

Hempstead Public School District

IB PYP School

Language & Literature

Grade 4

2025-20256

By the end of the year, students will be able to read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Unit	Standards	ATL	Content	Assessment
UOI 1 WHO WE ARE SUMMER.pdf 1-Who We Are September - Learner Profile: Risk Taker - Mindset: Everything is Possible October - Learner Profile: Inquirer - Mindset: Passion First myView-Unit 1-Networks Duration: 9/8-10/24 Essential Question: How can a place affect how we live? Unit Theme: Geography-Exploration/ Networks Genre: Narrative Nonfiction Texts: "Reaching for the Moon" "Mary Anning and Her Remarkable Discoveries" "Twins in Space" "Life at the Top" "Barbed Wire Baseball" SAVVAS Unit 1 Leveled Readers Detailed Scope and Sequence-All Units Text Complexity Charts-All Units	4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL) 4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI) 4R4: Determine the meaning of words, phrases, figurative language, academic, and content specific words. (RI&RL) 4R5: In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI) 4RF3: Know and apply grade-level phonics and word analysis skills in decoding words.	-Information Literacy -Literacy -Interpersonal Relationships	I can... 1. Explain author's purpose 2. Analyze main idea and details 3. Analyze text structure 4. Analyze text features 5. Analyze text structure Learning Target Example: <u>I can identify text structure by</u> using the FASCT strategy so that I generate summary statements. Word Study: -Suffixes (-ed, -ing, -s, -er, -est) -Suffixes -ity, -ty, -ic, -ment) -Syllable Pattern VCe -Vowel Teams and Digraphs -Prefixes (mis-, en-, em-)	Reading Comprehension Standards 4R2, 4R3, 4R4, 4R5 ????iReady???? BOY Assessments - Amira 9/8-9/25 - iReady ??? - NWEA 10/6-10/17 Unit 1-Week 1-Progress Check Unit 1-Week 2-Progress Check Unit 1-Week 3-Progress Check Unit 1-Week 4-Progress Check Unit 1-Week 5-Progress Check Performance Task: Create a personal narrative

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2-Where We Are in Time and Place October - Learner Profile: Inquirer - Mindset: Passion First November - Learner Profile: Communicator - Mindset: We Are Connected myView-Unit 2-Adaptations Duration: 10/20-11/25 Essential Question: How do living things adapt to the world around them? Unit Theme: Science: Patterns-Adaptions Genre: Informational Text Texts: “Feathers: Not Just for Flying...” “Animal Mimics” “Minn of Mississippi” Poems from <i>Butterfly Eyes and Other Secrets of the Meadow</i> “The Weird Wonderful Echidna” Supporting Materials: <i>Eagle Song</i> <i>The Iroquois (The Six Nation Confederacy)</i> SAVVAS Unit 2 Leveled Readers	4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL) 4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI) 4R5: In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI) 4RF3: Know and apply grade-level phonics and word analysis skills in decoding words.	-Media Literacy -Information Literacy	I can... 1. Analyze main idea and details 2. Analyze text structure 3. Analyze plot and setting 4. Use text evidence 5. Explain poetic language 6. Visualize imagery 7. Synthesize information Learning Target Example: I can <u>identify the text structure</u> by using the FASCT strategy so that I generate summary statements. Word Study: Plurals Diphthongs Irregular Plurals Greek Roots (bio, phon, scope, graph, meter, tele)	Reading Comprehension Standards 4R2, 4R3 , 4R5 BOY Assessments - NWEA 10/6-10/17 - Benchmark #1 11/5-11/6 Performance Task: Create a personal narrative Unit 2-Week 1-Progress Check Unit 2-Week 2-Progress Check Unit 2-Week 3-Progress Check Unit 2-Week 4-Progress Check Unit 2-Week 5-Progress Check

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3-How We Express Ourselves December - Learner Profile: Open-Minded - Mindset: We Are Connected January - Learner Profile: Principled - Mindset: 100% Accountability Duration: 12/1-1/30 myView-Unit 3-Diversity Essential Question: - How can we reach new understandings through exploring diversity? Unit Theme: - Humanities:-Diversity Genre: - Fiction Texts: From <i>Out of My Mind</i> From <i>Mam's Window</i> "Trombone Shorty" <i>Weslandia</i> "The Circuit" "A Day on the Boat" "I will be a Chemist" "I Heart Motzart" SAVVAS Unit 3 Leveled Readers Supporting Materials: <i>Eagle Song</i> <i>The Iroquois (The Six Nation Confederacy)</i>	4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL) 4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI) 4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL) 4R6: In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL) In informational texts, compare and contrast a primary and secondary source on the same event or topic. (RI)	-Critical Thinking -Reflection and Metacognition -Information Transfer -Media Literacy	I can... 1. Analyze characters 2. Make inferences 3. Analyze plot and setting 4. Explaining author's purpose 5. Comparing and contrasting point of view 6. Examine poetic elements Learning Target Example: I can <u>identify the text structure</u> by using the FASCT strategy so that I generate summary statements. Word Study: Related Words -r-Controlled Vowels -Final Stable Syllables (-le, -tion, -sion -Syllable patterns V/CV and VC/V -Silent Letters	Reading Comprehension Standards 4R2, 4R3, 4R4 , 4R5 iReady ?????1/6-1/17???? Benchmark: 1/12-1/23 (MOY) iReady???? SEL: 2/3-2/11 Performance Task: Create a realistic fiction story Unit 3-Week 1-Progress Check Unit 3-Week 2-Progress Check Unit 3-Week 3-Progress Check Unit 3-Week 4-Progress Check Unit 3-Week 5-Progress Check

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Unit	Standards	ATL	Content	Assessment
4-How We Organize Ourselves February - Learner Profile: Balanced - Mindset: Attitude of Gratitude March - Learner Profile: Reflective - Mindset: Attitude of Gratitude Duration: 2/2-3/30 myView-Unit 4-Impacts Essential Question: How do our stories shape our world Unit Theme: - Social Studies-Connections Genre: - Traditional Literature Texts: “Can You Guess My Name?” “Thunder Rose” “La Culebra” “The Secret of the Winter Court” “Pandora” SAVVAS Unit 4 Leveled Readers Additional Resource: Chapter Book: I Survived the American Revolution	4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL) 4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI) 4R6: In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL) In informational texts, compare and contrast a primary and secondary source on the same event or topic. (RI) 5RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	-Media Literacy -Information Literacy -Interpersonal Relationships	I can: 1. Analyze characters 2. Infer theme 3. Explain elements of drama 4. Analyze myths Learning Target Example: I can identify the text structure by using the FASCT strategy so that I generate summary statements. Word Study: -Greek and Latin Prefixes (auto, anti, trans, amphi) -Suffixes (-ible, -able) -Syllable Pattern VV -Prefixes (im-, in-, ir-) -Homophones	Reading Comprehension 4R2, 4R3, 4R5, Benchmark #2: 3/4 Performance Task: Create an opinion essay Unit 4-Week 1-Progress Check Unit 4-Week 2-Pogress Check Unit 4-Week 3-Progress Check Unit 4-Week 4-Progress Check Unit 4-Week 5-Progress Check

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Unit	Standards	ATL	Content	Assessment
5-How the World Works April Learner Profile: Caring Mindset: Live to Give May Learner Profile: Thinker Mindset: The Time is Now Duration: 4/27-5/23 myView-Unit 5-Features Essential Question: - Why is it important to understand our planet? Unit Theme - Science-Our World Genre: - Informational Texts Texts: "Planet Earth" "Volcanoes" From <i>The Top 10 Ways You Can Reduce Waste</i> "The Himalayas" "Trashing Paradise" SAVVAS Unit 5 Leveled Readers	5R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL) 5R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI) 5R5: In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)	-Media Literacy -Information Literacy -Interpersonal Relationships	I can: 1. Analyze text features 2. Make inferences 3. Analyze main idea and details 4. Analyze argument 5. Summarize text 7. Make inferences Learning Target Example: I can <u>identify the text structure</u> by using the FASCT strategy so that I generate summary statements. Word Study: -Latin Roots (-gener, port, dur, ject) -Syllable Pattern (VCCCV) -Prefixes (dis-, over-, non-, under-) -Greek and Latin Parts (sub-, inter-, fore-)	Reading Comprehension Standards 5R3, 5R5, 5R6, 5R8 NYS ELA Assessment 4/22-4/23 NYS Math Assessment 5/6-5/8 NYSESLAT Speaking 4/13-4/30 NYSESLAT LRW 5/4-5/22 5th Grade Science 5/12 Performance Task: Create a poem Unit 5-Week 1-Progress Check Unit 5-Week 2-Progress Check Unit 5-Week 3-Progress Check Unit 5-Week 4-Progress Check Unit 5-Week 5-Progress Check

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Unit	Standards	ATL	Content	Assessment
6-Sharing the Planet May - Learner Profile: Thinker - Mindset: The Time is Now June - Learner Profile: Knowledgeable - Mindset: The Time is Now Duration: 5/25-6/26 Essential Question: Unit Theme: Genre: Texts:	5R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)	-Exchange Information -Literacy -Interpersonal Relationships	- Word Study:	Reading Comprehension 5R2, 5R3, 5R5, iReady ??? NWEA 6/8-6/18 SEL 6/15-6/18