



Mount Pleasant Central School District

4th Grade Reading, English Language Arts

We believe that all students should acquire the necessary literacy skills, strategies, and knowledge to cultivate their identities as readers and writers in order to engage in critical thinking and communication for authentic purposes and audiences in our diverse world.

In this course, students will explore a balance of literature and informational texts. Instruction is designed to give children opportunities to engage with a variety of topics and texts while building knowledge and language through discussion. Students will read stories, dramas, poetry, and different types of fiction, as well as informational texts such as biographies, nonfiction books, and articles about science, history, and social studies. They will practice comprehension strategies—such as identifying main ideas, summarizing, making connections, asking questions, and visualizing—to strengthen their understanding as readers.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
Reading Launch	September	<ul style="list-style-type: none"> - Students will recognize the differences among books that entertain, inform, and persuade, drawing on a wide reading of a range of text types, including fiction and nonfiction. - Students will develop an understanding of themselves as readers, learn to self-select appropriate texts, and set goals for themselves as readers. 	<ul style="list-style-type: none"> - identify - purpose - question - strategy - partnership 	<ul style="list-style-type: none"> -4R8: Explain how claims in a text are supported by relevant reasons and evidence. -4R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. 	<ul style="list-style-type: none"> - Engage with a variety of topics and texts - Writing about reading, coming up with a claim, and evidence Exploring who they are as readers, 	Readers read for enjoyment, to gain knowledge, or to be persuaded.	<ul style="list-style-type: none"> - Students will develop a set of reading goals.
Module 2 Come to Your Senses	October	Students will listen to, read, and view a variety of texts and media that present	Perception Aroma Distinguish Tactile	4R2: Determine a theme or central idea of text and explain how it is supported by	Central idea Text structure Figurative Language Plot	Essential Question: How do people and animals use their	End of Module Assessment Small Group

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
		them with information about the five senses, with a focus on nonfiction.		key details; summarize a text. 4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. 4R5: In literary texts, identify and analyze		senses to navigate the world?	Reading Conferences

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. 4R7: Identify information presented visually, orally, or quantitatively (e.g., in			

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				charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text.			
Module 3 Rise to the Occasion	November	Students will listen to, read, and view a variety of texts and media that present them with examples of overcoming challenges, with a	Confront Dauntless Endurance Dedication	4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text.	<ul style="list-style-type: none"> - Identify Claim - Synthesize - Plot -Point of View -Theme - Literary Elements - Author's Craft 	Essential Question? What does it take to meet a challenge?	End of Module Assessment Small Group Reading Conferences

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
		focus on Historical Fiction.		4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. 4R4: Determine the meaning of words, phrases, figurative language, academic,			

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				and content-specific words. 4R5: In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution.			

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				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. In informational texts, compare and contrast a primary and secondary source on the same event or topic. 4R8: Explain how claims in a text are			

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				supported by relevant reasons and evidence.			
Module 4 Heroic Feats	December	Students will listen to, read, and view a variety of texts and media that present them with examples of what makes someone a hero, with a focus on fairytales and myths.	Aspire Confidence Endevor Fearlessness	4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences 4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text.	- Identify text and graphic features -Point of View -Theme	Essential Question? What makes someone a hero?	End of Module Assessment Small Group Reading Conferences

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words. 4R5: In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. In informational texts, identify the overall structure using terms			

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				such as sequence, comparison, cause/effect, and problem/solution. 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. In informational texts, compare and contrast a primary and secondary source on			

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				the same event or topic. 4R7: Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text.			



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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
Module 5 Art Everywhere	January	Students will listen to, read, and view a variety of texts and media that present them with information about the arts with a focus on biography.	Inspiration Expressive Creativity Sculpture	4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. 4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words. 4R5: In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter,	-text structure -figurative language	Essential Question: How far can your talents take you?	End of Module Assessment Small Group Reading Conferences

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				characters, settings, dialogue, stage directions. In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. 4R7: Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations,			

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				illustrations), and explain how the information contributes to an understanding of the text. 4R8: Explain how claims in a text are supported by relevant reasons and evidence.			
Module 6	February/ March	Students will listen to, read, and view a variety of texts and media that present them with information about Earth’s natural	Scenic Landscape Canyon Landform	4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly	- Text and graphic features -Central Idea -Text structure - Elements of poetry	Essential Question: What makes Earth’s natural wonders exciting and unique?	End of Module Assessment Small Group Reading Conferences

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		wonders, focusing on informational texts and poetry.		and make logical inferences 4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. 4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words. 4R5: In literary texts, identify and analyze structural elements,			

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				using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. 4R7: Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs,			

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				diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text. 4R8: Explain how claims in a text are supported by relevant reasons and evidence.			
Module 7 Trickster and Tall Tales	March/April	Students will listen to, read, and view a variety of texts and media that present	Trickster Shrewd Exaggeration Legendary	4R2: Determine a theme or central idea of text and explain how it is supported by	-Central idea -Figurative language -Media techniques	Essential Question: What lessons can you learn from characters and traditional tales?	End of Module Assessment Small Group

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
		them with information about traditional tales, with a genre focus on traditional stories.		key details; summarize a text. 4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. 4R4: Determine the meaning of words,			Reading Conferences

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				phrases, figurative language, academic, and content-specific words. 4R7: Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text.			

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Module 8	April/May	Students will listen to, read, and view a variety of texts and media that present them with nutrition information, focused on informational/argumentative texts and realistic fiction.	Digest Sustainable Nutrition Compost	4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. 4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words. 4R6: In literary texts, compare and contrast the point of view from which different stories are narrated, including	- Text and Graphic features - Author's Purpose - Central Idea and Support	Essential Question: What can we do to make more healthful food choices?	End of Module Assessment Small Group Reading Conferences

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				the difference between first- and third-person narrations. In informational texts, compare and contrast a primary and secondary source on the same event or topic. 4R7: Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations,			

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				illustrations), and explain how the information contributes to an understanding of the text. 4R8: Explain how claims in a text are supported by relevant reasons and evidence.			
Module 9	May/June	Students will listen to, read, and view a variety of texts and media that present them with information about conservation,	Ecology Recycle Conservation Sanctuary	4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly	-Text & graphic features -Author's craft	Essential Question: What can people do to care for our planet?	End of Module Assessment Small Group Reading Conferences

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
		with a genre focus on persuasive texts.		and make logical inferences 4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. 4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. In informational texts, explain events, procedures, ideas, or concepts, including			

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				what happened and why, based on specific evidence from the text. 4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words. 4R5: In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage			



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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				directions. In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution 4R7: Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the			

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In this course, students will explore a balance of literature and informational texts. Instruction is designed to give children opportunities to engage with a variety of topics and texts while building knowledge and language through discussion. Students will read stories, dramas, poetry, and different types of fiction, as well as informational texts such as biographies, nonfiction books, and articles about science, history, and social studies. They will practice comprehension strategies—such as identifying main ideas, summarizing, making connections, asking questions, and visualizing—to strengthen their understanding as readers.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				information contributes to an understanding of the text. 4R8: Explain how claims in a text are supported by relevant reasons and evidence.			
Module 12 Folktales (2 weeks)	June	Students will listen to, read, and view a variety of texts exploring folktales.	Conflict Entertain Moral Resolution	4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. 4R3: In literary texts, describe a character,	- Theme - Literary elements - Figurative Language	Essential Question: What are the characteristics of traditional tales?	End of Module Assessment Small Group Reading Conferences

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				setting, or event, drawing on specific details in the text. In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. 4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words.			



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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				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. In informational texts, compare and contrast a primary and secondary source on the same event or topic.			