type: none"> • Research topics of interest to compare and contrast and then prepare a presentation for the class. • Independently read a novel of personal interest that can be compared and contrasted to the movie.
Materials and Resources		Other Assessments
<ul style="list-style-type: none"> • Word study program • District provided technology • Teacher created writing/conventions rubric 		<ul style="list-style-type: none"> • Teacher of student observation in discussions of sharing writing. • Observation of student participation of constructive criticism of peer writing.

FOURTH GRADE LANGUAGE ARTS CURRICULUM

<ul style="list-style-type: none"> • Writer's Notebooks (1 per student) • Compare and Contrast writing bundle resources (on Shared Drive) • Highlighters • Copies of Venn diagrams • Storyworks magazine • <u>Through My Eyes</u> by Ruby Bridges • Ruby Bridges movie by Disney 	<ul style="list-style-type: none"> • Checklist/rubric for peer editing
Suggested Websites	Suggested Materials
<ul style="list-style-type: none"> • www.brainpop.com • www.discoveryeducation.com • www.newsela.com • www.readworks.org • www.funbrain.com • www.learninggamesforkids.com • http://www.readwritethink.org/files/resources/interactives/compcontrast/ 	<ul style="list-style-type: none"> • Hula hoops • Sentence strips • District provided research materials
Standards	
<p>W.4.4. 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.)</p> <p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply grade 4 Reading standards to literature (e.g., “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].”).</p> <p>B. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p> <p>W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>B. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>C. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>E. Form and use prepositional phrases.</p> <p>F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p>	

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- G. Correctly use frequently confused words (e.g., to, too, two; there, their).*
- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A. Use correct capitalization.
 - B. Use commas and quotation marks to mark direct speech and quotations from a text.
 - C. Use a comma before a coordinating conjunction in a compound sentence.
 - D. Spell grade-appropriate words correctly, consulting references as needed.
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Choose words and phrases to convey ideas precisely.*
 - B. Choose punctuation for effect.*

Cross-Curricular Connections

21st Century Skills

- *CRP2: Apply appropriate academic and technical skills*
- *CRP4: Communicate clearly and effectively and with reason*
- *CRP6: Demonstrate creativity and innovation*
- *CRP8: Utilize critical thinking to make sense of problems and persevere in solving them*

Technology

- *8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems*
- *8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures*
- *8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue*

SEL

- *Relationship Skills: Utilize positive communication and social skills to interact effectively with others*
- *Responsible Decision-Making: Develop, implement and model effective problem solving and critical thinking skills*
- *Social Awareness: Demonstrate an awareness of the expectations for social interactions in a variety of settings*
- *Self-Management: Recognize the skills needed to establish and achieve personal and educational goals*
- *Self-Awareness: Recognize the importance of self-confidence in handling daily tasks and challenges*

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Writing Unit: Opinion		Pacing Guide: April–June
Essential Questions	Enduring Understandings	Benchmark Assessment(s)
<ul style="list-style-type: none"> How do I stay on topic and support my point of view when I write an opinion piece? How do I provide reasons that are supported by facts? How do I link opinion and reasons using words and phrases? How do I produce a clear coherent writing that is developed and organized and is appropriate to take, purpose, and audience? How do I develop and strengthen my writing as needed by planning, revising, and editing. How do I use technology to produce and publish writing? How do I engage effectively in a range of discussions with peers on diverse topics? 	<ul style="list-style-type: none"> I can write an opinion piece and stay on topic by supporting my opinion/thesis statement with specific reasons and evidence. I can link my opinion with reasons and evidence by using specific words and phrases, such as: for instance, in order to, and in addition to. I can produce clear and organized writing by following the steps of the writing process, including planning, revising, and editing. I can use technology to produce, revise, edit, and publish writing. I can engage in a discussion with my 	<ul style="list-style-type: none"> SWBAT compose an opinion essay using the writing process (brainstorm draft, revise, edit, publish). Writing should include a clearly stated topic and organizational structure, reasons that are supported by facts, opinions and reasons linked with words and phrases, and a conclusion related to the opinion. Writing should also include the correct usage of relative pronouns, progressive verb tenses, modal auxiliaries to convey various conditions, order of adjectives, prepositional phrases, complete sentences, and commonly confused words. This benchmark will be assessed using a grade level rubric. (W.4.1, W.4.4, W.4.5, W.4.9, W.4.10, L.4.1, L.4.2, L.4.3)

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	peers on a variety of diverse	
Suggested Activities		
<ul style="list-style-type: none"> • Fact and opinion: Provide students with statements that are either a fact or an opinion about a given topic. Give each student a statement. Label the back wall with “fact” and the front wall with “opinion”. Provide students with time to read their statement. Direct students to bring their statement and stand under the fact/opinion signs based on which they believe their statement is. Discuss with their group under the signs and agree/disagree. Share and discuss as a group. • Using school provided periodical and hold a class debate based on one of the articles. Students choose their side and defend their opinion with facts and evidence from the article. The teacher will choose the winner of the debate based on their use of facts and evidence to back up their opinion. • Ranking Activity - Use current class novel(s) or guided reading novel. <p>Sample topics -</p> <ul style="list-style-type: none"> - Which character from the book would you most like to be friends with? Rank the characters from the one you would most like to be friends with to the one you would least like to be friends with. Explain your reasoning. - Which setting in the books shared throughout this unit would be the easiest to survive in? Rank them. - Which character changed the most? Rank five characters. - Which person from history would make the best friend? Explain. • Would You Rather Activities/Questionnaire - gonoodle.com offers would you rather brain breaks, but teachers can also type scenarios on the Smartboard for all to see, or print out a questionnaire. • www.readworks.org: Fact and Opinion 4th Grade Unit • Write a paragraph using the OREO (Opinion, Reason, Evidence, Opinion). Display on the Smartboard. Provide students with a paper copy. Highlight any opinion sentence with pink, reason sentence with yellow, and evidence sentence with green. • Provide students with an OREO graphic organizer and fill in together as a class. Keep work in writing folder as a reference. • Give each student an Oreo cookie. They must decide whether they prefer the cookie or the cream better. Group students with similar opinions. Using the OREO graphic organizer, students write a paragraph trying to convince the teacher that their favorite cookie is the best over any other type of cookie. • Assess and level students into groups and utilize the district provided word study program to improve spelling skills. 		
Reinforcement		Enrichment
<ul style="list-style-type: none"> • Provide students with an outline for OREO. • Practice writing statements that show an opinion and provide evidence. (I feel _____ because _____. The text states, _____.) 		<ul style="list-style-type: none"> • Students write several paragraphs for their opinion piece. • Have students share a writing piece from their Writer’s Notebook. With a peer, write an opinion about the writing piece,

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<ul style="list-style-type: none"> • High-light facts in one color and opinion in another. 	<p>keeping in mind to be kind to their peers.</p>
Materials and Resources	Other Assessments
<ul style="list-style-type: none"> • Word study program • teacher created writing/conventions rubric • Writer's Notebooks (1 per student) • OREO anchor chart (Opinion, Reason, Evidence, Opinion) • student copies of OREO graphic organizer • Interactive Notebook pages • student Interactive Notebooks • crayons/colored pencils • construction paper • scissors • glue • various colors of highlighters 	<ul style="list-style-type: none"> • Teacher/Student Conferencing • Monitor peer conferences and editing • Checklist/rubric for peer editing • Student Writing Portfolios
Suggested Websites	Suggested Materials
<ul style="list-style-type: none"> • www.brainpop.com (Fact and Opinion, Debates) • www.discoveryeducation.com • www.newsela.com • www.readworks.org • www.funbrain.com • www.gonoodle.com • www.learninggamesforkids.com 	<ul style="list-style-type: none"> • District provided periodical magazines • Fact and Opinion signs • Masking tape • Oreos cookies
Standards	

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- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- A. 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.
 - B. Provide reasons that are supported by facts from texts and/or other sources.
 - C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - D. Provide a conclusion related to the opinion presented
- W.4.4. 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.)
- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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 - C. Use a comma before a coordinating conjunction in a compound sentence.
 - D. Spell grade-appropriate words correctly, consulting references as needed.
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Choose words and phrases to convey ideas precisely.*
 - B. Choose punctuation for effect.*
 - C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
- SL.4.1. 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.
- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.

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- C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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