

WEYMOUTH TOWNSHIP ELA CURRICULUM Overview /Pacing Guide

Content Area: ELA

Course Title: Reading and Writing Units of Study

Grade Level: 4

Unit	Standards	Unit Focus	Skills Overview	Suggested Pacing
Unit 1	RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RL.4.9, RI.4.1, RI.4.4, RI.4.3, RI.4.4, W.4.2, W.4.3,W.4.4, W.4.5, W.4.7, W.4.9, L.4.1, L.4.2, L.4.4, L.4.5, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6,	<p>*reviewing parts of speech prior (noun/verb/adjective/adverb/article)</p> <p>Grammar: <i>Unit 1:Sentences</i></p> <p>Understand, classify, formulate, and apply concepts to write, combine, and revise sentences correctly. <i>Unit 6: Capitalization, punctuation, and spelling mechanics:</i> Writing sentences, capitalizing proper nouns/adjectives, abbreviations, titles, commas in a series, parts of a letter, quotations, words often misspelled/confused</p> <p>Reading Workshop: <i>Getting Back into Independent Reading: Building a reading life or Launching the Readers Workshop</i> In this unit, the reading workshop is “launched” as readers enact expectations and routines in the reading workshop and read with stamina and comprehension. Students and teacher create a community of readers within the classroom. By examining important aspects of narratives and reading strategies, readers learn to connect with characters, notice how plotlines develop, and determine reading goals and preferences. The unit encourages students to become active readers by “noticing and</p>	<p>Through reading and writing:</p> <ul style="list-style-type: none"> ●Write your own (multiple types of) sentences ●Combining sentences (simple/compound, complex) ●Capitalize, punctuate, and spell correctly ●Revising sentences (fragments, run-on) ●Apply the basic skills of spelling, capitalization, and punctuation properly to their writing ●Develop ideas about characters’ traits, motivations, troubles, changes, and lessons learned 	<p>9/18/23-11/8/23</p> <p>Approximately 39 days</p> <p>*Getting Back into Reading approximately 12 days</p>

Revised: July 2023

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		<p>noting” reading “signposts” to boost comprehension. In this process, they’ll internalize lessons such as choosing books wisely, monitoring for comprehension, and keeping track of their reading. The goal of this unit is to build on their prior skills and move forward with increasing power and independence, teaching readers to draw upon what they know to self-initiate in ways that allow them to draw upon their repertoire of strategies. Additionally, the unit provides opportunities for students to use the fiction texts as mentors for craft and structure during writing workshop.</p> <p>**Interpreting Characters: The Heart of the Story (Book 1)</p> <p>Bend 1: In this unit, students will think deeply about their characters and learn essential skills such as making inferences, building theories, and learning life lessons by “walking in the shoes” of their characters. At first they will learn to live as a character and later they will step out of that character’s shoes and reflect and grow big ideas about that character.</p> <p>Bend 2: Students will be encouraged to think deeply about their character’s personality quirks and habits, by considering what a character holds close, the character’s complexities, and the way the secondary characters act as mirrors of main characters. In addition, they will learn to infer and develop ideas about character’s traits, motivations, troubles, changes, and lessons</p> <p>Bend 3: Shift children from inferring about characters to interpreting characters and growing theories about them. The goal for this portion of the unit is have children’s theories build in complexity. Finally, readers will think between books, comparing and contrasting characters who play similar roles across several books.</p> <hr/> <p>Writing Workshop</p> <p><i>The Arc of Story</i> (Book 1) Student to do an on-demand writing piece which will allow teachers to assess what students can do prior to teaching the unit. Using the assessments, the teacher will be able to tailor their plans to the specific needs of their class, thus bringing the whole class on the journey of work that is essential for meeting the goals of the unit. Within the unit, there are both goals related to writing process as well as story development. Students will work toward writing with greater</p>	<ul style="list-style-type: none"> ●Develop skills in predicting and envisioning ●Interpret characters and grow theories about characters ●Make inferences and build theories about characters ●Work in partnerships to enhance understanding of books and further develop comprehension skills ●Choose realistic fiction topics that are rooted in everyday experiences ●Demonstrate command of standard English conventions ●Demonstrate understanding of figurative language ●Orient the reader by establishing a situation and introducing a narrator and/or characters: organize an event sequence that unfolds naturally ●Use a variety of transitional words to manage sequence of events ●Use concrete words and phrases and sensory details to convey experiences and events precisely ●Use dialogue and description to develop experiences and events or show the responses of characters to situations ●Write with volume ●Provide a conclusion that 	
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		<p>volume throughout the writing process, and using mentor texts to help them meet their writing goals. Students will be taught how to generate ideas, using such methods as thinking about their every day experiences, and then rehearse their stories before they write to develop character and plot. Small group work will be integral to the unit, and center around the teachings of character and story development and conferring strategies. Students will draft both handwritten pieces as well as pieces using appropriate technology.</p>	<p>follows from the narrated experiences or events</p>	
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<p>Unit 2</p>	<p>RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RL.4.9, RI.4.1, RI.4.4, RI.4.3, RI.4.4, W.4.2, W.4.3, W.4.4, W.4.5, W.4.7, W.4.9, L.4.1, L.4.2, L.4.4, L.4.5, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6,</p>	<p>Grammar: <i>Unit 2 Nouns:</i> Common/proper, singular/plural, irregular plural, possessive, appositives <i>Unit 3: Verbs:</i> action, direct objects, simple tenses, linking, verb phrases, progressive forms, perfect tenses, inappropriate shifts, in tense, irregular, contractions, verbs often misuses</p> <p>RW: <i>Reading the Weather, Reading the World: Purposeful Reading of Nonfiction</i> (Book 2) This unit engages students in the nonfiction reading work highlighted in every iteration of twenty-first-century standards. Students begin by reading far and wide in nonfiction texts, moving from easy texts to more challenging ones. Bend 1: You'll teach them that when expository texts are organized into text structures such as problem/solution or compare-and-contrast, they can use their knowledge of structures to figure out what is and isn't important, becoming readers who, by distilling the main ideas and important points, are able to summarize. Bend 2: Children form research teams to delve into topics about extreme weather and natural disasters. You'll help teams to research a topic, reading across source material to learn about causes and effects of hurricanes, tornadoes, floods, and other disasters. You'll teach them to alter their reading when tackling dense scientific texts. You'll teach cross-text synthesis, channeling kids to think about how new information can add to or challenge prior knowledge. Bend 3: Students consolidate and apply all they've learned as they explore a related, but different, topic. Students study authorial tone and craft, and practice close reading, comparing and contrasting, and evaluating sources to determine credibility.</p> <p>WW: <i>Boxes and Bullets: Personal and Persuasive Essays</i> (Book 2) The Unit Boxes and Bullets: Personal and Persuasive Essay is designed so that students become writers who provide support for a claim in ways that chunk the supportive evidence into logically grouped categories. Writers will be choosing topics that they know well and can write well about in order to ensure the unit is about powerful expository writing and not just research collecting. It is important to push students to truly develop their thinking and to tell students that thought prompts actually push writers to think new things. Bend 1: writers will choose an idea, learn how to write it as a thesis and build the structure and support for an essay. Writers will then use transitional words, such as "for instance" "in order to" and "specifically". In addition,</p>	<p>Through reading and writing:</p> <ul style="list-style-type: none"> ● Connect how nouns and verbs lay the foundation for building sentences ● Write knowing that punctuation and capitalization are essential writing conventions that help readers understand the message, tone, and style. ● Discern the differences between narrative and expository nonfiction and ascertain the different ways to approach texts ● Read informational texts and maintain just right chapter books, maintaining their stamina and skill level ● Recognize and utilize text features in order to glean what matters most from a text ● Determine importance and synthesize information in expository nonfiction ● Develop critical thinking and note taking skills ● Introduce a topic, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose ● Link opinion and reasons using transitional words/phrases ● Provide a concluding statement or section related 	<p>11/13/23-1/19/24</p> <p>Approximately 39 days</p>
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		writers should also be able to draw on detailed specifics to support their claims. It will be important to teach students that some people divide the world of texts into two categories: narrative and expository writing. This ensures that students understand the ways narrative and expository (Essay, opinion, persuasive) writing is different from each other. The main goal for this unit is ensuring that personal essays are structured in a main-claim/supportive examples or reasons fashion. This unit starts with students writing flash essays, in conjunction with on demand performance assessments. Once students have a strong foundation in personal essay the unit will shift into persuasive essays, probably written about the same topic as the personal essay. Students will draft both handwritten pieces as well as pieces using appropriate technology.	to the opinion presented <ul style="list-style-type: none"> ●Support reasons with facts and details ● Compose informative/expalnatory texts that include precise language and domain-specific vocabulary ●Write opinion pieces on topics or texts, supporting a POV with reasons and information 	
Unit 3	RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RL.4.9, RI.4.1, RI.4.4, RI.4.3, RI.4.4, W.4.2, W.4.3,W.4.4, W.4.5, W.4.7, W.4.9, L.4.1, L.4.2, L.4.4, L.4.5, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6,	Grammar: <i>Unit 4: Adjectives, adverbs,and prepositions:</i> Understanding the basic parts of speech (noun, pronoun, adjective, verb, adverb, conjunction, interjection, and preposition) will help students determine how words function in a sentence and ultimately, enable them to construct correct sentences. RW: <i>Reading History: The American Revolution: (Book 3)</i> The goal of this unit is for students to emerge from the unit as knowledgeable readers who have learned how to build collective interpretations, know how to listen closely to each other as they read, and know how to carry ideas across time-both in their book club discussions and across more than one text. Important considerations include that the fact that because this unit includes complex texts it is best for students reading levels P and above. In addition, due to the complicated nature of this genre it is recommended that this unit be conducted in book clubs. It will be important to talk up the fact that reading clubs provide group solidarity and allow each member to grow.	Through reading and writing: <ul style="list-style-type: none"> ● Adjectives ● Articles ●Demonstrative/Comparing adjectives ●Comparing with adverbs ●Negatives ● Prepositions and prepositional phrases ●Compare and contrast information gathered from different texts ● Organize information gleamed from research so that they can systhesize across texts ●Research a topic by paying 	1/22/24-3/15/24 Approximately 39 days

		<p>Bend 1: Students will focus on deep comprehension and synthesis of complex story elements and working in book clubs. Readers will figure out the nature of the setting, including the ways people live, and who the characters are, as well as the relationship the characters have to historical tensions</p> <p>Bend 2: Students will focus on interpretation, and paying attention to perspective and point of view in addition to carrying ideas across a text. Read deeply to analyze characters, setting, and events in their stories. They will also push themselves to determine the relationships between those elements by keeping track of multiple plot lines, unfamiliar characters, and of shifts in time and place</p> <p>Bend 3: Readers will enhance their thematic understanding by comparing both fiction and nonfiction texts. Students will work towards being able to compare and contrast structure and analyze multiple accounts of the same even on numerous texts of the same time period. They will think about c complicated themes and how they recurred in human history and continue to be relevant today.</p> <p>WW: <i>Bringing History to Life</i> (Book 3) The start of the unit, you'll remind students of what they know about writing basic, boxes and bullets information text, and then they'll draw on this to write two information chapters, starting with one on the more accessible and general topic, "The American Revolution," and then progressing to one on a more focused topic. The expectation is that students will be bringing with them all they know about information writing from previous years. For example, they should be able to introduce a topic and group-related information and then develop the topic, elaborating with some facts, definitions, and details. Students will select those more focused topics, but one of the ways that you scaffold them in this work is to strongly encourage them to select topics the class has studied together. Most of the class time is spent writing rather than researching, so this makes it especially important for students to rely on research they have already done, when possible.</p>	<p>close attention tot the most important details.</p> <ul style="list-style-type: none"> ● Synthesize learning in order to be able to teach others about the topic ● Transfer and apply previous knowledge about the topic in order to take on independent research ventures ● Use specific text references when explaining text or drawing inferences from narrative texts ● Discuss the concept of theme and relate the theme when using text evidence ● Identify the main idea and detail how it is supported throughout the text ● Read two different texts about the same topic and compare/contrast the texts ● Use multiple representations of a textual topic for the purpose of writing about that topic ● Use only text-relevant information and language to explain connections between and/or amount events ideas ● Draw conclusions about why the information or details differ between texts 	
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<p>Unit 4</p>	<p>RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RL.4.9, RI.4.1, RI.4.4, RI.4.3, RI.4.4, W.4.2, W.4.3, W.4.4, W.4.5, W.4.7, W.4.9, L.4.1, L.4.2, L.4.4, L.4.5, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6,</p>	<p>Grammar: Unit 5: Pronouns Teaching that pronouns are an essential in grammar as they serve as substitutes for nouns, noun phrases, or other pronouns in sentences. Teach their crucial role in maintaining clarity, avoiding repetition, and improving the flow of language in both spoken and written communication.</p> <p>RW: Historical Fiction Book Clubs (Book 4) In this unit, students practice reading analytically, synthesizing complicated narratives, comparing and contrasting themes, and incorporating nonfiction research into their reading. This can be a beautiful intellectual journey, where the stories sweep children along with their exciting dramas. Each club reads several novels set within a historical time period, supported by researching nonfiction. The next part of the unit shines a light on interpretation, helping students to engage in ambitious intellectual work and building on earlier work on interpreting characters. Bend 1: Readers analyze complicated settings and multiple plot lines, moving up levels of text complexity. They learn to consider how one part of a text is related to other parts, thinking and talking deeply about craft and structure.</p> <p>Bend 2: Shines a light on interpretation, helping students to engage in ambitious intellectual work and building on earlier work on interpreting characters.</p> <p>Bend 3: Readers think about how the information from nonfiction texts enlarges their historical knowledge, as well as their understanding of the character's struggles, perspectives, and insights. Children learn to think across fiction and nonfiction, across story and history, across the books they have read, and across their own lives.</p> <p>WW: The Literary Essay: Writing About Fiction (Book 2) To write well about reading, students need to learn more not only about writing but also about reading. Throughout this unit, you will teach students ways writers read complex text closely and then write about the literature they are reading. You will teach children</p>	<p>Through reading and writing:</p> <ul style="list-style-type: none"> ● Subject pronouns ● Object pronouns ● Using I and Me, We, and Us ● Possessive and demonstrative pronouns ● Relative Pronouns and Relative Adverbs ● Contractions with pronouns ● Determine themes and support them with evidence from across the story ● Figure out main character's timeline and the historical timeline ● Notice universal themes and ideas across books ● Read analytical;ly, studying parts that clue into facts, feelings, or setting ● Realize that a character's perspective is shaped by the times and by his/her roles ● Take into account minor characters ● Turn to nonfiction to reach a deeper understanding ● Demonstrate understanding of figurative language, word relationships and nuances in word meanings ● Differentiate when to use 	<p>3/18/24-5/17/34</p> <p>Approximately 40 days</p>

		<p>to notice authors' choices about the setting, objects, words, metaphors, and characters they use in their texts. Students will write structured, compelling essays in which they make and support claims and analyze, unpack, and incorporate evidence. Students focus on arguing for their ideas about characters while carrying forward what they have been taught about planning and drafting essays, writing introductions and conclusions, and marshaling evidence in support of reasons. Students will draft both handwritten pieces as well as pieces using appropriate technology.</p>	<p>formal/informal language</p> <ul style="list-style-type: none"> ● Provide reasons that are supported by details from the text ● Develop their skills in opinion writing ● Respond to a text with a reasoned, well-crafted piece of writing ● Write a literary essay to support a point of view with reasons and information 	
<p>Date Created:</p>	<p>KM~ July 2023</p>			
<p>Board Approved on:</p>				

WEYMOUTH TOWNSHIP ENGLISH LANGUAGE ARTS CURRICULUM
Unit 1 Overview

Content Area: English Language Arts Literacy

Unit Title: Unit One Fiction Reading and Descriptive/Narrative Writing

Target Course/Grade Level: Fourth

Unit Summary: Literature Reading and Narrative/Descriptive Writing

- Identify and understand elements of fiction
- Implementation of writing process
- Identify and understand elements of narrative writing

Primary interdisciplinary connections:

- Social Studies
- Science
- Technology

Learning Targets

Content Standards: RL 4.1, 4.2, 4.3, 4.4, 4.10; RI 4.1, 4.2, 4.3 4.4, 4.10; RF 4.3, 4.4; W 4.2, 4.3, 4.4, 4.5, 4.6 , 4.9, 4.10; SL 4.1, 4.5; L 4.1f, 4.2a, 4.2d, 4.3, 4.4, 4.6

Number	Standard for Mastery
RL 4.1	Refer to details and examples in a text 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 4.4	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)

RL 4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI 4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI 4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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.
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
RI 4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range
RF 4.3	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF 4.4	Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W 4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.
W 4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use 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.
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 4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].”). 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
W 4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL 4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
L 4.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
L 4.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization
L 4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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. Choose words and phrases to convey ideas precisely. Choose punctuation for effect. 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	<p>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.</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>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.</p>
L 4.6	<p>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).</p>
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How are literature and informational text alike and different? ● How does understanding a text’s structure help me better understand its meaning? ● How does fluency affect comprehension? ● What elements do author’s use when writing narratively and descriptively? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● identifying the characteristics of literature and informational text produce good readers ● good readers use specific details from a literary text to support their thinking about characters, setting, events. ● understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text. ● good authors of narrative writing effectively develop real or imaginary experiences or events to tell a story that engage the reader. ● writers convey information and ideas clearly and concisely. ● good readers actively seek the meaning of unknown words/phrases to deepen their understanding of information text
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● story elements <ul style="list-style-type: none"> ○ Plot (i.e. events, climax/turning point, resolution) ○ Conflict ○ Characters and character roles ○ Setting (time and place) ● there are different parts of literary text ● synthesize background knowledge 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● identify key elements of literature and informational text ● use a combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read ● determine the theme ● describe the setting of a story or drama ● describe or graphically represent characters (traits, thoughts, words, feelings and actions) ● describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text) ● identify and use parts of a text (i.e.: table of contents, index, glossary....)

- similarities and differences between literature and informational texts
- identify main idea and details
- analyze literary grade level text
- how to develop ideas and organize their writing
- apply writing traits needed for descriptive and narrative writing.
- when to apply transitional words in writing
- how to analyze and respond to an open ended question.

- identify main idea
- determine meanings of words using context clues and other references
- apply phonics and word analysis skills to decode words
- read fluently on independent level
- cite evidence from text
- refers to details and examples from the text when explaining what the text says
- use the writing process
- brainstorm ideas and use organizational skills to develop their writing
- create a paragraph with a strong beginning (lead)
- incorporate proper transitions words into their writing
- use a variety of sentence types using appropriate punctuation and capitalization
- write a descriptive paragraph
- write a personal narrative
- spell K-4 grade level words correctly
- develop the skills to acquire and maintain vocabulary

WEYMOUTH TOWNSHIP ENGLISH LANGUAGE ARTS CURRICULUM	
Unit 2 Overview	
Content Area: English Language Arts	
Unit Title: Unit Two	
Target Course/Grade Level: Fourth	
Unit Summary: Informational Text Reading and Explanatory/Expository Writing	
<ul style="list-style-type: none"> ● Understand and apply the elements of Informational Text ● Apply the elements of Explanatory writing ● Apply the elements of Expository writing 	
Learning Targets	
Content Standards: RL 4.1, 4.2, 4.3, 4.4, 4.9, 4.10; RI 4.1, 4.2, 4.3 4.4,4.5, 4.8, 4.10; RF 4.3, 4.4; W 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10; SL 4.1,4.2, 4.4, 4.5, 4.6; L4.1d, 4.1f, 4.1g 4.2a, 4.2c, 4.2d, 4.3, 4.4, 4.6	
Number	Standard for Mastery
RL 4.1	Refer to details and examples in a text 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 4.4	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)
RL 4.9	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.
RL 4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI 4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI 4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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.
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

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.
RI 4.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI 4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range
RF 4.3	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF 4.4	Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W 4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.
W 4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

	<p>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p>
W 4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research. 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>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>
W 4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL 4.1	<p>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.</p> <p>Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p>

	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, including 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.
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.
L 4.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
L 4.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
L 4.1g	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Correctly use frequently confused words (e.g., to, too, two; there, their)
L 4.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization
L 4.2c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma before a coordinating conjunction in a compound sentence.
L 4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed

L 4.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Choose words and phrases to convey ideas precisely.</p> <p>Choose punctuation for effect.</p> <p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)</p>
L 4.4	<p>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.</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>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.</p>
L 4.6	<p>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).</p>
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How do people use different reading strategies to better understand different genres? ● What does informational text tell readers about themselves, others, and the world? ● How do text features help readers gain information they need? ● What are some important things when presenting ideas to a group? ● Why conduct research? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● learning how to listen and support ideas with others is a life skill. ● readers interpret intended message in various genres. ● the skills used in reading comprehension transfer to the reader's ability to understand. ● good readers compare and contrast various texts to deepen their understanding of themes and topics. ● good readers use text features to locate relevant information. ● good authors use sensory images to describe feelings, events, and/or characters. ● learning to write with strong words will increase how readers will perceive the messages writers are trying to convey.

	<ul style="list-style-type: none"> ● good readers actively seek the meaning of unknown words/phrases to deepen their understanding of information text.
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● what the term “theme” means in reading. ● how to incorporate story elements in writing ● how to conduct research ● how to identify pertinent information ● the importance of word choice and voice to enhance their writing ● linking/transitional words, phrases, clauses (i.e.: another, for example, also, because) ● analyze grade level informational text ● how to analyze and respond to an open- ended question. 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● make , test, and revise predictions as they read ● sequence events ● identify cause and effect ● identify the theme of a story or article ● explain how the main idea is supported by key details ● determine meanings of words using context clues and other references (dictionaries, thesaurus – print or digital) ● apply phonics and word analysis skills to decode words ● read fluently on independent level ● cite evidence from text ● use the writing process focusing on word choice and voice ● use transitional words, phrases, etc. ● incorporate proper transitions words into their writing ● include story elements in their writing ● include main ideas and supporting details in their writing ● use various sources to gather information (print materials, technology...) ● know the difference between relevant and non-relevant information ● give a short oral presentation ● identify and use adjectives to describe nouns ● use commas where appropriate in writing <p>identify and use synonyms and antonyms in their daily writing</p> <ul style="list-style-type: none"> ● spell k-4 grade level words correctly ● develop the skills to acquire and maintain vocabulary

WEYMOUTH TOWNSHIP ENGLISH LANGUAGE ARTS LITERACY CURRICULUM	
Unit 3 Overview	
Content Area: English Language Arts Literacy	
Unit Title: Unit Three	
Target Course/Grade Level: Fourth	
Unit Summary: Literature/Informational text reading and Expository/Speculative writing <ul style="list-style-type: none"> ● Identify and understand elements of fiction and informational text ● Implementation of writing process ● Identify and understand elements of Expository/Speculative Writing 	
Learning Targets	
Content Standards: RL 4.1, 4.2, 4.4, 4.9, 4.10; RI 4.1, 4.2, 4.3 4.4,4.5, 4.6, 4.9, 4.10; RF 4.3, 4.4; W 4.2, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10; SL 4.1,4.2, 4.4, 4.5, 4.6; L 4.1a, 4.1b, 4.1g, 4.2a,4.2b, 4.2c, 4.2d, 4.3, 4.4, 4.5, 4.6	
Number	Common Core Standard for Mastery
RL 4.1	Refer to details and examples in a text 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 4.4	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)
RL 4.9	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.
RL 4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI 4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI 4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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.
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

RI 4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.
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.
RI 4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RI 4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range
RF 4.3	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF 4.4	Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W 4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section 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.
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	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research. 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>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>
W 4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL 4.1	<p>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.</p> <p>Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
SL 4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including 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.
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.

L 4.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
L 4.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
L 4.1g	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Correctly use frequently confused words (e.g., to, too, two; there, their)
L 4.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization
L 4.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas and quotation marks to mark direct speech and quotations from a text.
L 4.2c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma before a coordinating conjunction in a compound sentence.
L 4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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. Choose words and phrases to convey ideas precisely. Choose punctuation for effect. 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.

	<p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>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.</p>
L 4.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
L 4.6	<p>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).</p>
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How is paraphrasing helpful? ● How does an author’s perspective influence the reader or the writer? ● How does writing create a visual image for the reader? ● How do writer’s use technology to support the writing process? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● good readers recognize that the same event can be interpreted differently when told from different perspectives/view points ● there are some similarities and differences between first and third person point of view. ● writers who connect their personal experiences will increase their skills. ● identifying key information is important ● writers use writing to explore ideas. ● writers organize reports differently than literary writing ● authors write for different purposes ● good readers actively seek the meaning of unknown words/phrases to deepen their understanding of information text.

<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● what the author’s purpose is ● what the author’s point of view is ● how to respond to a speculative prompt ● how to choose and utilize an appropriate graphic organizer ● how to properly identify and apply verbs, adverbs, and quotations in writing ● how to edit and revise a writing piece individually and with peers ● read grade level literature and informational text ● how to analyze and respond to an open-ended question. 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● identify fact and opinion ● identify if an author is writing to entertain, inform, or persuade ● differentiate between first person and third person narration ● make judgments and decisions based on characters actions and/or words. ● determine meanings of words using context clues and other references ● apply phonics and word analysis skills to decode words ● read fluently on independent level ● cite evidence from text ● use the writing process ● include an appropriate conclusion ● will be able to edit and revise for grade level sentence fluency and conventions. ● use a word processing program or other technology program to write ● use various sources to gather information (print materials, technology...) ● identify and verbs ● use verb tenses correctly ● use adverbs to enhance verbs ● use quotation marks correctly in dialogue ● use commas where appropriate in writing ● recognize and explain meanings of literary devices of figurative language (i.e.: similes, metaphors, idioms, adages, and proverbs) ● recognize and use multiple meaning words ● spell K-4 words correctly ● develop the skills to acquire and maintain vocabulary
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<p>WEYMOUTH TOWNSHIP ENGLISH LANGUAGE ARTS CURRICULUM</p>
<p>Unit 4 Overview</p>
<p>Content Area: English Language Arts</p>
<p>Unit Title: Unit Four</p>
<p>Target Course/Grade Level: Fourth</p>

Unit Summary: Informational Text Reading and Speculative /Persuasive Writing	
<ul style="list-style-type: none"> ● Identify and understand the elements of informational text ● Identify and apply the steps of the writing process ● Identify and apply elements of speculative and persuasive writing 	
Learning Targets	
Content Standards: RL 4.1, 4.2, 4.4, 4.6, 4.9, 4.10; RI 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10; RF 4.3, 4.4; W 4.1, 4.4, 4.5, 4.6, 4.8, 4.9, 4.10; SL 4.1,4.2, 4.3, 4.4, 4.5, 4.6; L 4.1a, 4.1c, L4.1d, 4.2a,4.2b, 4.2c, 4.2d, 4.3, 4.4, 4.5, 4.6	
Number	Common Core Standard for Mastery
RL 4.1	Refer to details and examples in a text 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 4.4	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)
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.
RL 4.9	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.
RL 4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI 4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI 4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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.
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
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.
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.

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.
RI 4.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI 4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RI 4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range
RF 4.3	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF 4.4	Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W 4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Provide a concluding statement or section 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.
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 4.8	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	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research. 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>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>
W 4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL 4.1	<p>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.</p> <p>Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
SL 4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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 4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
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.
L 4.1a	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p>
L 4.1c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
L 4.1d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

L 4.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization
L 4.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas and quotation marks to mark direct speech and quotations from a text.
L 4.2c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma before a coordinating conjunction in a compound sentence.
L 4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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. Choose words and phrases to convey ideas precisely. Choose punctuation for effect. 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). 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.

	<p>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
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).
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● Why is it important to listen to all sides of an issue, topic, or problem before making a decision? ● How do readers know if the text is informing them or trying to persuade them? ● How does one effectively plan, present, and critique written information and persuasive arguments? ● How does a graphic organizer assist a writer? ● How can analyzing word structures help readers understand word meanings? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● learning how to interact with others by sharing knowledge is a lifelong skill. ● good readers identify the reasons/examples/evidence an author uses to support points and ideas to enhance their understanding of an information text ● knowing there is more than one point of view on a topic can assist in decision making. ● good persuasive writers address the needs of the audience and build a reasoned and logical case to support a clear position ● writers who organize their ideas develop solid pieces of work. ● good readers actively seek the meaning of unknown words/phrases to deepen their understanding of informational text.
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● how to apply reading strategies to monitoring comprehension before, during, and after reading ● how to respond to a speculative prompt ● how to write a persuasive essay 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● draw conclusions ● identify steps in a process ● compare and contrast ● determine meanings of words using context clues and other references ● apply phonics and word analysis skills to decode words

<ul style="list-style-type: none"> ● how to choose and utilize an appropriate graphic organizer ● how to properly identify and use pronouns, and quotations in writing ● linking/transitional words, phrases, clauses (i.e. for instance, in order to, in addition) ● how to use linking/transitional words (i.e. on the other hand) to show relationships. ● how parts of a word determine its meaning ● the different types of figurative language. ● read literary and informational grade level text ● how to analyze and respond to an open- ended question. 	<ul style="list-style-type: none"> ● read fluently on independent level ● cite evidence from text ● use the writing process incorporating the Traits of Writing ● include an appropriate beginning, middle and end in their writing ● use graphic organizers to develop a piece of writing ● develop their point of view on a topic and support it ● use a word processing program or other technology program to write ● use various sources to gather information (print materials, technology...) ● identify and use pronouns correctly ● use quotation marks correctly in dialogue ● use commas where appropriate in writing ● identify and use affixes (prefix, suffix) including Greek and Latin to determine word meaning ● identify and use root words in Greek and Latin to determine meaning ● continue to use figurative language to enhance writing ● link opinions/positions and reasons using words and phrases. ● use linking/transitional words that show relationships ● spell K-4 grade level words correctly ● develop the skills to acquire and maintain vocabulary
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WEYMOUTH TOWNSHIP ENGLISH LANGUAGE ARTS CURRICULUM
Unit 5 Overview
Content Area: English Language Arts
Unit Title: Unit Five
Target Course/Grade Level: Fourth
Unit Summary: Poetry/Literature/Informational text reading <p style="text-align: center;">Speculative/Narrative/Persuasive writing</p> <ul style="list-style-type: none"> ● Identify and understand elements of fiction, informational text, and poetry ● Implementation of writing process ● Identify and understand elements of speculative, narrative, and persuasive writing

Learning Targets	
Content Standards: RL 4.1, 4.2,4.3, 4.4, 4.5 4.6, 4.7, 4.9, 4.10; RI 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10; RF 4.3, 4.4; W 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9, 4.10; SL 4.1,4.2, 4.3, 4.4, 4.5, 4.6; L 4.1a, 4.1c, L4.1d, 4.2a,4.2b, 4.2c, 4.2d, 4.3, 4.4, 4.5, 4.6	
Number	Common Core Standard for Mastery
RL 4.1	Refer to details and examples in a text 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 4.4	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)
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.
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.
RL 4.7	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
RL 4.9	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.
RL 4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI 4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI 4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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.
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
RI 4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.
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.

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.
RI 4.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI 4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RI 4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range
RF 4.3	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF 4.4	Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W 4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Provide a concluding statement or section related to the opinion presented.
W 4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

	<p>Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.</p>
W 4.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p>
W 4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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 4.8	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	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research. 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>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>
W 4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.

	<p>Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
SL 4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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 4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
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.
L 4.1a	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p>
L 4.1c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
L 4.1d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
L 4.1e	Form and use prepositional phrases
L 4.2a	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use correct capitalization</p>
L 4.2b	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use commas and quotation marks to mark direct speech and quotations from a text.</p>

L 4.2c	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use a comma before a coordinating conjunction in a compound sentence.</p>
L 4.2d	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed</p>
L 4.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Choose words and phrases to convey ideas precisely.</p> <p>Choose punctuation for effect.</p> <p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)</p>
L 4.4	<p>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.</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>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.</p>
L 4.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
L 4.6	<p>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)</p>

	and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How does text structure help you interpret author’s meaning? ● How can different forms of literary genre express the same ideas in different ways? ● How are literary genres different in form and substance? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● readers interpret the intended message in various genres ● good readers make connections between written and visual or oral presentations of a literary text to enhance their understanding ● good readers understand the structure of a text and use this information to make sense of what they read ● good readers use examples and details from text to support their inferences ● comprehension and fluency matter in reading.
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● how to read and interpret poetry ● how to apply reading strategies to monitor comprehension before, during, and after reading. ● how to apply the writing process to different genres ● how to use grammatical conventions in writing ● how to make connections between versions of texts (i.e.: written, visual, oral, print, digital) 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● draw inferences from text ● self-monitor their comprehension using grade level reading strategies ● determine meanings of words using context clues and other references ● apply phonics and word analysis skills to decode words ● read fluently on independent level ● compare and contrast the written version of text to the visual or oral presentation of the same text. ● cite evidence from text ● use the writing process incorporating the traits of writing ● include an appropriate beginning, middle and end in their writing ● write in different genres based upon audience and purpose ● incorporate poetry into writing assignments (both responding to poetry and writing poetry in different forms) ● identify the elements of different writing genres ● apply pronouns properly in writing ● identify, understand, and apply prepositional phrases. ● continue to use figurative language to enhance writing ● spell K-4 words correctly

	<ul style="list-style-type: none"> • develop the skills to acquire and maintain vocabulary
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WEYMOUTH TOWNSHIP ENGLISH LANGUAGE ARTS CURRICULUM	
Unit 6 Overview	
Content Area: English Language Arts	
Unit Title: Unit Six	
Target Course/Grade Level: Fourth	
Unit Summary: Folktales/Legends/Myths/Creative Story Writing	
<ul style="list-style-type: none"> • Understand and apply the elements Folktales, Legends, and Myths • Apply the elements of Creative Story writing • Respond to open-end question 	
Learning Targets	
Content Standards: RL 4.1, 4.2,4.3, 4.4, 4.5 4.6, 4.7, 4.9, 4.10; RI 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10; RF 4.3, 4.4; W 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9, 4.10; SL 4.1,4.2, 4.3, 4.4, 4.5, 4.6; L 4.1 4.2, 4.3, 4.4, 4.5, 4.6	
Number	Common Core Standard for Mastery

RL 4.1	Refer to details and examples in a text 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 4.4	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)
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.
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.
RL 4.7	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
RL 4.9	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.
RL 4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI 4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI 4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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.
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
RI 4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.
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.
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.
RI 4.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI 4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI 4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range
RF 4.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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.</p>
RF 4.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
W 4.1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>Provide reasons that are supported by facts and details.</p> <p>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>Provide a concluding statement or section related to the opinion presented.</p>
W 4.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.</p>

W 4.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p>
W 4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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 4.8	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	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research. 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>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>
W 4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL 4.1	<p>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.</p> <p>Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>Follow agreed-upon rules for discussions and carry out assigned roles.</p>

	<p>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.</p> <p>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
SL 4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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 4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
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.
L 4.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>Form and use prepositional phrases.</p> <p>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>Correctly use frequently confused words (e.g., to, too, two; there, their).*</p>
L 4.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use correct capitalization.</p>

	<p>Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>Use a comma before a coordinating conjunction in a compound sentence.</p> <p>Spell grade-appropriate words correctly, consulting references as needed</p>
L 4.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Choose words and phrases to convey ideas precisely.</p> <p>Choose punctuation for effect.</p> <p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)</p>
L 4.4	<p>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.</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>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.</p>
L 4.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
L 4.6	<p>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).</p>

Unit Essential Questions

- How does writing make thinking visible and clarify understanding?
- What do readers do when they do not understand everything in a text?
- How do readers construct meaning from text?

Unit Enduring Understandings

Students will understand that...

- writing is a tool for thinking: solving problems, exploring issues, constructing questions, and addressing inquiry.
- good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful
- as good readers they should employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- good readers develop effective summaries that capture the main ideas of informational text.
- good readers create effective summaries that capture the central idea or theme of the text
- good readers actively seek the meaning of unknown words/phrases to deepen their understanding of informational text.

<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● how to apply reading strategies to monitor comprehension before, during, and after reading. ● interpret the author’s essential message and theme ● generalizations ● how to summarize text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence ● how to apply the writing process to different genres ● how to use grammatical conventions in writing 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● self-monitor their comprehension using grade level reading strategies ● identify the theme and message of a legend, folktales, and myths ● make implied inferences about the literary elements and author’s decisions in a text ● summarize text ● determine meanings of words using context clues and other references ● apply phonics and word analysis skills to decode words ● read fluently on independent level ● cite evidence from text ● use the writing process incorporating the traits of writing ● include an appropriate beginning, middle and end in their writing ● write in different genres based upon audience and purpose ● write a friendly letter using correct format ● identify the elements of different writing genres ● continue to use figurative language to enhance writing ● spell K-4 words correctly ● develop the skills to acquire and maintain vocabulary
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<p>WEYMOUTH TOWNSHIP ENGLISH LANGUAGE ARTS CURRICULUM Unit 6 Overview</p>
<p>Content Area: English Language Arts</p>
<p>Unit Title: Unit Six</p>
<p>Target Course/Grade Level: Fourth</p>
<p>Unit Summary: Folktales/Legends/Myths/Creative Story Writing</p> <ul style="list-style-type: none"> ● Understand and apply the elements Folktales, Legends, and Myths ● Apply the elements of Creative Story writing ● Respond to open-end question
<p>Learning Targets</p>
<p>Content Standards: RL 4.1, 4.2,4.3, 4.4, 4.5 4.6, 4.7, 4.9, 4.10; RI 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10; RF 4.3, 4.4; W 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9, 4.10; SL 4.1,4.2, 4.3, 4.4, 4.5, 4.6; L 4.1 4.2, 4.3, 4.4, 4.5, 4.6</p>

Number	Common Core Standard for Mastery
RL 4.1	Refer to details and examples in a text 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 4.4	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)
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.
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.
RL 4.7	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
RL 4.9	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.
RL 4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI 4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI 4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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.
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
RI 4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.
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.

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.
RI 4.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI 4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RI 4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range
RF 4.3	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF 4.4	Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W 4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Provide a concluding statement or section related to the opinion presented.
W 4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories 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. Provide a concluding statement or section related to the information or explanation presented.

W 4.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p>
W 4.4	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
W 4.5	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
W 4.6	<p>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</p>
W 4.8	<p>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.</p>
W 4.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research. 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>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>
W 4.10	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
SL 4.1	<p>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.</p> <p>Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p>

	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, including visually, quantitatively, and orally.
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 4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
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.
L 4.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>Form and use prepositional phrases.</p> <p>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>Correctly use frequently confused words (e.g., to, too, two; there, their).*</p>
L 4.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use correct capitalization.</p> <p>Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>Use a comma before a coordinating conjunction in a compound sentence.</p> <p>Spell grade-appropriate words correctly, consulting references as needed</p>
L 4.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Choose words and phrases to convey ideas precisely.</p> <p>Choose punctuation for effect.</p>

	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	<p>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.</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>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.</p>
L 4.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
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).

Unit Essential Questions

- How does writing make thinking visible and clarify understanding?
- What do readers do when they do not understand everything in a text?
- How do readers construct meaning from text?

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Unit Objectives

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- how to apply the writing process to different genres
- how to use grammatical conventions in writing

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- determine meanings of words using context clues and other references
- apply phonics and word analysis skills to decode words
- read fluently on independent level
- cite evidence from text
- use the writing process incorporating the traits of writing
- include an appropriate beginning, middle and end in their writing
- write in different genres based upon audience and purpose
- write a friendly letter using correct format
- identify the elements of different writing genres
- continue to use figurative language to enhance writing
- spell K-4 words correctly
- develop the skills to acquire and maintain vocabulary