

## Curriculum Management System

### SADDLE BROOK SCHOOL DISTRICT

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Course Name: English Language Arts

Grade: 4

Date: October 2015

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2220.

Board approved:  
November 11, 2015  
Revised:  
January 13, 2016

# SADDLE BROOK SCHOOL DISTRICT

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## Curriculum Supervisor

Christine Steiner  
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Valerie Barbarise

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## Course Rationale

As a means of achieving College and Career Readiness, the English Language Arts Curriculum must define a vision of what it means to be a literate person in the twenty-first century. The skills and understanding that students must demonstrate have wide applicability outside the classroom. Students must undertake close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform critical reading necessary to pick carefully through the staggering amount of information available today digitally and in print. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. Students must demonstrate the cogent reasoning and use of evidence that is essential to deliberation and responsible citizenship. In short, students must develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

A Balanced Literacy Program is the means through which this can be accomplished. Such an instructional approach engages students in meaningful and purposeful reading and writing experiences on a regular basis. These experiences are intended to honor the various stages and vast ranges in diversity of literacy development present in every classroom.

The English Language Arts curriculum fosters students who:

- Demonstrate independence
  - Build strong content knowledge
  - Respond to the varying demands of audience, task, purpose, and discipline
  - Comprehend as well as critique
  - Value evidence
  - Use technology and digital media strategically and capably
  - Develop understanding of other perspectives and cultures
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## Scope and Sequence

### Grade 4

#### Quarter I

##### Reading

###### ***Being a Community of Readers***

- Establish routines for choosing books and identify habits of good readers
- Establish reading goals
- Recognize that printed material can be organized in various ways/this organization fosters selection process
- Identify/model good listening techniques
- Develop respect for individual opinions
- Identify, choose, and read a variety of printed material
- Demonstrate techniques for responding to text orally

##### Writing

###### ***Being a Community of Writers***

\* NOTE: Monitor and review cursive handwriting throughout Q1 as needed

- Discuss, model and practice writing routines/procedures
- Provide teacher led, group, and independent writing activities
- Establish writing goals
- Provide varied experiences to generate ideas for writing
- Recognize and model different writing techniques appropriate to genre, purpose, and audience
- Develop a respect for individual differences, ability, preferences
- Discuss how printed material can be organized
- Model how to edit, revise, use a checklist, and use feedback to strengthen writing
- Demonstrate how to publish and share writing

###### ***Narrative Writing- Realistic Fiction***

- Use mentor texts to highlight techniques of good realistic fiction writing
  - Literary Elements (characters, setting, plot, conflict, plot, climax, and resolution)
  - Author's Purpose – Introduce theme
- Beginning
  - Provide varied experiences to generate ideas for writing/prewriting strategies
  - Grab/entice reader by use of hook/lead & how to establish characters
- Organization
  - Paragraphing
  - Organizing events using transitional words or phrases
- Details/Descriptions
  - Use concrete words/phrases and sensory details to convey experiences
  - Model how to focus on a moment/experience
  - Use dialogue to show character's feelings/emotions to situations
- Ending
  - Explore different styles of endings
- Word Choice
  - Discuss "boring" and "throw-away" words and replace precise/advanced words and phrases to convey ideas
  - Model how to use figurative language to further enhance meaning (similes, metaphors)

###### ***Narrative Writing – Personal Narrative (time permitting only)***

- Provide varied experiences to generate ideas for writing
- Model how to edit, revise, and use feedback
- Demonstrate how to publish and share writing
- Use mentor texts to highlight techniques of good narrative writing
- Model how to focus on a moment/experience and establish characters/narrator
- Use transition words
- Demonstrate and practice using dialogue to show character's feelings/emotions
- Demonstrate and practice sequencing events
- Demonstrate and practice writing a concluding sentence
- Model how to edit, revise, and give feedback
- Publish a personal narrative using prewriting strategies, sequenced events, transition words, dialogue, concluding statement, revising/editing/publishing techniques

<p><b>Reading Literature</b></p> <p><b><i>Reading Literature: Realistic Fiction</i></b></p> <ul style="list-style-type: none"> <li>● Characteristics of realistic fiction</li> <li>● Organizational structure of the genre</li> <li>● Compare characteristics and structure with other literary genres</li> <li>● Using text information to describe setting, characters, and events</li> <li>● Analyzing characters thoughts and feelings</li> <li>● Making inferences</li> <li>● Determining the narrator and point of view</li> <li>● Theme</li> <li>● Examining the use and meaning of figurative language</li> <li>● Participate in collaborative discussions about reading</li> <li>● Respect and respond to other’s opinions about reading</li> <li>●</li> </ul> <p><b><i>Key Ideas and Details</i></b></p> <ul style="list-style-type: none"> <li>● Answer literal and inferential questions to demonstrate understanding using evidence</li> <li>● Determine the theme of a text</li> <li>● Use specific details to describe character, setting, or event</li> <li>● Understand the difference between main and secondary characters, as well as their purpose within the story</li> <li>● Explain the conflict within the story (internal or external) as well as demonstrate understanding of how the conflict impacts characters differently</li> <li>● Explain major difference between poems, drama and prose</li> <li>● Fluently read and comprehend stories using comprehension strategies (Context clues, Predictions, Connections- both personal and within the text, Revising predictions based on new evidence in the text, Visualizing)</li> <li>● Understanding literary elements for story or drama (character, setting, plot, problem/solution, events)</li> <li>● Differentiate between 1<sup>st</sup> and 3<sup>rd</sup> person narration, and understand how that helps us comprehend the story and get to know characters in different ways.</li> <li>● Participate actively and appropriately in discussions about fictional literature</li> <li>● Orally read with accuracy, appropriate rate, and expression</li> </ul>	<p><b>Reading Informational Text</b></p> <p><b><i>Comprehension Skills</i></b></p> <ul style="list-style-type: none"> <li>● Answer literal and inferential questions to demonstrate understanding using textual evidence</li> <li>● Determine the main idea of a text</li> <li>● Understand different text features and their purpose within the text</li> <li>● Understanding the different text structures of an informational text and how they convey information differently</li> <li>● Extract important details to develop a summary</li> <li>● Determine meaning of words/phrases to aid comprehension of informational text including context clues</li> <li>● Compare and contrast first-hand/second-hand account of an event or topic including textual evidence</li> <li>● Identify key details that support a text’s main idea</li> <li>● Use specific information to describe events, procedures, ideas or concepts</li> <li>● Interpret information presented visually, orally, and quantitatively and how it contributes to comprehension</li> <li>● Consult dictionaries and reference materials to determine word meaning</li> <li>● Determine and comprehend meaning of content specific vocabulary</li> </ul>
<p><b>Word Study (Phonics, Spelling, &amp; Vocabulary)</b></p> <ul style="list-style-type: none"> <li>● Demonstrate understanding of words by relating them to antonyms and synonyms</li> <li>● Use combined knowledge of all letter-sound correspondences to read accurately unfamiliar multisyllabic words in and out of context</li> <li>● Read grade-appropriately irregularly spelled words</li> <li>● Spell grade-appropriate words correctly</li> <li>● Decode words using known syllabication patterns</li> <li>● Use print and digital resources to determine or clarify the meaning of keys words, phrases and spelling</li> </ul>	<p><b>Grammar and Usage</b></p> <ul style="list-style-type: none"> <li>● Nouns, proper nouns, pronouns</li> <li>● Verbs &amp; tenses</li> <li>● Subject-verb agreement</li> <li>● Adjectives</li> <li>● 4 type of sentences</li> <li>● Paragraphing</li> <li>● Punctuation marks</li> <li>● Capitalization</li> <li>● Commas</li> <li>● Quotation marks</li> <li>● Dictionary &amp; thesaurus</li> </ul>

## Quarter II

### Writing

#### **Opinion Writing: Literature Response (Ongoing in Reader's Workshop)**

- Write opinion pieces on texts, supporting a point of view with reasons and information
- Develop and strengthen writing as needed by revising or editing
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source,
- Draw evidence from literary or informational texts
- Demonstrate command of the conventions of standard English
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
- Analyze how two or more texts address similar themes or topics
- Mnemonic Device to help organize thoughts, ideas, and relevant evidence from text:
  - **R** – Restate the question
  - **A** – answer all parts of the question (in your own words)
  - **C** – provide context about the story
  - **C** – cite explicit evidence from the text
  - **E** – explain and extend on this evidence (and how it supports your answer)

### Writing

#### **Informative/Explanatory Writing: Research Writing**

- Use of technology & internet for research
- Demonstrate how to recall relevant information or gather information from print and digital sources
- Use keyboarding skills to type piece
- Take notes and organize information using a graphic organizer
- Introduce a topic clearly with definitions/details
- Group related information in paragraphs/sections
- Use precise language/domain specific vocabulary
- Show how to provide a list of sources
- Use formatting, illustrations, and multimedia to enhance topic
- Research to build and present knowledge
- Variety of graphic organizers to support gathering information
- Primary & secondary sources
- Interpret and integrate information from various texts
- Research to support writing (facts, anecdotes, statistics)
- Thesis statement
- Topic and closing sentences
- Essay structure
- Point of view
- Connection
- How to use a graphic organizer to organize ideas/information

### Reading Literature

#### **Key Ideas and Details**

- Answer literal and inferential questions to demonstrate understanding using evidence
- Determine the theme of a text
- Use specific details to describe character, setting, or event
- Understand the difference between main and secondary characters, as well as their purpose within the story
- Explain the conflict within the story (internal or external) as well as demonstrate understanding of how the conflict impacts characters differently
- Explain major difference between poems, drama and prose
- Fluently read and comprehend stories using comprehension strategies (Context clues, Predictions, Connections- both personal and within the text, Revising predictions based on new evidence in the text, Visualizing)
- Understanding literary elements for story or drama (character, setting, plot, problem/solution, events)

### Reading Informational Text

#### **Comprehension Skills**

- Answer literal and inferential questions to demonstrate understanding using textual evidence
- Determine the main idea of a text
- Understand different text features and their purpose within the text
- Understanding the different text structures of an informational text and how they convey information differently
- Extract important details to develop a summary
- Determine meaning of words/phrases to aid comprehension of informational text including context clues
- Compare and contrast first-hand/second-hand account of an event or topic including textual evidence
- Identify key details that support a text's main idea

<ul style="list-style-type: none"> <li>• Differentiate between 1<sup>st</sup> and 3<sup>rd</sup> person narration, and understand how that helps us comprehend the story and get to know characters in different ways.</li> <li>• Participate actively and appropriately in discussions about fictional literature</li> <li>• Orally read with accuracy, appropriate rate, and expression</li> </ul>	<ul style="list-style-type: none"> <li>• Use specific information to describe events, procedures, ideas or concepts</li> <li>• Interpret information presented visually, orally, and quantitatively and how it contributes to comprehension</li> <li>• Consult dictionaries and reference materials to determine word meaning</li> <li>• Determine and comprehend meaning of content specific vocabulary</li> </ul>
<b>Word Study (Phonics, Spelling, &amp; Vocabulary)</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of words by relating them to antonyms and synonyms</li> <li>• Use combined knowledge of all letter-sound correspondences to read accurately unfamiliar multisyllabic words in and out of context</li> <li>• Read grade-appropriately irregularly spelled words</li> <li>• Spell grade-appropriate words correctly</li> <li>• Decode words using known syllabication patterns</li> <li>• Use print and digital resources to determine or clarify the meaning of keys words, phrases and spelling</li> </ul>	<b>Grammar and Usage</b> <ul style="list-style-type: none"> <li>• Form and use progressive verb tenses</li> <li>• Use and order adjectives according to conventional patterns</li> <li>• Nouns, proper nouns, pronouns</li> <li>• Verbs &amp; tenses</li> <li>• Subject-verb agreement</li> <li>• Adjectives</li> <li>• 4 type of sentences</li> <li>• Paragraphing</li> <li>• Punctuation marks</li> <li>• Capitalization</li> <li>• Commas</li> <li>• Quotation marks</li> <li>• Dictionary &amp; thesaurus</li> </ul>

## Quarter III

<b>Reading Literature</b> <b>Reading: Historical Fiction and Nonfiction</b> <ul style="list-style-type: none"> <li>• Answer literal and inferential questions to demonstrate understanding of both texts using textual evidence that connects to each other</li> <li>• Determine the main idea of an informational text and consider how that relates to the theme in a historical fiction story</li> <li>• Use an informational text to build background knowledge about a time period/person/event in history, to help comprehend a historical fiction text</li> <li>• Use different text features to understand historical informational texts</li> <li>• Extract important details from a text to develop a summary</li> <li>• Determine meaning of words and phrases to aid in comprehension of informational text including context clues – use this in relation to historical fiction texts</li> <li>• Compare and contrast first-hand/second-hand account of an event or topic including textual evidence</li> <li>• Fluently read and comprehend grade level informational text</li> <li>• Consult dictionaries and reference materials to determine word meaning</li> <li>• Participate actively and appropriately in discussions</li> <li>• Determine and comprehend meaning of content specific vocabulary</li> </ul>	<b>Writing</b> <b>Opinion Writing: Literature Response</b> Continued from Quarter II  <b>Opinion Writing: Opinion-based Letter</b> <ul style="list-style-type: none"> <li>• Discuss, model and practice stating an opinion about a topic</li> <li>• Use graphic organizers to organize thoughts/ideas</li> <li>• Demonstrate/practice using factual reasons, information, and detail to support point of view</li> <li>• Demonstrate/practice using personal knowledge or information from digital sources to support point of view</li> <li>• Discuss/practice using evidence from literary or informational texts to support opinions</li> <li>• Provide shared, guided, and independent writing activities</li> <li>• Discuss the components of opinion writing and how to group related information and details in paragraphs</li> <li>• Analyze persuasive writing of mentor texts</li> <li>• Demonstrate how to craft a hook</li> <li>• Use transitional words and phrases</li> <li>• Discuss/practice how to write a conclusion that restates the opinion</li> <li>• Developing and writing arguments</li> <li>• Facts (for and opposing)</li> </ul> <b>Informative/Explanatory Writing</b>
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<ul style="list-style-type: none"> <li>• Use specific details to describe character, setting, or event, and apply background knowledge from informational texts to aid in comprehension</li> <li>• Understand the difference between main and secondary characters, as well as their purpose within the story and how they're affected by a given time period</li> <li>• Fluently read and comprehend stories using comprehension strategies (Context clues, Predictions, Connections- both personal and within the text, Revising predictions based on new evidence in the text, Visualizing)</li> <li>• Understanding literary elements for story or drama (character, plot, problem/solution, events) with special emphasis on historical setting</li> </ul> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>• Answer literal and inferential questions to demonstrate understanding using evidence</li> <li>• Determine the theme of a text</li> <li>• Use specific details to describe character, setting, or event</li> <li>• Understand the difference between main and secondary characters, as well as their purpose within the story</li> <li>• Explain the conflict within the story (internal or external) as well as demonstrate understanding of how the conflict impacts characters differently</li> <li>• Explain major difference between poems, drama and prose</li> <li>• Fluently read and comprehend stories using comprehension strategies (Context clues, Predictions, Connections- both personal and within the text, Revising predictions based on new evidence in the text, Visualizing)</li> <li>• Understanding literary elements for story or drama (character, setting, plot, problem/solution, events)</li> <li>• Differentiate between 1<sup>st</sup> and 3<sup>rd</sup> person narration, and understand how that helps us comprehend the story and get to know characters in different ways.</li> <li>• Participate actively and appropriately in discussions about fictional literature</li> <li>• Orally read with accuracy, appropriate rate, and expression</li> </ul>	<ul style="list-style-type: none"> <li>• Text Types &amp; Purposes</li> <li>• Production &amp; distribution of writing</li> <li>• Research to build and present knowledge</li> <li>• Variety of graphic organizers to support gathering information</li> <li>• Primary &amp; secondary sources</li> <li>• Interpret and integrate information from various texts</li> <li>• Research to support writing (facts, anecdotes, statistics)</li> <li>• Thesis statement</li> <li>• Topic and closing sentences</li> <li>• Essay structure</li> <li>• Point of view</li> <li>• Connection</li> <li>• How to use a graphic organizer to organize ideas/ information</li> <li>• Introduce a topic clearly with definitions/details</li> <li>• Group related information in paragraphs/sections</li> <li>• Precise language/domain specific vocabulary</li> <li>• Concluding sentences</li> <li>• Use correct punctuation for effect</li> <li>• Clarify meaning/pronunciation of words using print and digital reference material</li> </ul>
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<p><b>Reading Informational Text</b> <b>Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>• Answer literal and inferential questions to demonstrate understanding using textual evidence</li> <li>• Determine the main idea of a text</li> <li>• Understand different text features and their purpose within the text</li> <li>• Understanding the different text structures of an informational text and how they convey information differently</li> <li>• Extract important details from a text to develop a summary</li> <li>• Determine meaning of words and phrases to aid in comprehension of informational text including context clues</li> <li>• Compare and contrast first-hand/second-hand account of an event or topic including textual evidence</li> <li>• Identify key details that support a text's main idea</li> <li>• Use specific information to describe events, procedures, ideas or concepts</li> <li>• Interpret information presented visually, orally, and quantitatively and how it contributes to comprehension</li> <li>• Fluently read and comprehend grade level informational text</li> <li>• Consult dictionaries and reference materials to determine word meaning</li> <li>• Participate actively and appropriately in discussions</li> <li>• Determine and comprehend meaning of content specific vocabulary</li> </ul>	<p><b>Word Study (Phonics, Spelling, &amp; Vocabulary)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of words by relating them to antonyms and synonyms</li> <li>• Use combined knowledge of all letter-sound correspondences to read accurately unfamiliar multisyllabic words in and out of context</li> <li>• Read grade-appropriately irregularly spelled words</li> <li>• Spell grade-appropriate words correctly</li> <li>• Decode words using known syllabication patterns</li> <li>• Use print and digital resources to determine or clarify the meaning of keys words, phrases and spelling</li> <li>• Use context clues, analyze meaningful word parts, and consult general and specialized reference materials, as appropriate, to determine the meaning of words</li> <li>• Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening</li> <li>• Apply the knowledge of knowing the meaning of the most common prefixes, derivational suffixes, and all letter-sound correspondences to read accurately unfamiliar multisyllabic words in and out of context</li> <li>• Use Greek and Latin affixes and roots to read accurately and gain meaning of unfamiliar multi-syllabic words in and out of context</li> </ul>
<p><b>Grammar and Usage</b></p> <ul style="list-style-type: none"> <li>• Correctly use confused homophones</li> <li>• Use prepositional phrases</li> <li>• Use relative adverbs correctly (where, when, why)</li> <li>• Nouns, proper nouns, pronouns</li> <li>• Verbs &amp; tenses</li> <li>• Subject-verb agreement</li> <li>• Adjectives</li> <li>• 4 type of sentences</li> <li>• Paragraphing</li> <li>• Punctuation marks</li> <li>• Capitalization</li> <li>• Commas</li> <li>• Quotation marks</li> <li>• Dictionary &amp; Thesaurus</li> </ul>	

Quarter IV	
<p><b>Reading</b> <b>Reading Literature</b> <b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>• Answer literal and inferential questions to demonstrate understanding using evidence</li> <li>• Determine the theme of a text</li> <li>• Use specific details to describe character, setting, or event</li> </ul>	<p><b>Writing</b> <b>Opinion Writing: Literature Response</b> Continued from Quarter II</p> <p><b>Narrative Writing: Poetry</b></p> <ul style="list-style-type: none"> <li>• Use poetic devices to strengthen writing pieces</li> </ul>

<ul style="list-style-type: none"> <li>• Understand the difference between main and secondary characters, as well as their purpose within the story</li> <li>• Explain the conflict within the story (internal or external) as well as demonstrate understanding of how the conflict impacts characters differently</li> <li>• Explain major difference between poems, drama and prose</li> <li>• Fluently read and comprehend stories using comprehension strategies (Context clues, Predictions, Connections- both personal and within the text, Revising predictions based on new evidence in the text, Visualizing)</li> <li>• Understanding literary elements for story or drama (character, setting, plot, problem/solution, events)</li> <li>• Differentiate between 1<sup>st</sup> and 3<sup>rd</sup> person narration, and understand how that helps us comprehend the story and get to know characters in different ways.</li> <li>• Participate actively and appropriately in discussions about fictional literature</li> <li>• Orally read with accuracy, appropriate rate, and expression</li> </ul>	<ul style="list-style-type: none"> <li>• Write poetry narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</li> <li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</li> <li>• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>• Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric</li> <li>• Use descriptive details to support main ideas or themes.</li> <li>• Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations</li> <li>• Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate</li> <li>• Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening</li> </ul>
<p><b>Reading Informational Text</b> <b>Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>• Answer literal and inferential questions to demonstrate understanding using textual evidence</li> <li>• Determine the main idea of a text</li> <li>• Understand different text features and their purpose within the text</li> <li>• Understanding the different text structures of an informational text and how they convey information differently</li> <li>• Extract important details from a text to develop a summary</li> <li>• Determine meaning of words and phrases to aid in comprehension of informational text including context clues</li> <li>• Compare and contrast first-hand/second-hand account of an event or topic including textual evidence</li> <li>• Identify key details that support a text's main idea</li> <li>• Use specific information to describe events, procedures, ideas or concepts</li> <li>• Interpret information presented visually, orally, and quantitatively and how it contributes to comprehension</li> <li>• Fluently read and comprehend grade level informational text</li> <li>• Consult dictionaries and reference materials to determine word meaning</li> <li>• Participate actively and appropriately in discussions</li> <li>• Determine and comprehend meaning of content specific vocabulary</li> </ul>	<p><b><u>Vocabulary Acquisition, Grammar, and Usage</u></b> <b><i>Conventions of Standard English: Grammar and Usage in Speaking and Writing</i></b></p> <ul style="list-style-type: none"> <li>• Use modal auxiliaries (can, may, must) to convey various conditions</li> <li>• Nouns, proper nouns, pronouns</li> <li>• Verbs &amp; tenses</li> <li>• Subject-verb agreement</li> <li>• Adjectives</li> <li>• 4 type of sentences</li> <li>• Paragraphing</li> <li>• Punctuation marks</li> <li>• Capitalization</li> <li>• Commas</li> <li>• Quotation marks</li> <li>• Dictionary &amp; Thesaurus</li> </ul> <p><b>Word Study (Phonics, Spelling, &amp; Vocabulary)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of words by relating them to antonyms and synonyms</li> <li>• Use combined knowledge of all letter-sound correspondences to read accurately unfamiliar multisyllabic words in and out of context</li> <li>• Read grade-appropriately irregularly spelled words</li> <li>• Spell grade-appropriate words correctly</li> <li>• Decode words using known syllabication patterns</li> <li>• Use print and digital resources to determine or clarify the meaning of keys words, phrases and spelling</li> <li>• Use context clues, analyze meaningful word parts, and consult general and specialized reference materials, as appropriate, to determine the meaning of words</li> <li>• Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Apply the knowledge of knowing the meaning of the most common prefixes, derivational suffixes, and all letter-sound correspondences to read accurately unfamiliar multisyllabic words in and out of context</li><li>• Use Greek and Latin affixes and roots to read accurately and gain meaning of unfamiliar multi-syllabic words in and out of context</li></ul> |
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## Unit Plans

### Grade 4

#### Being a Community of Readers

Timeline: First 3 weeks, then ongoing

##### Enduring Understandings:

- People read different genres for a variety of purposes.
- Effective reading communities work best with clearly communicated procedures and routines.
- Each individual has a role in creating and maintaining his/her reading community.
- Readers discuss and share what they read.
- Reading can more effectively occur when appropriate reading material is chosen.
- The use of a variety of comprehension strategies enhance the readers understanding of the text.

##### Essential Questions:

- What role does reading have in your life?
- How can we work as a class, in small groups, and individually to become better readers?
- What does reading in a community look like?
- Why do we read?
- How do readers apply reading strategies to improve comprehension?

#### Conventions of Standard English: Word Study (Phonics, Spelling & Vocabulary)

Timeline: Ongoing

##### Enduring Understandings:

- Letter sounds form patterns to help create words.
- Phonics involves the relationship between sounds and their spellings.
- The knowledge of vocabulary leads to deeper understanding of text.
- Vocabulary is acquired through reading, writing, speaking and listening.

##### Essential Questions:

- Why is continuously building our content vocabulary knowledge important?
- How do letter sounds and patterns help a reader identify unknown words?
- How can context clues be used to understand new words?
- How can knowing parts of a word help determine the meaning of the whole word?

#### Reading Literature: Key Ideas & Details

Timeline: Ongoing

##### Enduring Understandings:

- Readers read different genres for different purposes.
- Textual evidence applied to personal understanding of the experiences and the world around us can help form understanding of characters within narratives.
- The use of a variety of comprehension strategies enhance the reader's understanding of the text.
- Fictional literature has identifiable and common story elements to effectively tell a complete story.

##### Essential Questions:

- Why do we read stories?
- How can readers gain a full understanding of characters within the narratives they read?
- How does knowing the elements of literature enhance understanding of fictional narrative?
- How do readers apply reading strategies to improve comprehension?

Reading Literature: Realistic Fiction		Timeline: 6 weeks
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Realistic fiction is a narrative genre that depict events and situations that could actually occur involving people or animals in a believable setting.</li> <li>Textual evidence applied to personal understanding of the experiences and the world around us can help form understanding of characters within narratives.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How does analyzing story elements give you a better understanding of text?</li> <li>How can readers gain a full understanding of characters within the narratives they read?</li> <li>How do readers apply reading strategies to improve comprehension?</li> </ul>	

Reading Informational Text (Comprehension Skills)		Timeline: Ongoing
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Readers read informational text to obtain information on a topic.</li> <li>Informational texts are organized in different structures based on the author's purpose to help the reader understand the text.</li> <li>Informational text has features that help the reader navigate the text and often provides additional information to help students comprehend the content.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How do the text structures of informational text vary, and why?</li> <li>How do readers use informational text to find and share information?</li> <li>What strategies do effective readers use to understand the elements of informational text?</li> </ul>	

Reading Historical Fiction and Nonfiction		Timeline: 8 weeks
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Effective readers can identify and understand how historical fiction enhances understanding of history.</li> <li>Authors write historical fiction to inform the reader about an event or period of time.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can informational texts build our background knowledge for a historical fiction story?</li> <li>How does literature and informational text increase our understanding of history?</li> <li>Why do authors write historical fiction texts?</li> </ul>	

Being a Community of Writers		Timeline: First 3 weeks, then ongoing
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Effective writing communities work best with clearly communicated procedures and routines.</li> <li>Writing serves many purposes, including entertaining, informing and persuading.</li> <li>A strong writing community is built through sharing and respecting one another's ideas.</li> <li>Authors write to communicate.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can we work together as a class and individually to become better writers?</li> <li>What does a writing community look like and how do I recognize myself as an individual writer in the community?</li> <li>How do good writers convey their message?</li> <li>Why do we write?</li> <li>How do writers engage their readers?</li> <li>How do writers use their own experiences to generate ideas?</li> </ul>	

## Conventions of Standard English: Grammar and Usage in Speaking and Writing

Timeline: Ongoing

### Enduring Understandings:

- Proper grammar and mechanics promotes fluency of written and oral communication.
- Conventions are rules that have been established to standardize written and oral communication.

### Essential Questions:

- Why is it important to use correct grammar when writing and speaking?
- Why is it important to use correct capitalization and punctuation when writing?

## Narrative Writing: Realistic Fiction

Timeline: 6 weeks

### Enduring Understandings:

- Narratives are carefully structured (real or imagined) representations of diverse human experiences.
- A narrative writer conveys meaning through deliberate use of literary elements and narrative techniques.
- There are a variety of formats you can use to share information with others.
- Narrative writing can be used to inform, instruct, persuade or entertain.

### Essential Questions:

- How do fictional writers engage their audience in a real or imagined event?
- How do writers use their own experiences to generate ideas for fictional stories?
- How do writers construct text to convey a message?
- What is the purpose for writing?

## Narrative Writing: Personal Narrative

Timeline: 3 weeks

### Enduring Understandings:

- A personal narrative, generated from the writer's own life experiences, is focused, detailed, and chronological and engages the reader.
- When writing a story, it is important to take my reader through the experience using a clear sequence of events.

### Essential Questions:

- How do writers construct personal narratives based on real ideas, events or observations?
- How can writing about my personal experiences provide entertainment and enjoyment to others?
- How do writers construct an effective personal narrative using the writing process?

## Narrative Writing: Poetry

Timeline: 6 weeks

### Enduring Understandings:

- Narratives (including poetry) are carefully structured depictions of diverse human experiences.
- Poets use poetic devices such as rhyme, rhythm, repetition, line breaks, and figurative language to convey meaning.
- Poetry can be crafted in many different styles and has no set boundaries.
- Author's write using sensory details and word choice to hold a reader's attention.
- Different views of a person's thinking can be explored through mental or actual pictures.

### Essential Questions:

- How do poets use poetic devices to convey meaning?
- Why does poetry have no set boundaries?
- How does poetry create mental/visual and sensory images that engage the reader in thinking beyond the literal/superficial?
- How can you explore places and things that are not real without actually experiencing it?

Informative/Explanatory Writing		Timeline: 6 weeks
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Informative/explanatory writing conveys accurate information to increase the readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.</li> <li>Organized and paraphrased notes can help you more effectively construct an informative/explanatory writing piece.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How do you communicate information clearly and accurately to others?</li> <li>How do writers draw on their own experiences and from learned information in order to support their topic?</li> <li>How can technology be used to enhance the writing process?</li> </ul>	

Informative/Explanatory Writing: Research Writing		Timeline: 6 weeks
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Informative/explanatory writing conveys accurate information to increase the readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.</li> <li>Organized and paraphrased notes/research can help you more effectively construct an informative/explanatory writing piece.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How do you communicate information clearly and accurately to others?</li> <li>How do writers draw on learned information to support their topic?</li> <li>How can you effectively organize your research to help aid you in writing?</li> </ul>	

Opinion Writing: Literature Response		Timeline: Ongoing in Reader's Workshop
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Good readers can convey their comprehension and understanding of narrative and informational texts through writing.</li> <li>To effectively convey your opinion/position on a topic it must be supported with reasons.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can you write to convey your opinion about a text?</li> <li>How can you use evidence from a text to support your opinion and analysis?</li> </ul>	

Opinion Writing: Opinion-based Letter		Timeline: 6 weeks
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>An opinion can be stated in a variety of formats.</li> <li>To communicate and persuade others of an opinion, one must support it with reasons.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How do you write to convey an opinion through a letter, essay, or review?</li> <li>How does the organizational structure of a letter or essay support the writer's purpose?</li> </ul>	