



Unit 1

My Story, My Voice: Personal Narratives

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How do the key elements of personal narratives work together to create a compelling and meaningful account of personal experience?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

In this unit, students will explore different personal narratives. They will read them and look for important features, like stories told in order, interesting dialogue, vivid descriptions, characters with unique traits, sensory details, figurative language, and strong beginnings and endings. Students will also learn to use details, transition words, similes, metaphors, and strong verbs in their own writing. By planning, drafting, revising, editing, and publishing, they will create their own multi-paragraph personal narrative

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- How can you refer to a text when explaining what a text says? RI.4.1
- How did one event in the personal narrative lead to another? RI.4.3
- How does the structure of the story help you understand the narrator's experience? RI.4.5
- **How can you use real or imagined experiences in a personal narrative?**
W.4.3
- In what ways do descriptive details help you write a personal narrative? W.4.3
- What transition words help guide your reader through the sequence of events? W.4.3
- How did you express your personal voice or feelings in your story? W.4.11
- **What collaborative discussions can you have to create a better personal narrative?** SL.4.1

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- **W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on fourth-grade topics and texts, building on others' ideas and expressing their own clearly.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **RF.4.4a** Read complex text with purpose and understanding.
- **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.4.5** 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.4.10** Apply acquired skills in writing and speaking.
- **RI.4.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RI.4.11c** Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **RI.4.12.a** Explain the meaning of simple similes and metaphors in context.
- **RI.4.12c** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

- **RI 4.13** Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for fourth grade.
- **W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.4.1b** 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.
- **W. 4.1c** Provide reasons that are supported by facts and details.
- **W. 4.1d** Provide a concluding statement or section related to the opinion presented.
- **W. 4.3a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- **W.4.3b** Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- **W.4.3c** Use a variety of transitional words and phrases to manage the sequence of events.
- **W.4.3d** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **W.4.3e** 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 adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **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** Draw evidence from literary or informational texts to support analysis, reflection and research.
- **W.4.10.a** Choose words and phrases to convey ideas precisely.
- **W.4.10b** Form and use relative pronouns and relative adverbs.
- **W.4.10.c** Form and use the progressive verb tenses.
- **W.4.10.d** Use modal auxiliaries (e.g., can, must) to convey various conditions.
- **W.4.10.g** Produce complete sentences, recognizing and correcting inappropriate fragments and run- ons.
- **W.4.10.h** Correctly use frequently confused words (e.g., to, too, two)

- **W.4.10.i** Choose punctuation for effect.
- **W.4.11** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing
- **W.4.11.b** Use commas and quotation marks to mark direct speech and quotations from a text.
- **SL.4.1a** 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.
- **SL.4.1c** 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.
- **SL.4.1d** 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.4.7** Demonstrate command of the conventions of standard English grammar and usage when speaking.
- **SL.4.8** 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 and that are basic to a particular topic.
- **RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read and spell unfamiliar multisyllabic words accurately in context and out of context.
- **RF.4.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.4.4b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.
- **RF.4.4c** Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.



Unit 2

Knights and Castles: Europe's Middle Ages

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How can details from informational texts and information presented visually help explain ideas to build understanding?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

In this unit, students will practice finding answers using details from informational texts and using maps, charts, and other visuals to build understanding. They will also learn to write clear, informative paragraphs that explain and compare ideas using facts and details. To apply these skills, students will research different groups in medieval Europe, take notes, paraphrase important information, and write a well-organized comparative paragraph.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- **How does paraphrasing information help the reader understand the people, events, and important ideas? RI.4.1**
- How can you use details from the text to explain what happened and why it happened? RI.4.3
- How can events in the text show a relationship between two different things? RI.4.3
- **How will interpreting a diagram help give a deeper understanding of the text? RI.4.7**
- How can finding evidence help support particular points of the author's thinking? RI.4.8
- **How can you use the information from the text to draft an informative writing piece? W.4.2**

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- **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.4.7** 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.
- **W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **RF.4.4a** Read complex text with purpose and understanding.
- **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.4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- **RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.
- **RI.4.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RI.4.11b** Use common Greek and Latin affixes to define the meaning of a word.
- **RI.4.11c** Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **RI.4.12b** Recognize and explain the meaning of common idioms, adages and proverbs in context.
- **W.4.2a** 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.
- **W.4.2b** Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.

- **W.4.2c** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- **W.4.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.4.2e** 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 adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.4.9** Draw evidence from literary or informational texts to support analysis, reflection and research.
- **W.4.10** Demonstrate command of the conventions of standard English grammar, spelling, usage when writing.
- **W.4.10a** Choose words and phrases to convey ideas precisely.
- **W.4.10b** Form and use relative pronouns and relative adverbs.
- **W.4.10c** Form and use the progressive verb tenses.
- **W.4.10d** Use modal auxiliaries (e.g., can, must) to convey various conditions.
- **W.4.10f** Form and use prepositional phrases.
- **W.4.10g** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- **W.4.10h** Correctly use frequently confused words (e.g., to, too, two)
- **W.4.11** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- **W.4.11d** Spell grade-appropriate words correctly, consulting references as needed.
- **SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on fourth grade topics and texts, building on others' ideas and expressing their own clearly.
- **SL.4.1a** 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.
- **SL.4.8** 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 and that are basic to a particular topic.
- **RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words. Use combined knowledge of all letter-sound

correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read and spell unfamiliar multisyllabic words accurately in context and out of context.

- **RF.4.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.4.4b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.
- **RF.4.4c** Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.



Unit 3

Meaning and Metaphor: Poetry

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How do poets use diverse methods and devices to reflect a range of human experiences and cultural perspectives?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

This unit provides students with tools and strategies for reading and understanding poetry. It teaches them poetic devices as well as structures and methods poets use. They will learn to read and interpret formal and free verse poems. In this unit students will read poems representing a variety of time periods and from a wide range of cultural heritages within the United States. Also, students will plan, draft, and revise an original poem utilizing several poetic devices such as repetition, simile, and metaphor.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- **How can you identify textual evidence and determine the implicit and explicit meanings? RL.4.1**
- **How does the usage of poetic devices help you determine the theme of the poem? RL.4.2**
- How will looking at poetry elements help determine the difference between poems and other types of text? RL.4.5
- How can you use different points of view to describe a character, setting or event in a poem? RL.4.6
- **How can you identify and explain the use of figurative language in the poem? RL.4.12**
- How can you use poetic elements to produce a clear and coherent poem? W.4.4

- How do the poetic devices we've learned help poets express ideas and emotions across different time periods and cultures? Give examples from poems we've read. SL.4.1

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- **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 the theme of a story, drama or poem from details in the text; summarize the text.
- **RL.4.12** Demonstrate understanding of figurative language, word relationships and nuances in word meaning.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **RF.4.4a** Read complex text with purpose and understanding.
- **RF.4.4b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.
- **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.4.10** Use knowledge of language and its conventions when reading.
- **RL.4.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RL.4.12a** Explain the meaning of simple similes and metaphors in context.

- **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.
- **W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
- **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 adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **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** Draw evidence from literary or informational texts to support analysis, reflection and research.
- **W.4.10a** Choose words and phrases to convey ideas precisely.
- **W.4.10i** Choose punctuation for effect.
- **SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on fourth grade topics and texts, building on others' ideas and expressing their own clearly.
- **SL.4.1b** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.4.1d** 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.4.8** 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 and that are basic to a particular topic.
- **RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read and spell unfamiliar multisyllabic words accurately in context and out of context.
- **RF.4.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.4.4b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.

- **RF.4.4c** Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.

ENGLISH LANGUAGE ARTS

Fourth Grade



Unit 4

Eureka! Student Inventor

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.
How can studying information help you use facts to support your opinion and solve problems?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.
Students will dive into the world of inventors, inventions, and the creative process. Through engaging informational texts, they will learn how inventors throughout history identified problems and developed innovative solutions. They will strengthen their writing by forming and supporting opinions with clear reasons and information. They will also practice research skills by gathering and organizing information from texts and digital sources. Students will report on their ideas using facts, details, and clear communication.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- How can analyzing text and diagrams reveal the development and impact of a topic? RI.4.3
- **How can you use your information from the text to write an opinion piece? W.4.1**
- **How do writers gather information from both print and digital resources during the research process? W.4.8**
- How can collaborative discussions help you state opinions and provide reasons for those opinions? SL.4.1
- How do you use information from a variety of media formats to paraphrase what is important? SL.4.2

- **How do effective speakers use appropriate facts and details to support a pitch? SL.4.4**

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- **W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **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.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **RF.4.3a** Read complex text with purpose and understanding.
- **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.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text.
- **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.4.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RI.4.12** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **W.4.1b** 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.

- **W.4.1c** Provide reasons that are supported by facts and details.
- **W.4.1d** 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.
- **W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
- **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 adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **W.4.9** Draw evidence from literary or informational texts to support analysis, reflection and research.
- **W.4.11b** Use commas and quotation marks to mark direct speech and quotations from a text.
- **W.4.12** 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 fourth grade topics and texts, building on others' ideas and expressing their own clearly.
- **SL.4.1a** 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.
- **SL.4.1b** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.4.1c** 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.
- **SL.4.1d** 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.4.5** 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.
- **SL.4.8** 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 and that are basic to a particular topic.
- **RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read and spell unfamiliar multisyllabic words accurately in context and out of context.
- **RF.4.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.4.4b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.
- **RF.4.4c** Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.



Unit 5

Our Planet: Geology

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How does identifying the main idea and key details in an informational text help readers understand complex topics?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

In this unit, students will strengthen their reading and writing skills by working with informational texts about geology. They will learn how to find the main idea and key details, use evidence from what they read, observe to explain scientific ideas, and understand how diagrams, charts, and timelines help add meaning to the text. Students will also follow the steps of the writing process to create clear and informative writing that includes facts, definitions, and detailed explanations. By gathering and summarizing information from different sources, students will build strong research and communication skills to help them write effectively about science topics.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- **How can you explain the connection between the main idea and the supporting details? RI.4.2**
- **How do specific details in the text help explain an idea or concept? RI.4.3**
- How do you use what you already know to understand new words in the text? RI.4.4
- **How can you use information presented visually to understand the topic? RI.4.7**
- How can you use examples or definitions in the text to understand new words? RI.4.11

- How do allusions to mythology help you understand more about a character or event? RL.4.4
- **How can you use facts and details to explain your topic? W.4.2**
- How do commas and quotation marks help make your sentences clearer? SL.4.7

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- **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.
- **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.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **RF.4.4a** Read complex text with purpose and understanding.
- **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 the 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.4.7** 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 development 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.II** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.

- **RL.4.11c** Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **RL.4.12** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **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.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a fourth grade topic or subject area.
- **RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.
- **RI.4.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RI.4.11c** Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **RI.4.12** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RI.4.13** Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for fourth grade.
- **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 adults and peers, 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 setting.
- **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** Draw evidence from literary or informational texts to support analysis, reflection and research.
- **W.4.10** Demonstrate command of the conventions of standard English grammar, spelling, usage when writing.
- **W.4.10e** Order adjectives within sentences according to conventional patterns.

- **W.4.11** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- **W.4.11a** Use correct capitalization.
- **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.
- **SL.4.7** Demonstrate command of the conventions of standard English grammar and usage when speaking.
- **RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read and spell unfamiliar multisyllabic words accurately in context and out of context.
- **RF.4.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.4.4b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.
- **RF.4.4c** Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.



Unit 6

Road to Independence: The American Revolution

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.
How can important details in informational text help determine cause and effect of historical events?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.
In this unit, students will learn about different historical events by finding the main idea and supporting details in texts about its causes, important people, and results. They will also practice writing clearly by creating a five-paragraph cause-and-effect essay that explains how the different events led to others. Students will focus on organizing their ideas, using transition words, and writing strong body and concluding paragraphs to share information in a clear and effective way.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- How do prose, drama, and vignette each tell a story in a different way? RL.4.7
- **How can you find the details in the text that support the main idea? RI.4.2**
- **How does the way a text is organized help you better understand the information? RI.4.5**
- How can you use both a written article and another source to understand the topic better? RI.4.9
- How do you figure out the meaning of a word by looking at its prefix or suffix? RI.4.11
- **How do you explain the connection between a cause and its effect clearly? W.4.2**
- How can you explain why a piece of evidence from the text helps prove your point? W.4.9

- How does a visual display enhance the development of the main idea in a presentation? SL.4.6

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- **RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) events, ideas, concepts, or information in a text or part of a text.
- **W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **RF.4.4a** Read complex text with purpose and understanding.
- **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.4.5** 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.4.7** 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.4.10** Use knowledge of language and its conventions when reading.
- **RL.4.II** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RL.4.IIa** Use context (antonym, examples, inferences, definition, synonym) to determine the meaning of a word or phrase.
- **RL.4.IIb** Use common Greek and Latin affixes to define the meaning of a word.

- **RI.4.11c** Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **RI.4.12c** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- **RI.4.13** Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for fourth grade.
- **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.4.3** 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 fourth grade 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.
- **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** Apply acquired skills in writing and speaking.
- **RI.4.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RI.4.11a** Use context (antonym, examples, inferences, definition, synonym) to determine the meaning of a word or phrase.
- **RI.4.11b** Use common Greek and Latin affixes to define the meaning of a word.
- **RI.4.11c** Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **RI.4.12c** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- **RI.4.13** Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for fourth grade.

- **W.4.2a** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
- **W.4.2b** Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- **W.4.2c** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- **W.4.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.4.2e** 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 adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.4.9** Draw evidence from literary or informational texts to support analysis, reflection and research.
- **W.4.11** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- **W.4.11a** Use correct capitalization.
- **W.4.11b** Use commas and quotation marks to mark direct speech and quotations from a text.
- **W.4.11d** Spell grade-appropriate words correctly, consulting references as needed.
- **SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on fourth grade topics and texts, building on others' ideas and expressing their own clearly.
- **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** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- **SL.4.7** Demonstrate command of the conventions of standard English grammar and usage when speaking.
- **SL.4.7d** Use modal auxiliaries (e.g., can, must) to convey various conditions.

- **SL.4.8** 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 and that are basic to a particular topic.
- **RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read and spell unfamiliar multisyllabic words accurately in context and out of context.
- **RF.4.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.4.4b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.
- **RF.4.4c** Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.

ENGLISH LANGUAGE ARTS

Fourth Grade



Unit 7

Novel Study: From the Mixed-Up Files of Mrs. Basil E Frankweiler

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How do narrative elements, such as point of view, dialogue, and plot structure, contribute to the development of a character in a story?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

In this unit, students will read *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* to build their understanding of story elements like point of view, dialogue, and plot structure. Through class discussions and writing activities, they will think deeply about what they read and share their ideas. Students will also use what they learn to plan, write, revise, and publish their own original story about a character who overcomes an important challenge.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- **How can you figure out how a character changes or grows without the author saying it directly? RL.4.1**
- **How do the character's thoughts show what they are feeling? RL.4.3**
- How can you compare and contrast the point of view in different stories?
RL.4.6
- How do you use advice from others to make your writing better? W.4.5
- **How can you share your ideas clearly in a group discussion? SL.4.1**
- How do you identify reasons a speaker provides to support particular points in a narrative? SL.4.3

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- **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.
- **W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
- **SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on fourth grade topics and texts, building on others' ideas and expressing their own clearly.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **RL.4.2** Determine the theme of a story, drama or poem from details in the text; summarize the text.
- **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.4.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
- **W.4.3a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- **W.4.3b** Use dialogue and description to develop experiences and events or show the responses of characters to situations.

- **W.4.3c** Use a variety of transitional words and phrases to manage the sequence of events.
- **W.4.3d** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **W.4.5** With guidance and support from adults and peers, 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 setting.
- **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.
- **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.
- **RF.4.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.4.4a** Read complex text with purpose and understanding.
- **RF.4.4b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.
- **RF.4.4c** Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.



Unit 8

Crafting Stories: A World of Tales

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How do authors use elements of narrative text to build reader's engagement and understanding of their story?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

In this unit, students deepen their understanding of narrative elements—dialogue, narration, theme, character development, and plot structure—while analyzing figurative language, summarizing texts, and comparing themes across stories. They explore how authors use ambiguity and suspense and practice oral storytelling techniques. As a culminating task, students reimagine a traditional story by adapting its characters, setting, and plot to reflect their own modern communities.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- **How can you explain what the text is mostly about using details from the story? RL.4.1**
- **How can you use events in the story to decide what the theme might be? RL.4.2**
- **How do the characters' thoughts, words or actions help the reader understand the story? RL.4.3**
- **How can you use dialogue and description to develop an effective narrative? W.4.3**
- How does your writing change depending on the specific purpose or audience? W.4.12
- How do you help your listeners picture what you're talking about? SL.4.4

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- **RL.4.2** Determine the main idea of a text and explain how it is supported by key details; 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).
- **W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **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.4.4** 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 development 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.II** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RL.4.IIa** Use context (antonym, examples, inferences, definition, synonym) to determine the meaning of a word or phrase.
- **RL.4.IIb** Use common Greek and Latin affixes to define the meaning of a word.
- **RL.4.12** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **RL.4.12a** Explain the meaning of simple similes and metaphors in context.
- **RL.4.13** Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for fourth grade.
- **W.4.3a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

- **W.4.3b** Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- **W.4.3c** Use a variety of transitional words and phrases to manage the sequence of events.
- **W.4.3d** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **W.4.3e** Provide a conclusion that follows from the narrated experiences or events.
- **W.4.5** With guidance and support from adults and peers, 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 setting.
- **W.4.11** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- **W.4.11c** Use a comma before a coordinating conjunction in a compound sentence.
- **W.4.12** 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 fourth grade topics and texts, building on others' ideas and expressing their own clearly.
- **SL.4.1b** Follow agreed-upon rules for discussions and carry out assigned roles.
- **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.
- **RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read and spell unfamiliar multisyllabic words accurately in context and out of context.
- **RF.4.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.4.4a** Read complex text with purpose and understanding.

- **RF.4.4b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.
- **RF.4.4c** Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.

ENGLISH LANGUAGE ARTS

Fourth Grade



Unit 9

Inspiration and Ingenuity: American Innovation

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How can finding the main idea and details help explain important ideas and write a clear, informative piece?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

In this unit, students will learn to find the main idea of informational texts, explain supporting details, and summarize what they read. They will also describe important events and ideas and explain why they happened. Using books and online sources, students will do research, take notes, and organize their information. Then, they will write an informative essay with facts and details and share their work through a visual display at the class Innovation Exhibition.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- How do you use evidence from the text to explain ideas and make inferences? RI.4.1
- How do you find the reasons the author gives to support their point? RI.4.8
- **How do writers use precise language to write an informative text about a specific topic? W.4.2**
- How do you connect facts and ideas across different sources to deepen your understanding? W.4.7
- **How do you combine notes from different sources to build a bigger picture of your topic? W.4.8**
- How can pictures, diagrams, or charts help your audience understand your main idea? SL.4.5

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- **W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **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.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **RF.4.4a** Read complex text with purpose and understanding.
- **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.4.8** Explain how an author uses reasons and evidence to support particular points in a text.
- **RI.4.10** Apply acquired skills in writing and speaking.
- **RI.4.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **W.4.2a** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
- **W.4.2b** Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- **W.4.2c** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- **W.4.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.4.2e** 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 adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **W.4.9** Draw evidence from literary or informational texts to support analysis, reflection and research.
- **SL.4.1b** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.4.1d** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **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.
- **RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read and spell unfamiliar multisyllabic words accurately in context and out of context.
- **RF.4.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.4.4b** Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.
- **RF.4.4c** Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.