Preston English/Language Arts Curriculum
Unit Planning Organizer – Unit 1
4th Grade

Unit of Study: Reading - How Themes Communicate Different Messages; Writing – Personal Narrative (Charcter and Author's Message)
Pacing: Instruction – 25 days; Reteaching – 5 days

Overarching Common Core State Standards:
- CC.4.R.L.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CC.4.R.L.2: Determine a theme of a story, drama or poem from details in the text; summarize the text.**
- CC.4.R.L.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- **CC.4.R.L.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths and traditional literature from different cultures.**
- **CC.4.W.3: Write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequence.**
- **CC.4.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.**
- CC.4.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

Overarching CT Standards/Grade Level Expectations:
- CT.4.R.19: Before and During Reading—Use cueing system and context clues to determine meanings of words.
- CT.4.R.20: Before and During Reading—Summarize information to maintain focus and provide clarity.
- CT.4.R.23: After Reading—Summarize information, including main idea, most important text-based facts, details and/or ideas.
- CT.4.R.25: After Reading—Infer characteristics, setting, plot events, theme and conflict.
- **CT.4.R.28: After Reading—Use multiple texts to compare and contrast characters, settings, plots, themes, conflicts and points of view.**
- CT.4.W.36: Write a personal narrative in own voice.
- CT.4.W.27: Choose an appropriate written, oral or visual format based on task, audience and purpose.

Priority Standards:
- **CC.4.R.L.2: Determine a theme of a story, drama or poem from details in the text; summarize the text.**
- **CC.4.R.L.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths and traditional literature from different cultures.**
- **CT.4.R.28: After Reading—Use multiple texts to compare and contrast characters, settings, plots, themes, conflicts and points of view.**
- **CC.4.W.3: Write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequence.**
- **CC.4.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. CT.4.W.36:**
- **Write a personal narrative in own voice.**

NOTE: Applicable standards from the Foundational Skills, Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom's Revised Taxonomy Level
Theme of a story, drama or poem	Determine	Understanding
Text	Summarize	Understanding
Themes, topics and patterns of events	Compare and contrast	Analyzing
Characters, setting, plots, themes, conflicts and points of view of multiple texts.	Compare and contrast	Analyzing
Using effective technique, details and sequence.	Write narratives	Creating
Appropriate to task, purpose and audience	Produce writing	Creating
In own voice	Write personal narrative	Creating

Essential Questions	Big Ideas
What is a theme? How does the theme help you to understand the story?	Authors use themes to communicate different messages or ideas about real life situations.

Preston English/Language Arts Curriculum
Unit Planning Organizer
4th Grade – Unit 2

Unit of Study: Reading - Using Structure to Link Ideas with Information in Text; Writing – Supporting Ideas with Information
Pacing: Instruction – 30 days; Reteaching – 4 days

Overarching Common Core State Standards:
- CC.4.R.I.1: Refer to details and examples in a text when explaining what the text say explicitly and when drawing inferences from the text.
- CC.4.R.I.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **CC.4.R.I.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.**
- **CC.4.R.I.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.**
- CC.4.R.I.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.
- CC.4.R.I 6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- CC.4.R.I.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- **CC.4.W.2: Write informative/explanatory text to examine a topic and convey ideas and information clearly.**
- **CC.4.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.**
- CC.4.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
- **CC.4.W.9: Draw evidence from literary and information texts to support analysis, reflections and research.**

Overarching CT Standards/Grade Level Expectations:
- CT.4.R.23: After Reading—Summarize information, including main idea, most important text-based facts, details and/or ideas.
- CT.4.R.22: After Reading—Explain steps in a process.
- CT.4.R.21: Before and During Reading—Use appropriate resources to locate information.
- **CT.4.R.29: After Reading—Recognize organizational patterns of text.**
- **CT.4.R.28: After Reading—Use multiple texts to compare and contrast characters, settings, plots, themes, conflicts and points of view.**
- CT.4.R.40: After Reading—Make generalizations about a topic after reading more than one text.

Priority Standards:
- **CC.4.R.I.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.**
- **CC.4.R.I.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.**
- **CT.4.R.29: After Reading—Recognize organizational patterns of text.**
- **CT.4.R.28: After Reading—Use multiple texts to compare and contrast characters, settings, plots, themes, conflicts and points of view.**
- **CC.4.W.2: Write informative/explanatory text to examine a topic and convey ideas and information clearly.**

- **CC.4.W.4:** **Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.**
- **CC.4.W.9:** **Draw evidence from literary and information texts to support analysis, reflections and research.**

NOTE: Applicable standards from the Foundational Skills, Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom's Revised Taxonomy Level
Events, procedures, ideas or concepts in text based on specific information	Explain	Understanding
Overall structure of events, ideas, concepts or information in a text	Describe	Understanding
Organizational patterns of text	Recognize	Remembering
Characters, settings, plots, themes, conflicts and points of view across multiple texts	Compare and contrast	Analyzing
Convey ideas and information clearly	Write informative/explanatory text	Creating
Appropriate to task, purpose and audience.	Produce writing	Creating
Support analysis, reflections and research	Draw evidence	Analysis

Essential Questions	Big Ideas
Why do authors use structure?	Authors use structure to organize and explain ideas in a text.
Why is it important to understand the structure of a text?	Text structure enables a reader to locate information, make connections between ideas and understand concepts or themes.

Preston English/Language Arts Curriculum
Unit Planning Organizer – Unit 3
4th Grade

Unit of Study: Reading - Examining Language and Narration in Fiction; Writing – Other Worlds (Mythology and Fantasy)
Pacing: Instruction – 25 days; Reteaching – 4 days

Overarching Common Core State Standards:
- **CC.4.R.L.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**
- CC.4.R.L.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).
- **CC.4.R.L.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).**
- CC.4.R.L.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narration.
- CC.4.W.3: Write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequence.
- **CC.4.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.**
- CC.4.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
- **CC.4.W.9: Draw evidence from literary and information texts to support analysis, reflections and research.**

Overarching CT Standards/Grade Level Expectations:
- **CT.4.R.19: Before and During Reading—Use cueing system and context clues to determine meanings of words.**
- CT.4.R.22: After Reading—Explain steps in a process.
- CT.4.R.23: After Reading—Summarize information, including main idea, most important text-based facts, details and/or ideas.
- CT.4.R.25: After Reading—Infer characteristics, setting, plot events, theme and conflict.
- **CT.4.R.28: After Reading—Use multiple texts to compare and contrast characters, settings, plots, themes, conflicts and points of view.**
- CT.4.R.31: After Reading—Identify and explain the different between first-, second- and third-person point of view.

Priority Standards:
- **CC.4.R.L.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**
- **CC.4.R.L.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).**
- **CT.4.R.19: Before and During Reading—Use cueing system and context clues to determine meanings of words.**
- **CT.4.R.28: After Reading—Use multiple texts to compare and contrast characters, settings, plots, themes, conflicts and points of view.**
- **CC.4.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.**
- **CC.4.W.9: Draw evidence from literary and information texts to support analysis, reflections and research.**

NOTE: Applicable standards from the Foundational Skills, Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom's Revised Taxonomy Level
Explicit textual references vs. inferences	Refer to text when explaining	Understanding/Analyzing
Meaning of words and phrases	Determine	Understanding
Determine meaning of words	Use cueing system and context clues	Understanding
Characters, setting, plots, themes, conflicts and points of view of multiple text.	Compare and contrast	Analyzing
Appropriate to task, purpose and audience.	Produce writing	Creating
Support analysis, reflection and research.	Draw evidence	Analysis

Essential Questions	Big Ideas
What can you learn from examining the language/narration of narratives?	Examining the language/narration helps to understand characters, setting, plots, themes, conflicts and points of view.

Preston English/Language Arts Curriculum
Unit Planning Organizer – Unit 4
4th Grade

Unit of Study: Reading - Using Informational Text to Explore and Support Ideas; Writing – Persuading Readers in Writing

Pacing: Instruction – 30 days; Reteaching – 4 days

Overarching Common Core State Standards:

- **CC.4.R.I.1: Refer to details and examples in a text when explaining what the text say explicitly and when drawing inferences from the text.**
- **CC.4.R.I.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.**
- CC.4.R.I.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.
- CC.4.R.I.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.
- **CC.4.R.I.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.**
- CC.4.R.I.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- **CC.4.W.1: Write opinion pieces on topics of texts, supporting a point of view with reasons and information.**
- **CC.4.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
- **CC.4.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.**
- **CC.4.W.9: Draw evidence from literary and information texts to support analysis, reflections and research.**

Overarching CT Standards/Grade Level Expectations:

- **CT.4.R.23: After Reading—Summarize information, including main idea, most important text-based facts, details and/or ideas.**
- CT.4.R.22: After Reading—Explain steps in a process.
- CT.4.R.21: Before and During Reading—Use appropriate resources to locate information.
- CT.4.R.40: After Reading—Make generalizations about a topic after reading more than one text.

Priority Standards:

- **CC.4.R.I.1: Refer to details and examples in a text when explaining what the text say explicitly and when drawing inferences from the text.**
- **CC.4.R.I.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.**
- **CC.4.R.I.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.**
- **CT.4.R.23: After Reading—Summarize information, including main idea, most important text-based facts, details and/or ideas.**
- **CC.4.W.1: Write opinion pieces on topics of texts, supporting a point of view with reasons and information.**
- **CC.4.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
- **CC.4.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.**
- **CC.4.W.9: Draw evidence from literary and information texts to support analysis, reflections and research.**

NOTE: Applicable standards from the Foundational Skills, Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom's Revised Taxonomy Level
Explicit textual references vs. inferences	Refer to text when explaining	Understanding/analyzing
Main idea and how it is supported by key details.	Determine and explain	Understanding
Text	Summarize	Understanding
Information and how it contributes to textual understanding	Interpret and explain	Analyzing
Information (main idea, important facts, details, ideas)	Summarize	Understanding
Support point of view with reasons and information	Write opinion pieces	Creating
Convey ideas and information clearly	Write informative/explanatory text	Creating
Appropriate to task, purpose and audience	Produce writing	Creating
Support analysis, reflections and research	Draw evidence	Analysis

Essential Questions	Big Ideas
What should a text summary include?	A text summary should include the main idea and most important text-based facts organized in a logical sequence.

Preston English/Language Arts Curriculum
Unit Planning Organizer – Unit 5
4th Grade

Unit of Study: Reading - A Closer Look at Story Elements and Structure in Multiple Genres; Writing – Performance, Poetry and Drama
Pacing: Instruction – 20 days; Reteaching – 3 days

Overarching Common Core State Standards:
- **CC.4.R.L.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**
- CC.4.R.L.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).
- **CC.4.R.L.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, setting descriptions, dialogue, stage directions) when writing or speaking about a text.**
- **CC.4.R.L.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.**
- **CC.4.W.9: Draw evidence from literary and information texts to support analysis, reflections and research.**

Overarching CT Standards/Grade Level Expectations:
- CT.4.R.22: After Reading—Explain steps in a process.
- CT.4.R.25: After Reading—Infer characteristics, setting, plot events, theme and conflict.
- CT.4.R.24: After Reading—Describe the components of setting, e.g., time, location, descriptive surroundings.
- CT.4.R.26: After Reading—Identify and explain the elements of particular literary forms, e.g., poetry, short story, biography, journalistic writing, narrative.
- **CT.4.R.28: After Reading—Use multiple texts to compare and contrast characters, settings, plots, themes, conflicts and points of view.**

Priority Standards:
- **CC.4.R.L.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**
- **CC.4.R.L.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, setting descriptions, dialogue, stage directions) when writing or speaking about a text.**
- **CC.4.R.L.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.**
- **CT.4.R.28: After Reading—Use multiple texts to compare and contrast characters, settings, plots, themes, conflicts and points of view.**
- **CC.4.W.9: Draw evidence from literary and information texts to support analysis, reflections and research.**

NOTE: Applicable standards from the Foundational Skills, Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom's Revised Taxonomy Level
Explicit textual references vs. inferences	Refer to text when explaining	Understanding/Analyzing
Major differences between poems, drama and prose	Explain	Analyzing
Structural elements of poems and drama	Refer when writing and speaking	Understanding
Text vs. visual/oral presentation	Make connections	Analyzing
Characters, settings, plots, themes, conflicts, points of view of multiple texts.	Compare and contrast	Analyzing
Support analysis, reflections and research	Draw evidence	Analyzing

Essential Questions	Big Ideas
How are story elements and structure related to specific genres?	Genres (poetry, drama, prose) have specific story elements and structures that help the reader to recognize the differences between genres.

Preston English/Language Arts Curriculum
Unit Planning Organizer – Unit 6
4th Grade

Unit of Study: Reading - Using Language Structure and Access Features in Informational Text; Writing – Researching and Presenting Ideas
Pacing: Instruction – 25 days; Reteaching – 5 days

Overarching Common Core State Standards:
- **CC.4.R.I.1:** **Refer to details and examples in a text when explaining what the text say explicitly and when drawing inferences from the text.**
- CC.4.R.I.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.
- **CC.4.R.I.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.**
- CC.4.R.I 6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- **CC.4.R.I 8:** **Explain how an author uses reasons and evidence to support particular points in a text.**
- CC.4.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
- **CC.4.W.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 setting.**
- **CC.4.W.7:** **Conduct short research projects that build knowledge through investigation of different aspects of a topic.**
- **CC.4.W.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.**

Overarching CT Standards/Grade Level Expectations:
- **CT.4.R.2:** **Word Study—Know sounds and meanings for a wide range of suffixes and prefixes, including those relevant to specific content areas.**
- CT.4.R.19: Before and During Reading—Use cueing system and context clues to determine meanings of words.
- CT.4.R.29: After Reading—Recognize organizational patterns of text.
- CT.4.R.28: After Reading—Use multiple texts to compare and contrast characters, settings, plots, themes, conflicts and points of view.
- CT.4.R.32: After Reading—Determine an author's purpose for including or omitting details to create meaning.

Priority Standards:
- **CC.4.R.I.1:** **Refer to details and examples in a text when explaining what the text say explicitly and when drawing inferences from the text.**
- **CC.4.R.I.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.**
- **CC.4.R.I 8:** **Explain how an author uses reasons and evidence to support particular points in a text.**
- **CT.4.R.2:** **Word Study—Know sounds and meanings for a wide range of suffixes and prefixes, including those relevant to specific content areas.**
- **CC.4.W.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 setting.**
- **CC.4.W.7:** **Conduct short research projects that build knowledge through investigation of different aspects of a topic.**

- **CC.4.W.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.**

NOTE: Applicable standards from the Foundational Skills, Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom's Revised Taxonomy Level
Explicit textual references vs. inferences	Refer to text when explaining	Understanding/analyzing
Events, ideas, concepts or information in a text	Describe	Understanding
Author's use of reasons and evidence	Explain	Analyzing
Suffixes and prefixes	Know	Remembering
Write, interact and collaborate with others	Use technology	Creating
Investigation of a topic	Conduct research	Analyzing, Evaluating
Take notes, categorize, provide a list of sources	Gather relevant information	Analyzing/Evaluating

Essential Questions	Big Ideas
Why do authors of informational text use specific language and text features?	Language structures and features of informational text help the reader to identify and understand the information being shared.

Summative Unit Assessments – 4th Grade

Reading Unit	Writing Unit	Assessment Format	Assessment Description	Check if Pre/Post Design	Check if Rubric Required
1. How Themes Communicate Different Messages	Personal Narrative; Character and Author's Message	Performance Task	--Given specific texts, students determine what the author's purpose was in writing the text and what they thought the author's perspective was on significant themes/events based on text evidence. --Students write a personal narrative based on previous experience. Students present their narratives and state why they wrote the narrative and what they wanted to communicate to their readers.	√ - measure growth	√--personal narrative
2. Using Structure to Link Ideas with Information in Text	2. Supporting Ideas with Information	Selected Response/Extended Written Response	--Given historical, scientific, technical texts and appropriate graphic organizers, students summarize information presented and identify textual structures that enhance or reinforce readers' understanding. --Students respond to open-answered questions by providing relevant responses supported with specific textual/factual evidence.	√ - measure growth	√--open ended responses
3. Examining Language and Narration in Fiction	3. Other Worlds, Mythology and Fantasy	Performance Task	Using Reader's Theater (written product), character analysis diagrams (graphic organizer), book reports (include puppet show, missing chapters, collages, interviews, cartoon, comic book, etc.), students demonstrate how inferences were drawn from specific textual details.		√ - content-specific rubric
4. Using Informational Text to Explore and Support Ideas	4. Persuading Readers in Writing	Selected Response/Extended Written Response	--Given specific and varied texts, students identify main ideas and supporting details; students identify textual clues in order to explain inferences. --Students write short persuasive pieces that evidence a central argument supported by relevant details.		√ - persuasive piece
5. A Closer Look at Story Elements and Structure in Multiple Genres	5. Performance, Poetry and Drama	Selected Response/Extended Written Response or Performance Task	--Students will explain structural differences between prose, drama and poetry. --Students will compare/contrast depictions of characters, settings, plots, themes, conflicts and points of view across prose, drama and/or poetry.		√ - content-specific rubric
6. Using Language Structure and Access Features in Informational Text	6. Researching and Presenting Ideas	Performance Task	--Students describe how informational text structure facilitates communication of events, ideas, concepts or information to the reader, citing details and examples from model text. --Students research a topic and write an explanatory report, paying particular attention to how information is communicated to the reader through visual supports and explanation of chronology, comparison, cause/effect and/or problem/solution.		√ - content-specific rubric