

Unit Sequence and Pacing Grade 4

Unit	Unit Title, Link, and Transfer Goal
Unit 1 Sept.	Reading Unit 1 Students will be able to independently use their learning to cultivate positive reading habits, analyze characters' identities and experiences, and interpret themes by identifying points of view, recognizing figurative language, and understanding the author's purpose through a variety of texts. Writing Unit 1 Students will be able to independently use their learning to engage in writing routines and activities while writing a personal narrative.
Unit 2 Oct.	Reading Unit 2 Students will be able to independently use their learning to read and understand informational and fictional texts to acquire and summarize new knowledge on unfamiliar topics. Writing Unit 2 Students will be able to independently use their learning to utilize information gathered on a topic to write an informational text description with organization, elaboration, and descriptive language.
Unit 3 Nov.	Reading Unit 3 Students will be able to independently use their learning to decode texts, determine meaning, analyze characters, plot, and themes, enhance critical thinking, appreciate the artistry of various genres, and apply word study strategies to decode multisyllabic words using syllable division rules, and understand and apply prefixes (over-, under-), suffixes (-ful, -ous, -less), and Latin roots (vis, aud, spec) to determine and clarify word meanings. Writing Unit 3 Students will be able to independently use their learning to develop a claim with supporting reasons and evidence, into an opinion essay using persuasive language.
Unit 4 Dec.	Reading Unit 4 Students will be able to independently use their learning to decode texts, determine meaning, and apply their understanding of text / graphic features, point of view, and theme while synthesizing knowledge and inferring across multiple genres, and utilizing word study strategies to decode multisyllabic words and understand affixes. Writing Unit 4 Students will be able to independently apply their learning to write a well-organized narrative story, incorporating elaborative details, character development, and dialogue to enhance the plot and engage the reader.
Unit 5 January	Reading Unit 5 Students will be able to independently use their learning to evaluate an author's claim, analyze text features and structures, determine central ideas and supporting details, and analyze elements of poetry, figurative language, and theme while synthesizing their ideas across texts, and apply word study strategies to decode multisyllabic words, clarify meanings of words with prefixes <i>un-</i> and <i>in-</i>, and suffixes <i>-ed</i>, <i>-ing</i>, <i>-ity</i>, <i>-ty</i>, <i>-er</i>, <i>-or</i>, and <i>-ist</i>, while analyzing word roots. Writing Unit 5 Students will be able to independently use their learning to analyze short texts to write a literary essay with structure and text evidence, that compares a literary element across multiple texts around literary elements such as characters and theme.

Unit	Unit Title, Link, and Transfer Goal
Unit 6 Feb.	Reading Unit 6 Students will be able to independently use their learning to summarize the central idea and key details, analyze an author’s use of text structures, figurative language, and literary devices to support comprehension across multiple genres and apply word study strategies to decode multisyllabic words, including those with prefixes (re-, un-, dis-, inter-), suffixes (-ness, -ment, -ion, -ism, -ant/-ent), and Greek roots (auto, bio, photo, graph) to enhance vocabulary and comprehension. Writing Unit 6 Students will be able to independently use their learning to research and synthesize information from multiple nonfiction sources to create a clear, structured, and well-supported expository essay that effectively communicates their findings to a specific audience, using the writing process and proper grammar and conventions.
Unit 7 March	Reading Unit 7 Students will be able to independently use their learning to analyze literary elements, an author’s use of adages, proverbs, and figurative language, and determine a text’s central idea and supporting details to better understand unfamiliar texts and apply word study strategies to decode multisyllabic words and clarify the meanings of known and unknown words with prefixes <i>un-</i> and <i>in-</i>, and suffixes <i>-ed</i>, <i>-ing</i>, <i>-ity</i>, <i>-ty</i>, <i>-er</i>, <i>-or</i>, and <i>-ist</i>. Writing Unit 7 Students will be able to independently use their learning to rewrite a narrative story from a character’s perspective, applying their understanding of point of view and literary elements using strategies for planning, drafting, revising, and editing to create this well-developed narrative following the writing process and using proper grammar and writing conventions.
Unit 8 April	Reading Unit 8 Students will independently use their learning to analyze text and graphic features, an author’s ideas, supporting details, and purpose, as well as idioms and points of view, in order to synthesize topic knowledge across genres and build content area vocabulary while applying word study strategies to decode multisyllabic words with VCCV, VCV, VCCCV syllable division patterns, and using prefixes (sub-, fore-) and Greek and Latin roots (port, dict, meter, therm, phon, tele, scope) to determine word meanings. Writing Unit 8 Students will be able to independently use their learning to analyze short texts to write a literary essay with structure and text evidence that compares characters across multiple texts, following the writing process and applying proper grammar and writing conventions, including correct use of negatives, relative pronouns, punctuation, and comparative and superlative adjectives and adverbs.
Unit 9 May	Reading Unit 9 Students will be able to independently use their learning to evaluate an author’s ideas and supporting details, analyze text / graphic features and structures, analyze theme and an author’s use of figurative language while synthesizing their ideas across texts, and apply word study strategies to decode multisyllabic words, clarify meanings of words with suffixes <i>-able</i>, <i>-ful</i>, <i>-ous</i>, <i>-less</i>, <i>-en</i>, <i>-ic</i>, and <i>-ible</i> while analyzing word roots. Writing Unit 9 Students will be able to independently use their learning to gather and synthesize information from multiple nonfiction sources to create a clear, concise and well-supported research report presentation that incorporates text features and effectively communicates their findings, applying proper grammar and writing conventions, including correct use of possessive nouns, adjectives, comparisons, punctuation, commas before coordinating conjunctions, and capitalization and titles.

Unit	Unit Title, Link, and Transfer Goal
Unit 10 June	<u>Reading Unit 10</u> Students will be able to independently use their learning to determine central ideas, text structures, and graphic features, and analyze the author's craft, point of view, and plot while synthesizing their ideas across texts, and apply word study strategies to decode multisyllabic words, and clarify meanings of words with prefixes <i>il-</i>, <i>ir-</i>, <i>in-</i> and <i>-im</i> and Latin Roots <i>tele</i>, <i>port</i>, and <i>graph</i>. <u>Writing Unit 10</u> Students will be able to independently use their learning to create a clear, structured, and well-supported expository essay that effectively communicates their expert findings on a previously learned 4th grade content area topic to a specific audience, applying proper grammar and writing conventions, including correct use pronouns, pronoun contractions, possessive nouns, noun and verb endings, and correct spelling of high-frequency homophones, endings and suffixes.