

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Grade 4

English Language Arts

2025

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CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will read and write effectively, therefore communicating in an articulate and coherent manner. All students will participate in activities that present problem-solving through critical thinking. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote independent thinkers and learners. We believe ethical conduct to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

The Bookworms English Language Arts (ELA) block, a 45-minute component of the program's three daily instructional blocks, is built on the core belief that both teachers and students will embrace their identities as writers and engage in daily writing. This ELA block meticulously focuses on genre-based writing instruction, interactive read-alouds with robust vocabulary development, and explicit instruction in grammar and language standards. It's designed to seamlessly complement the "Shared Reading" and "Differentiated Instruction" blocks, together forming a comprehensive literacy program that fosters a deep engagement with high-quality texts and explicit skill development. An additional approximate 15-20 minutes should be spent daily on Word Study (Building Vocabulary).

COURSE GOALS

The course goals derive from the 2010 Connecticut Core Standards for Literacy. Goals specific to a module of study are listed in this guide at the beginning of each unit. Many standards recur over the course of the year. The lessons therein encourage student engagement through the writing process so that each student will see himself/herself as a writer and reflect on the processes learned.

COURSE ENDURING UNDERSTANDINGS

Students will understand that:

- writing is a process and each component has importance.
- writers set goals for their writing and work to meet them.
- writers write for specific audiences.

- writers generate ideas from their own experiences and the writing of others.
- writers use a wide repertoire of learned strategies to create effective writing.
- writers work to increase their volume and stamina.
- writers remain engaged in their writing, which can include talking, planning, and drafting.
- writers write and revise with increasing precision and complexity.
- writers revise and experiment with craft (word choice, dialogue, description, varied sentence length) to bring out significance and meaning.
- writers reflect on their own writing and the writing of peers using specific writing language.
- writers apply learned language conventions consistently.

COURSE ESSENTIAL QUESTIONS

- Who is a writer?
- What is the purpose of writing?
- What tools are required for writing?
- How can we use writing to better understand our world?
- How do I generate writing ideas that matter to me?
- How do I become a stronger narrative story writer?
- How do I become a more persuasive writer?
- How do I become a stronger informational writer?
- How do I write for an audience?
- How do I organize the structure of my writing to convey meaning to my audience with clarity?
- How do I apply revision strategies to strengthen my writing pieces?
- How do I apply editing skills to my writing pieces?
- How do I help others with writing?
- How do I use mentor texts to improve my writing?
- How do I share my writing with others?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- that writing is a process

- key writing vocabulary: sketch/draw, label, stamina, details, feelings, action, dialogue, topic, opinion/fact, reason/evidence, transitions, punctuation, beginning, middle, end, mentor text, and publish.

Students will be able to . . .

- clearly introduce a topic or opinion.
- create an organizational structure that groups reasons, details, and/or examples to support the writer's purpose.
- provide reasons, facts, definitions, quotations, and/or concrete details that support the main idea of a piece of writing.
- organize an event sequence that unfolds naturally using temporal words, linking words and phrases.
- use precise language and domain-specific vocabulary.
- compose a concluding statement or section related to the main idea/events presented, thus providing a sense of closure.
- use dialogue, sensory details, and descriptions of actions, thoughts, and feelings.

YEAR AT A GLANCE: ELA Grade 4

September- mid November	Bookworms ELA Module 1 Unit 1: Writing for a Purpose Unit 2: Natural Disasters Unit 3: Mysterious Exploration	Module 1 Grammar/Sentence Composing: Progressive verb tenses, modal auxiliaries, prepositional phrases, relative pronouns/adverbs, complete sentences
mid November- early February	Bookworms ELA Module 2 Unit 1: The Mysteries of Friendship Unit 2: Tracking Relationships	Module 2 Grammar/Sentence Composing: Vocabulary-related grammar and word analysis
February-April	Bookworms ELA Module 3 Unit 1: Finding Courage	Module 3 Grammar/Sentence Composing: Sentence variety, dialogue conventions, formal vs. informal language
May - June	Bookworms ELA Module 4 Unit 2: The Power of Actions (skip Unit 1) Unit 3: Understanding Our World (skip L13) Unit 4: My Journey in Literacy this Year (L14-19 only)	Module 4 Grammar/Sentence Composing: Editing conventions and language precision

ELA Module 1

Unit 1: Writing for a Purpose

Unit 2: Natural Disasters

Unit 3: Mysterious Exploration

Connecticut Framework: The Common Core State Standards

RL.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

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.

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

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

W.4.1.a 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.4.1.b Provide reasons that are supported by facts and details.

W.4.1.c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

W.4.1.d 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.4.2.a 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.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.4.2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

W.4.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.4.2.e Provide a concluding statement or section related to the information or explanation presented

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W.4.3.e Provide a conclusion that follows from the narrated experiences or events.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and

W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.1.a 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.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.d 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.

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

L.4.1.b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

L.4.1.c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

L.4.1.e Form and use prepositional phrases.

L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2.a Use correct capitalization.

L.4.2.c Use a comma before a coordinating conjunction in a compound sentence.

L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.

L.4.3.b Choose punctuation for effect.

L.4.3.c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

L.4.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

L.4.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

SUBJECT Grade 4 ELA	
MODULE 1: Unit 1: Writing for a Purpose Unit 2: Natural Disasters Unit 3: Mysterious Exploration	
Unwrapped Performance Standards	
Concepts: Need to know about: Genre/Craft • Narrative • Opinion • Informative Writing Process • Planning • Drafting • Revising • Editing Writing Strategies • Reason and Evidence • Research (Content & Literacy Knowledge) • Integration of Knowledge and Ideas • Reference Materials	
Skills Need to be able to: • Identify narrative, opinion, and informative structures. • Explain how structure contributes to meaning. • Distinguish genres and purposes. • Analyze character traits, interactions, and development. • Summarize stories, texts, and key ideas. • Compare and contrast characters or ideas. • Determine theme or main idea. • Interpret information from multiple sources. • Develop narratives using details and sequence.	

- Write opinion pieces with reasons and evidence.
- Compose informative/explanatory texts.
- Conduct research using multiple sources.
- Plan, draft, revise, and edit.
- Use rubrics to evaluate and revise writing.
- Apply text structures in original writing.
- Participate in whole-class and partner discussions.
- Build on others' ideas respectfully.
- Present ideas clearly and coherently.
- Ask and answer questions to deepen understanding.
- Use rubrics to reflect and improve speaking skills.
- Collaborate with others to research and report ideas.

SUBJECT
Grade 4 ELA

MODULE 1:
Unit 1: Writing for a Purpose
Unit 2: Natural Disasters
Unit 3: Mysterious Exploration

Big Ideas

Students' statements of enduring ideas

1. Stories, facts, and mysteries all follow different structures that help readers understand the author's purpose and message.
2. Writers use planning, details, and revision to clearly share their opinions, tell stories, or explain real events.
3. Reading and writing are connected—what I learn from reading helps me become a better writer, and writing helps me show what I understand.

Essential Questions

Teacher's guiding questions

1. How does understanding text structure help students comprehend and write across narrative, opinion, and informational genres?
2. In what ways can students use the writing process to clearly express their ideas, opinions, and research findings?
3. How can reading and analyzing a variety of texts deepen students' understanding of content and improve their writing?

SUBJECT

Grade 4 ELA

MODULE 1:

Unit 1: Writing for a Purpose

Unit 2: Natural Disasters

Unit 3: Mysterious Exploration

LEARNING OBJECTIVES*The students will be able to:***Students will be able to:**

Reading

1. Refer to details in a text to explain explicit ideas and draw inferences.
2. Determine main ideas and summarize informational texts.
3. Explain historical, scientific, or technical ideas based on specific evidence.
4. Define domain-specific vocabulary in context.
5. Describe informational text structures such as chronology or cause/effect.
6. Compare and contrast firsthand and secondhand accounts of the same event.
7. Analyze how authors use reasons and evidence to support points.
8. Integrate information from multiple texts when writing or speaking about a topic.

Opinion Writing

9. Write opinion pieces that include a clear topic, supported point of view, and organized ideas.
10. Link opinions and reasons using transition words and phrases (e.g., *for instance*, *in addition*).
11. Conclude opinion pieces with statements related to the opinion presented.

Informational Writing

12. Write informative texts that clearly examine a topic and organize related information into paragraphs.
13. Develop informative writing using facts, definitions, details, and examples.

14. Use linking words and phrases to connect ideas within informative writing.
15. Apply domain-specific vocabulary and precise language in informative/explanatory writing.
16. Conclude informative writing with a statement that supports the explanation.

Narrative Writing

17. Create narratives that describe real or imagined events using clear sequence and effective details.
18. Introduce a narrator or characters and organize events naturally.
19. Incorporate dialogue and description to develop characters and events.
20. Conclude narratives in a way that follows logically from the events.

Research

21. Produce writing appropriate to the task, purpose, and audience.
22. Plan, revise, and edit writing with support from peers and adults.
23. Use technology and keyboarding skills to publish and share writing.
24. Conduct short research projects to deepen understanding of a topic.
25. Gather information from various sources and categorize it logically.

Writing Process

26. Write routinely for both extended and shorter timeframes for various tasks.
27. Engage in discussions with diverse partners on grade-level topics.
28. Prepare for discussions by reviewing materials and using background knowledge.
29. Follow discussion rules and assigned roles to collaborate effectively.
30. Review and explain ideas shared by others during discussion.
31. Paraphrase information presented in diverse formats (oral, visual, quantitative).
32. Demonstrate correct use of grammar and usage in speaking and writing.

33. Use relative pronouns, relative adverbs, and progressive verb tenses.
34. Apply modal auxiliaries and prepositional phrases accurately.
35. Form complete sentences and correct run-ons and fragments.
36. Capitalize words appropriately and use correct punctuation in compound sentences.
37. Spell grade-appropriate words and consult references as needed.
38. Choose punctuation for effect and adjust language for formal/informal settings.
39. Apply Greek and Latin roots and affixes to determine word meanings.
40. Demonstrate understanding of figurative language.
41. Apply the Vision of the Graduate by:
 - a. Critical Thinking & Communication - analyze and evaluate information from multiple texts, use academic vocabulary, figurative language, and grammar to communicate effectively, and engage in structured discussions.
 - b. Collaboration & Self-Efficacy - Collaborate in discussions and peer revision processes, conduct research projects that involve selecting sources, organizing findings, and presenting knowledge to promote independence, curiosity, and ownership over learning tasks.

SUBJECT Grade 4 ELA
MODULE 1: Unit 1: Writing for a Purpose Unit 2: Natural Disasters Unit 3: Mysterious Exploration
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i> General: Model and Think Alouds • Demonstrate how to make inferences, ask questions, summarize, and clarify using mentor texts. Establish Daily Writing Routines • Interactive Read Aloud, Discussion, Anchor Chart, Sentence Composing, and Respond together Anchor Charts and Visual Aids • Create and reference text structure, genre, or writing process anchor charts throughout each unit. Gradual Release of Responsibility (I Do, We Do, You Do) • Scaffold instruction by moving from teacher modeling to independent practice. For Text Engagement: Interactive Read Aloud • The teacher will read aloud text to introduce new texts, model fluent and expressive reading, and introduce new vocabulary in context. • The teacher will lead whole-class discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding. Building Background Knowledge • Create anchor charts about stories and topics to enhance engagement and understanding. Vocabulary Instructions • Introducing new words from the texts and providing context to clarify meanings. Sentence Composing • Teach grammar standards with mentor text standards by using four instructional routines (expand, imitate, combine, and unscramble). Respond Together • Model decisions a writer makes for students to improve their text-based responses. For Writing:

Mentor Text Analysis

- Identify genre-specific elements (e.g., topic sentence, transitions, conclusions) in well-written examples before students apply them in their own writing.

Graphic Organizers

- Use organizers to plan narratives, informative texts, and opinion writing.

Shared and Interactive Writing

- Compose model pieces with student input to reinforce the writing process steps.

Rubric-Based Peer Review

- Use genre rubrics during peer conferencing to guide constructive feedback and revision.

Mini-Lessons on Focused Skills

- Teach focused writing skills such as adding vivid details, using strong introductions, or improving transitions.

For Written Pieces:

Genre Writing

- Model specific genre writing to develop pieces based on genre.
- Analyze mentor texts to identify structure and organization.
- Co-create visuals that help students reference specific structures.
- Guide students through the process and support brainstorming, planning, drafting, revising, and editing with modeling, conferences, and writing checklists.
- Facilitate structured peer review and teach students how to give constructive feedback using rubrics and sentence starters for specific genres.
- Provide genre-specific rubrics and exemplars - Use rubrics to set expectations and assess components such as organization, voice, elaboration, and conventions.
- Differentiate support for planning and elaboration and scaffold the use of graphic organizers based on student needs.
- Conference with individual writers and offer targeted feedback aligned to each genre's demands, focusing on both strengths and next steps.
- Celebrate student writing - Provide opportunities for students to share pieces with authentic audiences.

Respond Together

- Model how to construct a well-written response.
- Create charts and visuals that can be used to organize information in a response.
- Use *written response* rubric to evaluate components.

Culminating Task

- Explicitly model the thinking, reading, research, and writing processes involved in the task using think-alouds and shared writing.
- Review exemplar models or rubrics to show what success looks like.

- Provide scaffolded support by breaking the task into manageable steps and offering sentence starters, graphic organizers, and checklists to guide student work.
- Facilitate collaboration and peer support - Structure students to idea exchange and provide peer feedback.
- Use rubrics to provide targeted feedback on both content knowledge and literacy skills.
- Encourage self-reflection - Prompt students to reflect on their growth, group contributions, and learning across reading and writing.

SUBJECT

Grade 4 ELA

MODULE 1:

Unit 1: Writing for a Purpose

Unit 2: Natural Disasters

Unit 3: Mysterious Exploration

Assessments/Common Learning Experiences

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:

Formative

- Genre based writing
- IAB: Literary Texts (Reading)
- Addition IAB: Revision

Summative**Informative Writing: Natural Disasters Research Project (Mod. 1, Unit 2, Lessons 21-30)**

This culminating task will take 10 days to complete. In this task, students will learn about informative writing structure and purpose in Grade 4, and how to conduct research to learn more information about a natural disaster. Then they will apply what they have learned about researching a topic, informative writing, and content about natural disasters, to independently plan, write, revise, and edit a research report on a natural disaster of their choice. Successful completion of this task allows students to use writing to demonstrate how well they have learned both content knowledge and literacy skills.

In this Culminating Task, students will select a natural disaster from a provided list, then plan and write a research report on that natural disaster. To successfully complete this task, students must apply what they have learned so far during Shared Reading and Read Aloud about how to make meaning from texts and from Genre Based Writing about how to share their thoughts and understandings in writing.

Teachers will use the culminating task rubric to document student progress in content knowledge, literacy knowledge, and integration of knowledge and ideas.

SUBJECT Grade 4 ELA	
MODULE 1: Unit 1: Writing for a Purpose Unit 2: Natural Disasters Unit 3: Mysterious Exploration	
Pacing & Resources	
<i>45 Days</i> Time Allotment: September - mid November - Unit 1 Writing for a Purpose will teach students how to tell their own stories and share their own opinions in writing and will explore narrative and opinion text structure in the writing of others. - Unit 2 Natural Disasters unit will teach about nonfiction text structure and organization, explore best practices in conducting research to learn more about a topic, and apply what they've learned by writing a research report about a natural disaster. - Unit 3 Mysterious Exploration unit will teach about mystery text structure and the unsolved mystery of the vanished Roanoke colony, extend their research skills by learning how to investigate a historical event, and use nonfiction text structure to write an investigative news article.	
Unit 1 Writing for a Purpose	
Narrative Writing Lessons 1-5	In these lessons, teachers will help students make connections to what they have learned so far in lessons across the curriculum. In Lesson 3, we will make connections to the content and narrative structure of a book that students will encounter during Read Aloud toward the end of the year: <i>Alabama Moon</i> . Consider collecting students' writing to use as a baseline for evaluating narrative writing progress going forward using the <u>Grade 4: Narrative Writing Rubric</u> .
Opinion Writing Lessons 6-10	In these lessons, teachers will help students make connections to what they have learned so far in lessons across the curriculum. In Lessons 7, 9, and 10, we will connect to content and text structure from the Shared Reading book <i>A Strong Right Arm</i> . Consider collecting students' writing to use as a baseline for evaluating opinion writing progress going forward using the <u>Grade 4: Opinion Writing Rubric</u> .
Unit 2 Natural Disasters	
Earthquakes: All About Earth's Crust, Colliding Plates, Tsunamis, and More! Lessons 11-15	In <i>Earthquakes</i> , students will hear all about earthquakes: how they are formed, the forces that cause them, the science of studying earthquakes, and famous earthquakes in history. In these lessons, we will connect to what students will be learning later in the curriculum. In Lesson 11, we will preview connections to interviewing as a method of research, which will be explored during the genre writing lessons for <i>Informative Writing: News Article</i> .

Go Straight to the Source: Super Smart Information Strategies Lessons 16-20	In <i>Go Straight to the Source</i> , students will hear about how to find and use primary and secondary sources when researching a topic. In these lessons, we will connect to what students will be learning later in the curriculum. In Lesson 16, we will connect to primary and secondary source examples from the Shared Reading text <i>A Strong Right Arm</i> and the Read Aloud text <i>Earthquakes</i> . Students will collaboratively create semantic maps and a main ideas chart.
Culminating Task Information Writing: Natural Disasters Research Project Lessons 21-30	Students will write a research report on a natural disaster. Throughout this culminating task, teachers will help students make connections to what they have learned so far in lessons across the curriculum. In Lessons 21 and 22, we will connect to the two read aloud books we have read so far: natural disaster content from <i>Earthquakes</i> , and how to conduct research from <i>Go Straight to the Source</i> .

Unit 3 Mysterious Explorations	
Roanoke: The Lost Colony: An Unsolved Mystery from History Lessons 31-33	In <i>Roanoke: The Lost Colony: An Unsolved Mystery from History</i> , a young girl studies clues to try and figure out what happened to the people of the lost colony of Roanoke. In these lessons, we will help students make connections to what they have learned so far in lessons across the curriculum. In Lesson 32, we will connect to information about types of primary sources in the Read Aloud text <i>Go Straight to the Source</i> . Students will collaboratively create a sequence of events chart to keep track of important dates and events in the text.
News Article Lessons 34-38	In these lessons, we will help students make connections to what they have learned so far in lessons across the curriculum. Throughout the lessons, we make connections to informative content from <i>Roanoke: The Lost Colony</i> . Consider collecting this News Article for a grade and evaluate using the <u>Grade 4: Informative Writing Rubric</u> and the <u>Grade 4: Editing and Revision Rubric</u> . Compare this writing to students' previous informative writing to determine progress over time.

ELA Module 2

Unit 1: The Mysteries of Friendship

Unit 2: Tracking Relationships

Connecticut Framework: The Common Core State Standards

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RF.4.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

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

W.4.1.a 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.4.1.b Provide reasons that are supported by facts and details.

W.4.1.c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

W.4.1.d 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.4.2.a 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.4.2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

W.4.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W.4.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.4.3.e Provide a conclusion that follows from the narrated experiences or events.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.8 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 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

L.4.1.b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

L.4.1.c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

L.4.1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

L.4.1.e Form and use prepositional phrases.

L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2.a Use correct capitalization.

L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text.

L.4.2.c Use a comma before a coordinating conjunction in a compound sentence.

L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.3.a Choose words and phrases to convey ideas precisely.

L.4.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.4.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.

L.4.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

SUBJECT
Grade 4 ELA

MODULE 2:
Unit 1: The Mysteries of Friendship
Unit 2: Tracking Relationships

Unwrapped Performance Standards

Concepts: Need to know about:

Genre/Craft

- Mystery
- Narrative
- Informative
- Compare/Contrast
- Perspective
- Text Analysis

Writing Process

- Planning
- Drafting
- Revising
- Editing

Writing Strategies

- Reason and Evidence
- Research (Content & Literacy Knowledge)
- Integration of Knowledge and Ideas
- Reference Materials
- Genre Features
- Developing Characters, Settings, and Plots
- Comparing and Contrasting Content
- Development, Organization, and Supporting of Opinions

Skills:

Need to know:

- Understanding text structures (narrative, informative, opinion, autobiographical, poetic)
- Identifying main ideas and supporting details
- Comparing and contrasting characters, texts, and ideas
- Analyzing character traits and relationships
- Taking different perspectives (e.g., a character's point of view)
- Summarizing what has been read
- Interpreting poetic elements and structures
- Writing across genres (narrative, informative, opinion, persuasive)
- Using the writing process (planning, drafting, revising, editing)
- Describing in detail (characters, settings, objects)
- Using text evidence to support ideas and arguments
- Organizing ideas clearly and logically
- Stating and supporting opinions with reasons and evidence
- Developing a strong argument to persuade an audience
- Participating in discussions (whole class and partner)
- Listening actively and responding thoughtfully
- Expressing ideas clearly and respectfully
- Collaborating to build shared understanding
- Following multi-step directions
- Working collaboratively
- Reflecting on learning and using feedback
- Demonstrating independence in reading and writing tasks

SUBJECT
Grade 4 ELA

MODULE 2:
Unit 1: The Mysteries of Friendship
Unit 2: Tracking Relationships

Big Ideas

Student's statements of enduring ideas

1. Writers use specific structures and techniques to communicate ideas effectively in different genres.
2. Reading and analyzing texts helps us understand characters, relationships, and big ideas across literature and nonfiction.
3. Writers and readers use evidence to compare, contrast, and support their opinions and interpretations.

Essential Questions

Teacher's guiding questions

1. How do writers organize their ideas to match the purpose and genre of their writing?
2. What can we learn about characters and relationships by comparing and analyzing their actions and traits?
3. Why is it important to use evidence from a text when sharing an opinion or making a claim?

SUBJECT Grade 4 ELA
MODULE 2: Unit 1: The Mysteries of Friendship Unit 2: Tracking Relationships
LEARNING OBJECTIVES <i>The students will be able to:</i>
Students will be able to... 1. Refer to details and examples in a story or poem to explain what the text says. 2. Make inferences based on details in a literary text. 3. Determine the theme of a story, drama, or poem using key details. 4. Summarize literary texts using main events and ideas. 5. Describe a character, setting, or event in detail using evidence from the text. 6. Determine the meaning of words and phrases used in stories, including figurative and mythological references. 7. Explain how poems, plays, and stories are structured differently. 8. Identify and describe elements of drama like dialogue and stage directions. 9. Recognize and describe features of poetry such as rhythm and verse. 10. Read and understand 4th grade literature independently and with support. 11. Refer to details and examples in nonfiction texts to explain ideas. 12. Make inferences from informational texts using supporting evidence. 13. Identify the main idea of a nonfiction text and explain how it is supported. 14. Summarize informational texts using key points.

15. Explain how and why events, ideas, or steps happen in nonfiction texts.
16. Determine the meaning of domain-specific vocabulary in nonfiction texts.
17. Describe how nonfiction texts are organized (e.g., compare/contrast, cause/effect).
18. Compare and integrate information from two texts on the same topic.
19. Read prose and poetry aloud with accuracy, appropriate speed, and expression.

Writing

20. Write opinion pieces with reasons and evidence to support a viewpoint.
21. Use linking words and phrases to connect ideas in opinion writing.
22. Write informative/explanatory texts with organized paragraphs and clear ideas.
23. Use text features like headings and illustrations to clarify meaning.
24. Write narratives with clear sequences, characters, and vivid details.
25. Use dialogue and description to show how characters respond to events.
26. Use planning, drafting, revising, and editing to improve writing.
27. Use evidence from texts to support written analysis or reflection.
28. Write routinely for different purposes, both short and extended.

Speaking and Listening

29. Participate in discussions by sharing ideas and building on others' thoughts.
30. Report clearly on a topic or text using relevant details and appropriate pacing.

Language (Grammar, Usage, and Vocabulary)

31. use commas and quotation marks correctly to punctuate dialogue and direct speech

- 32. use grade-level spelling, capitalization, and sentence structure accurately
- 33. consult reference materials to clarify word meanings and spellings
- 34. apply knowledge of Greek and Latin roots to determine word meaning
- 35. use academic and domain-specific vocabulary when writing and speaking about texts

Apply the Vision of the Graduate by:

- a. **Collaboration and Emotional Intelligence** Work with peers to understand characters' feelings and relationships, share thoughtful responses, and use respectful feedback to grow as a reader and writer.
- b. **Self Efficacy and Growth Mindset** Plan, draft, revise, and edit narrative and opinion pieces by modeling writing on mentor texts and working through challenges to improve work.
- c. **Communication and Critical Thinking** Analyze and compare characters, poems, and informational texts using text evidence, and clearly express ideas in writing and discussions.

SUBJECT Grade 4 ELA
MODULE 2: Unit 1: The Mysteries of Friendship Unit 2: Tracking Relationships
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>
General: Model and Think Alouds • Demonstrate how to make inferences, ask questions, summarize, and clarify using mentor texts. Establish Daily Writing Routines • Interactive Read Aloud, Discussion, Anchor Chart, Sentence Composing, and Respond together Anchor Charts and Visual Aids • Create and reference text structure, genre, or writing process anchor charts throughout each unit. Gradual Release of Responsibility (I Do, We Do, You Do) • Scaffold instruction by moving from teacher modeling to independent practice. For Text Engagement: Interactive Read Aloud • The teacher will read aloud text to introduce new texts, model fluent and expressive reading, and introduce new vocabulary in context. • The teacher will lead whole-class discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding. Building Background Knowledge • Create anchor charts about stories and topics to enhance engagement and understanding. Vocabulary Instructions • Introducing new words from the texts and providing context to clarify meanings. Sentence Composing • Teach grammar standards with mentor text standards by using four instructional routines (expand, imitate, combine, and unscramble). Respond Together • Model decisions a writer makes for students to improve their text-based responses.

For Writing:

Mentor Text Analysis

- Identify genre-specific elements (e.g., topic sentence, transitions, conclusions) in well-written examples before students apply them in their own writing.

Graphic Organizers

- Use organizers to plan narratives, informative texts, and opinion writing.

Shared and Interactive Writing

- Compose model pieces with student input to reinforce the writing process steps.

Rubric-Based Peer Review

- Use genre rubrics during peer conferencing to guide constructive feedback and revision.

Mini-Lessons on Focused Skills

- Teach focused writing skills such as adding vivid details, using strong introductions, or improving transitions.

For Written Pieces:

Genre Writing

- Model specific genre writing to develop pieces based on genre.
- Analyze mentor texts to identify structure and organization.
- Co-create visuals that help students reference specific structures.
- Guide students through the process and support brainstorming, planning, drafting, revising, and editing with modeling, conferences, and writing checklists.
- Facilitate structured peer review and teach students how to give constructive feedback using rubrics and sentence starters for specific genres.
- Provide genre-specific rubrics and exemplars - Use rubrics to set expectations and assess components such as organization, voice, elaboration, and conventions.
- Differentiate support for planning and elaboration and scaffold the use of graphic organizers based on student needs.
- Conference with individual writers and offer targeted feedback aligned to each genre's demands, focusing on both strengths and next steps.
- Celebrate student writing - Provide opportunities for students to share pieces with authentic audiences.

Respond Together

- Model how to construct a well-written response.
- Create charts and visuals that can be used to organize information in a response.
- Use *written response* rubric to evaluate components.

Culminating Task

- Explicitly model the thinking, reading, research, and writing processes involved in the task using think-alouds and shared writing.
- Review exemplar models or rubrics to show what success looks like.

- Provide scaffolded support by breaking the task into manageable steps and offering sentence starters, graphic organizers, and checklists to guide student work.
- Facilitate collaboration and peer support - Structure students to idea exchange and provide peer feedback.
- Use rubrics to provide targeted feedback on both content knowledge and literacy skills.
- Encourage self-reflection - Prompt students to reflect on their growth, group contributions, and learning across reading and writing.

SUBJECT

Grade 4 ELA

MODULE 2:

Unit 1: The Mysteries of Friendship

Unit 2: Tracking Relationships

Assessments/Common Learning Experiences

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:

Formative

- Genre based writing
- IAB: Information (ELA)

Summative**Opinion Writing: Persuasive Letter (Mod. 2, Unit 2, Lessons 31-40)**

This culminating task will take 10 days to complete. In this task, students will learn about persuasive letter structure and purpose. Within this structure, they will apply what they've learned about opinion writing structure and purpose, and how to identify and use text evidence to support their opinion, to independently plan, write, revise, and edit a persuasive writing piece. Successful completion of this task allows students to demonstrate how well they can use writing and text evidence to express and support their opinion on a topic, and how well they can construct a persuasive argument to try and convince their audience to agree with their opinion.

In this Culminating Task, students will choose the perspective of either a member of the working-class or a member of the wealthy class from James Town, then plan and write a persuasive letter to convince a fictional family member whether they should journey to the New World or not. To successfully complete this task, students must apply what they have learned so far in Shared Reading and Read Aloud about how to identify and use text evidence to inform and support their opinion. They must also apply what they have learned in Genre Based Writing about how to construct an opinion text and share their thoughts and understandings in writing.

Teachers will use the culminating task rubric to document student progress in content knowledge, literacy knowledge, and integration of knowledge and ideas.

SUBJECT Grade 4 ELA	
MODULE 2: Unit 1: The Mysteries of Friendship Unit 2: Tracking Relationships	
Pacing & Resources	
40 lessons	
Time Allotment: mid November– early February - Unit 1: The Mysteries of Friendship will teach students how to review mystery text structure and organization, learn about compare/contrast text structure and organization, and apply what they've learned by writing a narrative mystery and an informative compare/contrast piece. - Unit 2: Tracking Relationships will teach students how to learn about autobiographical text structure and organization, explore poetic text structure and literary techniques, reinforce their understanding of the necessary components of compare/contrast and opinion writing, and apply what they've learned by composing compare/contrast and persuasive writing pieces.	
Unit 1: The Mysteries of Friendship	
Mystery Lessons 1-8	In these genre writing lessons, we will help students make connections to what they have learned so far in lessons across the curriculum. In Lesson 1, we will connect to content from the Read Aloud text, <i>Roanoke: The Lost Colony</i> . In Lesson 4, we will connect to content from the Shared Reading text, <i>A Strong Right Arm</i> .
Worst of Friends: Thomas Jefferson, John Adams, and the True Story of an American Feud Lessons 9-11	In <i>Worst of Friends</i> , students will hear the story of two men from United States history—John Adams and Thomas Jefferson—who started out as enemies but later became friends. This is a nonfiction text with a chronological text structure. Students will collaboratively create a timeline to keep track of important dates and events in the text. You will notice this text does not have page numbers. To allow for easier page identification in the lesson plans, we have both described the page illustrations and identified the pages by number. To do this, we manually numbered our copy of the book pages from 1–29, starting with the page on the back of the dedication page, with Thomas Jefferson and John Adams standing together and facing right. You may wish to number your book pages to match.
Informative Writing: Compare and Contrast Lessons 12-18	In these genre writing lessons, we will help students make connections to what they have learned so far in lessons across the curriculum. In Lesson 12, we will connect to Module 1 genre writing lessons, by referencing text structure differences in the Natural Disasters Research Project and the Narrative Nonfiction News Article. In Lessons 12–16, we will connect to content and informative text structure in the Read Aloud text <i>Worst of Friends</i> . In

	Lessons 17–18, we will connect to content in the Read Aloud text <i>Roanoke: The Lost Colony</i> , and the Shared Reading text <i>Blood on the River</i> .
Unit 2: Tracking Relationships	
Mr Life in Dog Years Lessons 19-27	In <i>My Life in Dog Years</i> , author Gary Paulsen tells the story of his life through a series of chapters about the different dogs he has shared his life with. This text is an autobiography of the author's life, told through a series of biographies about his dogs. This text has a chronological, narrative nonfiction text structure. Students will collaboratively create a facts and characteristics chart to keep track of important characteristics of the author's dogs and important facts of the author's life. Though nonfiction, this book contains no technical terminology. Because of this, for vocabulary, these lessons focus on Tier 2 words instead.
Compare and Contrast Lesson 28	In these lessons, we will help students make connections to what they have learned so far in lessons across the curriculum. In Lesson 28, we will connect to content in the Read Aloud text <i>My Life in Dog Years</i> .
Shaking Things Up: 14 Young Women Who Changed the World Lessons 29-30	In <i>Shaking Things Up: 14 Young Women Who Changed the World</i> , students will hear selected poems about young women from different countries, backgrounds, and races, and the important things they did in their lives to change the world. This is a book of poetry with a variety of poetic text structures. Students will collaboratively create an information chart for each poem to keep track of the poem structure and important facts about the woman in each poem. This book of poetry has one author and 13 different illustrators—one for each poem in the book. As you teach the lessons for this book across the year, you will see that for each poem taught, we have listed the illustrator for that poem. Over the course of the school year, you will teach 6 lessons using 6 different poems from <i>Shaking Things Up: Module 2 Lessons 29–30</i> (the current set of lessons), <i>Module 3 Lessons 1–3</i> , and <i>Module 4 Lesson 13</i> . It is important to note that each of these 6 total lessons are connected and build upon each other. Students will find it helpful within any of the 6 lessons to refer to charts from lessons prior as they discuss similarities and differences amongst the poems and content. On the last day of lessons for this book (<i>Module 4 Lesson 13</i>), students will need to access and refer to all anchor charts completed for each of the 6 lessons. Because of the above factors, consider identifying an area of your classroom that would be the most appropriate storage location for these anchor charts.
Opinion Writing: Persuasive Letter Lessons 31-40	Throughout this culminating task, we will help students make connections to what they have learned so far in lessons across the curriculum. Each lesson included in the Culminating Task directly references content in and knowledge learned from the text <i>Blood on the River</i> in Shared Reading Module 2. This Culminating Task builds on prior instruction in opinion writing from Module 1 Opinion Written Response and Module 2 Opinion Writing Compare/Contrast, and on prior instruction in revision and editing from all writing lessons up to this point.

ELA Module 3
Unit 1: Finding Courage

Connecticut Framework: The Common Core State Standards

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

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

W.4.1.c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

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

W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.4.2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.4.3.b

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W.4.3.c Use a variety of transitional words and phrases to manage the sequence of events.

W.4.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.4.3.e Provide a conclusion that follows from the narrated experiences or events.

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.c 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.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

L.4.1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

L.4.1.e Form and use prepositional phrases.

L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.4.2.a Use correct capitalization.

L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text.

L.4.2.c Use a comma before a coordinating conjunction in a compound sentence.

L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.3.a Choose words and phrases to convey ideas precisely.

L.4.3.c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

L.4.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

L.4.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.

L.4.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

SUBJECT
Grade 4 ELA

MODULE 3:
Unit 1: Finding Courage

Unwrapped Performance Standards

Concepts

Need to know about:

Genre/Craft

- Narrative
- Poetic Text Structure

Writing Process

- Planning
- Drafting
- Revising
- Editing

Writing Strategies

- Story Elements
- Conflict & Survival
- Descriptive Language
- Transitions

Skills

Need to be able to:

- Analyze narrative, opinion, and informational text structures.
- Write for specific purposes including storytelling, opinion sharing, and research reporting.
- Plan, draft, revise, and edit writing across genres.
- Organize writing into clear paragraphs with topic sentences and supporting details.
- Support opinions with reasons, facts, and examples.
- Apply linking words and phrases to connect ideas and opinions logically.
- Use precise language and domain-specific vocabulary in writing.
- Conclude writing with relevant and focused statements.
- Describe characters, settings, and events using vivid details and figurative language.
- Develop narratives with clear sequence, dialogue, and description.
- Conduct short research projects using multiple reliable sources.
- Summarize information from visual, oral, and written sources.
- Compare and contrast characters and events across texts.
- Engage in collaborative discussions using academic language and respectful turn-taking.
- Prepare for discussions by reviewing relevant materials.
- Follow agreed-upon discussion rules and assigned group roles.
- Paraphrase ideas presented in a variety of formats.
- Demonstrate command of grammar, sentence structure, and punctuation.
- Use reference materials to determine word meanings and spellings.
- Apply knowledge of Greek and Latin roots to determine vocabulary meaning.
- Explain and use similes, metaphors, synonyms, and antonyms.
- Interpret cause/effect and chronological structures in informational texts.
- Integrate information from multiple sources when writing or presenting.
- Use technology to publish and share final written products.

SUBJECT
Grade 4 ELA

MODULE 3:
Unit 1: Finding Courage

Big Ideas

Student's statements of enduring ideas

1. Writing a survival story helps me show what I know about storytelling, including characters, setting, and plot.
2. Authors use figurative language and specific word choices to help readers feel what characters are experiencing.
3. When I plan, revise, and edit my writing, I make my story clearer and more powerful for my reader.

Essential Questions

Teacher's guiding questions

1. How do authors structure a survival story to make it realistic and engaging?
2. What strategies can we use to show character thoughts, actions, and feelings through writing?
3. How does the writing process help us improve our storytelling?

SUBJECT

Grade 4 ELA

MODULE 3:

Unit 1: Finding Courage

LEARNING OBJECTIVES*The students will be able to:***Students will be able to....****Reading**

1. Describe characters, settings, and events in depth using specific details from the text.
2. Identify and explain the structure and literary elements of survival stories.
3. Compare and contrast the structure of poems, drama, and prose.
4. Explain the meaning of similes and metaphors in context.
5. Paraphrase information from texts and multimedia sources.

Writing

6. Write a narrative survival story that includes a clear sequence of events, descriptive details, and dialogue.
7. Use transitional words and phrases to manage the sequence of events in narrative writing.
8. Apply figurative language and sensory details to enhance their writing.
9. Revise and edit writing with support to improve clarity and coherence.
10. Gather information from print and digital sources and organize notes for writing.
11. Use academic and domain-specific vocabulary when writing about texts.

Speaking and Listening

12. Engage in collaborative discussions by listening actively and building on others' ideas.
13. Pose and respond to specific questions to clarify or expand on information.
14. Paraphrase information from texts and multimedia sources.

Language (Grammar, Usage, and Vocabulary)

15. Use commas and quotation marks correctly to punctuate dialogue and direct speech.
16. Use grade-level spelling, capitalization, and sentence structure accurately.
17. Consult reference materials to clarify word meanings and spellings.
18. Apply knowledge of Greek and Latin roots to determine word meaning.
19. Use academic and domain-specific vocabulary when writing and speaking about texts.

Apply the Vision of the Graduate by:

- a. **Self-Efficacy & Growth Mindset** Plan, draft, revise, and edit a realistic survival story by using what I've learned from mentor texts, showing persistence and pride in improving my writing through each step of the process.
- b. **Communication & Emotional Intelligence** Describe and analyze how characters think, feel, and act in survival stories and poems, and use those ideas to write and talk about my own characters with empathy and clarity.
- c. **Critical Thinking and Innovation** Create a compelling survival story by applying text structures and poetic techniques in original ways to solve problems and keep readers engaged.

SUBJECT Grade 4 ELA
MODULE 3: Unit 1: Finding Courage
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>
General: Model and Think Alouds • Demonstrate how to make inferences, ask questions, summarize, and clarify using mentor texts. Uphold Daily Writing Routines • Interactive Read Aloud, Discussion, Anchor Chart, Sentence Composing, and Respond together Anchor Charts and Visual Aids • Create and reference text structure, genre, or writing process anchor charts throughout each unit. Gradual Release of Responsibility (I Do, We Do, You Do) • Scaffold instruction by moving from teacher modeling to independent practice. For Text Engagement: Interactive Read Aloud • The teacher will read aloud text to introduce new texts, model fluent and expressive reading, and introduce new vocabulary in context. • The teacher will lead whole-class discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding. Building Background Knowledge • Create anchor charts about stories and topics to enhance engagement and understanding. Vocabulary Instructions • Introducing new words from the texts and providing context to clarify meanings. Sentence Composing • Teach grammar standards with mentor text standards by using four instructional routines (expand, imitate, combine, and unscramble). Respond Together • Model decisions a writer makes for students to improve their text-based responses. For Writing: Mentor Text Analysis

- Identify genre-specific elements (e.g., topic sentence, transitions, conclusions) in well-written examples before students apply them in their own writing.

Graphic Organizers

- Use organizers to plan narratives, informative texts, and opinion writing.

Shared and Interactive Writing

- Compose model pieces with student input to reinforce the writing process steps.

Rubric-Based Peer Review

- Use genre rubrics during peer conferencing to guide constructive feedback and revision.

Mini-Lessons on Focused Skills

- Teach focused writing skills such as adding vivid details, using strong introductions, or improving transitions.

For Written Pieces:

Respond Together

- Model how to construct a well-written response.
- Create charts and visuals that can be used to organize information in a response.
- Use *written response* rubric to evaluate components.

Culminating Task

- Explicitly model the thinking, reading, research, and writing processes involved in the task using think-alouds and shared writing.
- Review exemplar models or rubrics to show what success looks like.
- Guide students through a review of narrative elements: character, setting, plot (problem and solution), and theme.
- Provide scaffolded support by breaking the task into manageable steps and offering sentence starters, graphic organizers, and checklists to guide student work.
- Lead shared writing sessions to model development of suspense, pacing, and emotional tone.
- Facilitate collaboration and peer support - Structure students to idea exchange and provide peer feedback.
- Use the Grade 4 Survival Story Rubric and the Editing & Revision Rubric to score final products.
- Compare students' survival stories with their personal and mystery narratives from earlier modules to evaluate growth.

MODULE 3:

Unit 1: Finding Courage

Assessments/Common Learning Experiences

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:

Formative

- Genre based writing
- IAB: Listen/Interpret (Reading)
- Addition IAB: Brief Writes

Summative

Narrative Writing: Survival Story (Mod 3, Unit 1, Lessons 23-28)

This culminating task will take 6 days to complete. In this task, students will reinforce their narrative writing structure and purpose knowledge. Within this structure, they will apply what they've learned about the structure and purpose of narrative writing and the necessary components of a survival story to independently plan, write, revise, and edit a survival story writing piece. Successful completion of this task allows students to demonstrate the ability to incorporate survival story components into a fictional narrative text structure, and tell a fictional survival story convincingly.

In this Culminating Task, students will create characters, setting, and plot for a fictional narrative survival story. To successfully complete this task, students must apply what they have learned in the Read Aloud text Hatchet about survival stories structure and content, and how to identify and use fictional narrative components in their writing piece. They must also apply what they have learned in Genre Based Writing in Modules 1 and 2 about how to construct a narrative text and use words and sentence structure effectively to tell a compelling story.

Teachers will use the culminating task rubric to document student progress in content knowledge, literacy knowledge, and integration of knowledge and ideas.

SUBJECT Grade 4 ELA	
MODULE 3: Unit 1: Finding Courage	
Pacing & Resources 45 days Time allotment Feb. - April	
Unit 1: Finding Courage Time In this unit, students will deepen their poetic text structure and poetic literary technique knowledge, identify and analyze narrative survival text structure and content, reinforce their realistic fiction structure and content knowledge, and apply what they've learned about realistic fiction and narrative survival story structure and content to write a fictional narrative survival story.	
Unit 1: Finding Courage	
Shaking Things Up: 14 Young Women Who Changed the World Lessons 1-3	In <i>Shaking Things Up: 14 Young Women Who Changed the World</i> , students will hear selected poems about young women from different countries, backgrounds, and races, and the important things they did in their lives to change the world. Students will collaboratively create an information chart for each poem to keep track of the structure and important facts about the woman in each poem. In these lessons, we will help students make connections to what they have learned so far in lessons across the curriculum. Below is a list of those connections: • In Lessons 1–3, we will connect to poems read in Module 2: “<i>Taking the Heat</i>” and “<i>Lift-off.</i>” • In Lesson 3, we will connect to content in the Shared Reading text <i>A Strong Right Arm</i>.
Hatchet Lessons 4-22	In <i>Hatchet</i> , students will hear the story of one boy’s survival all alone in the Canadian wilderness. This is a novel with a realistic fiction text structure. Students will collaboratively create a chart of important events to keep track of characters, setting, problem, story events, and main character traits. In these lessons, we will help students make connections to what they have learned so far in lessons across the curriculum. Below is a list of those connections: • In Lesson 4, we will connect to author and content in the Read Aloud text <i>My Life in Dog Years</i>, and to writer’s perspective in the Shared Reading text <i>Love, Amalia</i>. • In Lesson 6, we will connect to content in <i>Narrative Nonfiction: News Article</i>.

Culminating Task Narrative Writing: Survival Story Lessons 23-28	Students will write a survival story. Collect this Culminating Task for a grade and evaluate using the <u>Grade 4: Survival Story Rubric</u> and the <u>Grade 4: Editing and Revision Rubric</u>. Compare this writing to students' previous narrative writing to determine progress over time. Throughout this culminating task, teachers will help students make connections to what they have learned so far in lessons across the curriculum. Below is a list of those connections: • In Lesson 23, we will connect to realistic fiction genre in the Shared Reading text <i>Love, Amalia</i> and <i>Save Me a Seat</i>, and to narrative writing structures in <i>Personal Narrative</i> writing from Module 1 and <i>Mystery</i> writing in Module 2. • In Lessons 23–26, we will connect to content, author's craft, and knowledge learned from the Read Aloud text <i>Hatchet</i>. • This Culminating Task builds on prior instruction in narrative writing from Module 1 <i>Personal Narrative</i> and Module 2 <i>Mystery</i>, and on prior instruction in revision and editing from all writing lessons up to this point.
Alabama Moon Lessons 29-55	In <i>Alabama Moon</i>, 10-year-old Moon has always lived a survivalist life in the forest with his father. When his father dies, Moon must learn to survive in a very different world from the one he grew up in. This is a novel with a realistic fiction text structure. Students will collaboratively create a chart of important events to keep track of characters, setting, problem, story events, and main character traits. In these lessons, we will help students make connections to what they have learned so far in lessons across the curriculum. Below is a list of those connections: • In Lessons 29 and 50, we will connect to content in the Read Aloud text <i>Hatchet</i>. • In Lesson 38, we will connect to content in the Shared Reading text <i>Blood on the River</i>. • In Lesson 46, we will connect to theme in the Read Aloud texts <i>Worst of Friends</i> and <i>Hatchet</i> and in the Shared Reading texts <i>Love, Amalia</i> and <i>Save Me a Seat</i>.

ELA Module 4

SKIP UNIT 1

Unit 2: The Power of Actions **but skip Lesson 13**

Unit 3: Understanding Our World **skip Lessons 20-27**

Unit 4: My Journey in Literacy

Connecticut Framework: The Common Core State Standards

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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 grade 4 topic or subject area.

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

W.4.1.a 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.4.1.b Provide reasons that are supported by facts and details.

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

W.4.2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W.4.3.c Use a variety of transitional words and phrases to manage the sequence of events.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.c 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.4.3 Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

L.4.1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

L.4.1.e Form and use prepositional phrases.

L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.4.1.g Correctly use frequently confused words (e.g., to, too, two; there, their).

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text.

L.4.2.c Use a comma before a coordinating conjunction in a compound sentence.

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.3.a Choose words and phrases to convey ideas precisely.

L.4.3.c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.4.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

SUBJECT Grade 4 ELA
MODULE 4: SKIP UNIT 1 Unit 2: The Power of Actions but skip Lesson 13 Unit 3: Understanding Our World skip Lessons 20-27 Unit 4: My Journey in Literacy
Unwrapped Performance Standards
Concepts: Need to know about: Genre/Craft • Narrative Structure • Opinion Structure • Informational Structure • Figurative Language Writing Process • Planning • Drafting • Revising • Editing Writing Strategies • Narrative writing • Opinion writing • Persuasive writing • Reflective writing • Personal narrative • Genre elements • Voice and tone • Descriptive language • Sentence fluency
Skills Need to be able to: • Understand and analyze different types of texts (narrative, opinion, informative, poetic) • Use text features (headings, captions, etc.) to support understanding • Make inferences and predictions based on details in the text • Compare and contrast characters, story elements, and text types

- Analyze how word choice affects meaning and tone
- Summarize key ideas and events in a text
- Identify character feelings and motivations through their words and actions
- Plan and write organized narratives, opinion pieces, and personal reflections
- Support opinions with reasons, examples, and evidence
- Move through the writing process (planning, drafting, revising, editing)
- Engage in thoughtful classroom and partner discussions
- Think critically about text content, structure, and word choices
- Make connections between texts, ideas, and personal experiences
- Use multiple sources to build knowledge on a theme or topic
- Recognize the power of words to inform, help, or hurt
- Use self-reflection to set goals and recognize growth

SUBJECT
Grade 4 ELA

MODULE 4:
SKIP UNIT 1

Unit 2: The Power of Actions **but skip Lesson 13**
Unit 3: Understanding Our World **skip Lessons 20-27**
Unit 4: My Journey in Literacy

Big Ideas

Student's statements of enduring ideas

1. Words are powerful tools that can shape how we express ourselves, connect with others, and influence the world around us.
2. Understanding and using different text structures helps us become stronger readers, writers, and communicators.
3. Reflecting on our reading and writing growth helps us recognize our learning journey and share our voice with confidence and purpose.

Essential Questions

Teacher's guiding questions

1. How can we use words to clearly express our thoughts, opinions, and experiences in meaningful ways?
2. Why is it important to understand how texts are structured and how authors use language to share ideas?
3. How can reflecting on our reading and writing help us grow and communicate who we are as learners?

SUBJECT

Grade 4 ELA

MODULE 4:**SKIP UNIT 1**Unit 2: The Power of Actions **but skip Lesson 13**Unit 3: Understanding Our World **skip Lessons 20-27**

Unit 4: My Journey in Literacy

LEARNING OBJECTIVES*The students will be able to:***Reading**

1. Refer to details and examples from a text when explaining explicit ideas and drawing inferences.
2. Determine a theme of a story, drama, or poem using details from the text and summarize the text accurately.
3. Describe a character, setting, or event in depth using specific details from the text.
4. Explain events, procedures, ideas, or concepts in informational texts using evidence from the text.
5. Determine the meaning of general academic and domain-specific words or phrases in a text.
6. Interpret information presented in charts, graphs, diagrams, timelines, and other visual formats and explain how it contributes to understanding a text.
7. Read and comprehend informational texts in a variety of subjects within the grades 4–5 text complexity band with appropriate scaffolding.

Writing

8. Write opinion pieces that clearly introduce a topic, state an opinion, and provide reasons supported by facts and details.
9. Group related ideas in opinion writing using an organized structure and linking words and phrases.
10. Write informative/explanatory texts to clearly examine a topic and link related ideas with words and phrases.
11. Write narratives that include a clear situation, descriptive details, and an event sequence that unfolds naturally.
12. Use dialogue and description to develop characters and show responses to situations in narrative writing.

13. Use a variety of transitional words and phrases to manage the sequence of events in narrative writing.
14. Produce clear and coherent writing appropriate to the task, purpose, and audience.
15. Plan, revise, and edit writing with guidance and support from peers and adults.
16. Use technology to publish and share writing and collaborate with others.
17. Write routinely for various purposes and audiences over both extended and shorter time frames.

Speaking and Listening

18. Engage effectively in collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly.
19. Follow agreed-upon rules for discussions and carry out assigned roles.
20. Pose and respond to specific questions to clarify or follow up on information and connect comments to the remarks of others.
21. Identify the reasons and evidence a speaker provides to support particular points.
22. Report on a topic or text with an organized structure using appropriate facts and descriptive details.
23. Recount experiences clearly at an understandable pace.
24. Add audio recordings and visual displays to presentations to enhance main ideas or themes.

Language (Grammar, Usage, and Vocabulary)

25. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why) correctly in writing and speaking.
26. Form and use prepositional phrases effectively in sentences.
27. Produce complete sentences and correct fragments and run-ons in writing.
28. Correctly use frequently confused words (to, too, two; there, their) in context.
29. Demonstrate command of capitalization, punctuation, and spelling in writing.
30. Use commas and quotation marks accurately to punctuate dialogue and quotations.

31. Use a comma before a coordinating conjunction in a compound sentence.
32. Choose words and phrases precisely to convey ideas.
33. Differentiate between contexts that require formal English and informal discourse.
34. Consult reference materials to determine word meaning, pronunciation, and usage.
35. Acquire and use academic and domain-specific vocabulary in writing, speaking, and reading.

Apply the Vision of the Graduate by:

- a. **Community & Integrity** Choose thoughtful words to express my ideas clearly and respectfully in both writing and discussions, and I can recognize when words may help or hurt others.
- b. **Critical Thinking & Innovation** Analyze texts across genres, compare ideas and characters, and use what I've learned to write creative and convincing opinion pieces and personal reflections.
- c. **Self Efficacy & Growth Mindset** Plan, draft, revise, and edit my writing over time, using feedback and perseverance to grow as a confident reader and writer.

SUBJECT Grade 4 ELA
MODULE 4: SKIP UNIT 1 Unit 2: The Power of Actions but skip Lesson 13 Unit 3: Understanding Our World skip Lessons 20-27 Unit 4: My Journey in Literacy
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>
General: Model and Think Alouds • Demonstrate how to make inferences, ask questions, summarize, and clarify using mentor texts. Uphold Daily Writing Routines • Interactive Read Aloud, Discussion, Anchor Chart, Sentence Composing, and Respond together Anchor Charts and Visual Aids • Create and reference text structure, genre, or writing process anchor charts throughout each unit. Release of Responsibility (I Do, We Do, You Do) • Scaffold instruction by moving from teacher modeling to independent practice. For Text Engagement: Interactive Read Aloud • The teacher will read aloud text to introduce new texts, model fluent and expressive reading, and introduce new vocabulary in context. • The teacher will lead whole-class discussions about texts to deepen comprehension, encourage critical thinking, and allow students to share their understanding. Building Background Knowledge • Create anchor charts about stories and topics to enhance engagement and understanding. Vocabulary Instructions • Introducing new words from the texts and providing context to clarify meanings. Sentence Composing • Teach grammar standards with mentor text standards by using four instructional routines (expand, imitate, combine, and unscramble). Respond Together • Model decisions a writer makes for students to improve their text-based responses.

For Writing:**Mentor Text Analysis**

- Identify genre-specific elements (e.g., topic sentence, transitions, conclusions) in well-written examples before students apply them in their own writing.

Graphic Organizers

- Use organizers to plan narratives, informative texts, and opinion writing.

Shared and Interactive Writing

- Compose model pieces with student input to reinforce the writing process steps.

Rubric-Based Peer Review

- Use genre rubrics during peer conferencing to guide constructive feedback and revision.

Mini-Lessons on Focused Skills

- Teach focused writing skills such as adding vivid details, using strong introductions, or improving transitions.

For Written Pieces:**Respond Together**

- Model how to construct a well-written response.
- Create charts and visuals that can be used to organize information in a response.
- Use *written response* rubric to evaluate components.

Culminating Task

- Review narrative, opinion, and informative text structures to connect prior learning from earlier modules.
- Explicitly model the thinking, reading, research, and writing processes involved in the task using think-alouds and shared writing.
- Review exemplar models or rubrics to show what success looks like.
- Guide students through a review of narrative elements: character, setting, plot (problem and solution), and theme.
- Provide scaffolded support by breaking the task into manageable steps and offering sentence starters, graphic organizers, and checklists to guide student work.
- Show how to add sensory details, dialogue, or facts to build interest and clarity.
- Facilitate collaboration and peer support - Structure students to idea exchange and provide peer feedback.
- Use the Grade 4 Book Advertisement Rubric, the Grade 4 Reading and Writing Identity Rubric, and the Editing & Revision Rubric to score final products.
- Use culminating tasks to evaluate growth throughout the year.

MODULE 4:

SKIP UNIT 1

Unit 2: The Power of Actions **but skip Lesson 13**

Unit 3: Understanding Our World **skip Lessons 20-27**

Unit 4: My Journey in Literacy

Assessments/Common Learning Experiences

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:

Formative

- Genre based writing

Summative

Opinion Writing: Book Advertisement (Mod. 4, Unit 4, Lessons 28-32)

This culminating task will take 5 days to complete. In this task, students will reinforce their understanding of opinion writing structure and purpose. Within this structure, they will incorporate concepts and knowledge learned from books across the curriculum this year in both Shared Reading and Read Aloud and apply what they've learned about opinion and persuasive writing techniques to independently plan, write and design, revise, and edit a book advertisement. Successful completion of this task allows students to demonstrate how well they can incorporate persuasive elements and supporting evidence from their selected text into an opinion text structure and use that structure to share their opinion in a creative way.

In this Culminating Task, students will create a persuasive argument in the form of an advertisement, to convince the reader that the student's chosen book is the best of all the books read or listened to during the fourth-grade year. To successfully complete this task, students must apply what they have learned about opinion text structure and persuasive writing techniques in genre writing lessons across the year, and about how to identify and use text evidence to support their opinion from both genre writing lessons and written response tasks, in their writing piece.

Narrative Writing: Reading and Writing Identity (Mod. 4, Unit 4, Lessons 33-37)

This culminating task will take 5 days to complete. In this task, students will reinforce their understanding about the structure and purpose of personal narrative writing. Within this structure, they will incorporate what they've

learned about narrative text structure from books across the curriculum this year in both Shared Reading and Read Aloud lessons, and apply what they've learned about narrative and personal narrative writing techniques, to independently plan, write, revise, and edit a personal narrative of how they have grown and changed as a reader and a writer this year. Successful completion of this task allows students to demonstrate how well they can incorporate personal narrative elements into a narrative text structure, and use that structure to reflect on their growth as fourth grade readers and writers.

In this Culminating Task, students will create a personal narrative that reflects on their growth as a reader and a writer at the beginning, middle, and end of their fourth grade school year. To successfully complete this task, students must apply what they have learned about narrative text structure and personal narrative writing techniques in genre writing lessons across the year, then incorporate each learned element and their personal reflections into this personal narrative writing piece.

Teachers will use the culminating task rubric to document student progress in content knowledge, literacy knowledge, and integration of knowledge and ideas.

SUBJECT Grade 4 ELA	
MODULE 4: SKIP UNIT 1 Unit 2: The Power of Actions but skip Lesson 13 Unit 3: Understanding Our World skip Lessons 20-27 Unit 4: My Journey in Literacy	
Pacing & Resources 20 days Time Allotment May - June	
Unit 2: The Power of Actions	
<i>Freedom on the Menu: The Greensboro Sit-Ins</i> Lessons 9-12 (skip 13)	In <i>Freedom on the Menu: The Greensboro Sit-Ins</i> , students will hear about the historical event known as the Greensboro Sit-Ins in 1960 in Greensboro, North Carolina, where people protested the unjust treatment of Black people. This is a picture book with a chronological text structure. Students will collaboratively create a semantic map to keep track of important events from the text. You will notice this text does not have page numbers. To allow for easier page identification in the lesson plans, we have both described the page illustrations and identified the pages by number. To do this, we manually numbered our copy of the book pages from 1–31, starting with the page on the back of the inside title page. You may wish to number your book pages to match. You will find the term “colored” is first used on page 6 during the reading for Lesson 9. The word “Negro” is used on page 17 in Lesson 10. For each lesson in which these terms are used in the text, we provide a Planning Note with a possible way to address and discuss this term’s use. You may wish to plan for these lessons ahead of time, to determine if the suggestions work for you or if you have a different way you would like to introduce and discuss the use of these terms. You may find it helpful to use primary sources to build your own knowledge about the Greensboro Sit-Ins prior to teaching these lessons. Here are two examples: Preview the New York Times interview with Franklin McCain, one of the Greensboro Four, and the NPR audio story on the Bookworm’s Curriculum guide.
Unit 3: Understanding Our World	
<i>The Moon Book: New and Updated</i> Lessons 14-19 (Skip 20-27)	In <i>The Moon Book</i> , students will hear interesting information about the moon. This is a nonfiction picture book with a topic-subtopic text structure. Students will collaboratively create a main idea list to keep track of important information from the text. A yellow

	tennis ball and the classroom globe would be a good combination to have on hand during these lessons, in order to demonstrate some of the light effects from the sun.
Unit 4: My Journey in Literacy	
Opinion Writing: Book Advertisement Lessons 28-32	Throughout this culminating task, we will connect to what students have learned in lessons across the curriculum. This task builds on what students have learned about writing structure and technique in earlier opinion and persuasive writing lessons and incorporates concepts and knowledge students have learned in Shared Reading and Read Aloud texts throughout the year in Grade 4.
Narrative Writing: Reading and Writing Identity Lessons 33-37	Throughout this culminating task, we will connect to what students have learned about themselves and their growth as fourth grade readers and writers this year. This task builds on what students have learned about writing structure and technique in earlier narrative writing and personal narrative writing lessons, and incorporates concepts and knowledge students have learned in Shared Reading and Read Aloud narrative texts throughout the year in Grade 4, including: character growth and development, descriptive language and other author's craft elements, and strong sentence structure.