

## 4<sup>th</sup> GRADE ELA UNIT OVERVIEW

As a district-wide commitment to achieve a viable curriculum for all students, **this curriculum organizer was developed to assist teacher in prioritizing standards, time, effort, and resources to maximize student learning.** Please note that recommended **pacing is 4-5 weeks per unit and should take the needs of students into consideration.** You will notice standards for language, speaking and listening embedded throughout the year because of their critical role in the ongoing development of literacy skills for effective communication and comprehension.

### All year students will:

- **Read and comprehend literature and informational** text building in complexity. (R.10)
- **Write routinely** over varied time frames (in **all subjects**) for multiple purposes, tasks and audiences. (W.10)
- **Engage** in a range of **collaborative discussions** on various topics and texts to share knowledge and experiences, building upon one another's ideas, and referring to the text for support. (SL.1)
- **Demonstrate command** of the **conventions** of Standard English including grammar, usage, and mechanics while learning ways to **use language to convey meaning** effectively. (L.1-L.3)
- Determine/clarify **meaning of grade-appropriate words** encountered through listening, reading, and use (L.4-L.6)

Unit Focus & Pacing	Overview	Common Core State Standards		
		Focus	Embedded	Ongoing
<p><b>Unit 1</b> 4-5 Weeks</p> <p><b>Questioning, Inference, and Interpretation</b></p> <p><b>Narrative Writing</b></p>	<p>In Unit 1 students will read several texts about <i>Characters That Persevere and Overcome Obstacles or Challenges</i>. Students will begin to analyze text through close reading, and support inferences and understanding with specific evidence from the text. Students will build a repertoire of strategies to support deep comprehension including, but not limited to, annotation, highlighting and note taking. In addition, students will engage in accountable talk with peers and adults and respond to reading through writing in order to convey and deepen understanding of newly acquired knowledge.</p> <p>Students will learn to become narrative writers and develop real or imagined experiences or events through instruction in the writing process. In their narratives students should write for a variety of audiences and purposes using effective techniques, descriptive details, and sequencing. Writers should strengthen their pieces with support from adults and peers.</p>	<p>RL.4.1 RI.4.1 RF.4.3 W.4.3 a-e W.4.5 SL.4.1 a-d</p>	<p>RI.4.5 L.4.1 a-g L.4.2 a-d L.4.6</p>	<p>RL.4.10 RI.4.10 RF.4.4 W.4.4 W.4.6 W.4.10 L.4.3 a-c L.4.4 a-c L.4.5 a-c</p>
<p><b>Unit 2</b> 4-5 Weeks</p> <p><b>Themes and Central Ideas</b></p> <p><b>Informative/ Explanatory Writing</b></p>	<p><b>Unit 2 builds upon skills and concepts from Unit 1.</b> Additionally, students will read texts about <i>Friendship and Challenges</i> and determine their theme or central message using key details. Students will also work to summarize the text succinctly and coherently.</p> <p>In writing, students will work through the writing process to examine a topic and write to inform or explain using precise language. Writing should introduce and develop a topic using facts and details. Students should strengthen their pieces with support from adults and peers.</p>	<p>RL.4.2 RI.4.2 RL.4.9 RF.4.3 W.4.2 a-e W.4.5 SL.4.2 SL.4.4</p>	<p>RI.4.5 L.4.3 a-c L.4.4 a-c</p>	<p>RL.4.10 RI.4.10 RF.4.4 W.4.4 W.4.6 W.4.10 L.4.3 a-g L.4.4 a-d L.4.5 a-c L.4.6</p>
<p><b>Unit 3</b> 4-5 Weeks</p> <p><b>Story Elements</b></p> <p><b>Narrative Writing</b></p>	<p><b>Unit 3 continues to build upon skills and concepts from previous units.</b> Unit 3 highlights literature tied together by a common theme of <i>How Characters Respond in Diverse Situations</i>. In this unit, students should be able to use specific details in the text to thoroughly describe a character, setting and/or event. Students will be able to make connections between a story or drama and a visual or oral presentation of the same text.</p> <p>Students will continue to hone their narrative craft through instruction in the writing process and strengthen writing with support from adults and peers. In their narratives, students should use dialogue and description to develop experiences or events or to show the responses of characters to situations.</p>	<p>RL.4.3 RL.4.7 RF.4.3 W.4.3 a-e</p>	<p>RL.4.4 RL.4.5 RL.4.6 W.4.5 L.4.5 a-c</p>	<p>RL.4.1 RL.4.10 RF.4.4 W.4.4 W.4.6 W.4.10 SL.4.1 a-d L.4.1 a-g L.4.2 a-d L.4.3 a-c L.4.4 a-c L.4.6</p>

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<p><b>Unit 4</b> 4-5 Weeks</p> <p><b>Argument and Reasoning</b></p> <p><b>Opinion Writing</b></p>	<p><b>Unit 4 continues to build upon skills and concepts from previous units.</b> In this unit students will read from a variety of informational text presenting common issues. These texts will call students to take a position and defend it (orally and in writing) using evidence from multiple sources. In order to construct arguments, students will need to identify and explain reasons and evidence an author or speaker provides to support particular points.</p> <p>In writing, students will write opinion pieces on topics or texts, supporting their point of view with reasons and information. They will be able to introduce a topic or text clearly, state their opinion, and organize related ideas to support their purpose. Students will continue to utilize the writing process and strengthen their writing with support from adults and peers.</p>	<p>RI.4.8 RF.4.3 W.4.1 a-d W.4.5 SL.4.3</p>	<p>RI.4.5 RI.4.6 W.4.8 SL.4.4</p>	<p>RL.4.10 RI.4.10 RF.4.4 W.4.4 W.4.6 W.4.10 SL.4.1 a-d L.4.1 a-g L.4.2 a-d L.4.3 a-c L.4.4 a-c L.4.5 a-c L.4.6</p>
<p><b>Unit 5</b> 4-5 Weeks</p> <p><b>Connections</b></p> <p><b>Informative/ Explanatory Writing</b></p>	<p><b>Unit 5 continues to build upon skills and concepts from previous units.</b> Students will read informational text (historical, scientific, and technical) that centers on the integration of ideas. Students will use specific information from the text to explain events, procedures, ideas, or concepts including what happened and why. Students will determine the meaning of domain-specific words when reading and be able to use them appropriately in their writing.</p> <p>In writing, students will write to inform or explain a topic, conveying their ideas and information clearly. Student writing should introduce and develop a topic using relevant facts, details and precise language. Students should write various types of informational texts following the writing process, strengthening their writing with support from adults and peers. Students will understand when to use formal English in their writing based on the situation/task.</p>	<p>RI.4.3 RF.4.3 W.4.2 a-e</p>	<p>RI.4.4 RI.4.5 W.4.5</p>	<p>RL.4.10 RI.4.10 RF.4.4 W.4.4 W.4.6 W.4.10 SL.4.1 a-d L.4.1 a-g L.4.2 a-d L.4.3 a-c L.4.4 a-c L.4.5 a-c L.4.6</p>
<p><b>Unit 6</b> 4-5 Weeks</p> <p><b>Text Structures and Features</b></p> <p><b>Informative/ Explanatory Writing</b></p>	<p><b>Unit 6 continues to build upon skills and concepts from previous units.</b> In Unit 6 students will read texts that present a variety of overall structures (e.g. chronology, comparison, cause/effect, problem/solution). Additionally, texts highlighted in this unit should include information presented as graphs, charts, diagrams, etc. Students will learn to describe the overall structure as well as structural elements in the text, and explain how these elements contribute to their overall understanding.</p> <p>Additionally, students will conduct short as well as a more sustained research project in which they investigate a topic, recall and gather relevant information, take notes on the topic, and provide a list of sources. They should be able to integrate information from multiple texts on the same topic in order to write and speak about their topic knowledgeably.</p>	<p>RI.4.5 RI.4.7 RI.4.9 RF.4.3 W.4.7 W.4.8 W.4.9 SL.4.6</p>	<p>W.4.5 SL.4.5</p>	<p>RL.4.10 RI.4.10 RF.4.4 W.4.4 W.4.6 W.4.10 SL.4.1 a-d L.4.1 a-g L.4.2 a-d L.4.3 a-c L.4.4 a-c L.4.5 a-c L.4.6</p>
<p><b>Unit 7</b> 4-5 Weeks</p> <p><b>Point of View/ Purpose</b></p> <p><b>Opinion Writing</b></p>	<p><b>Unit 7 continues to build upon skills and concepts from previous units.</b> The text for Unit 7 will assist students in exploring cultural diversity. These texts will allow students to compare and contrast the point of view or perspective from which they are told. In literary text, this will include the difference between first-and-third-person narrations. In informational text, it will look at first and secondhand accounts of the same topic.</p> <p>In writing, students will express their own point of view through opinion pieces, supporting their viewpoints with reasons and information. They will be able to introduce a topic clearly, state their opinion, and provide relevant facts and details to support their stance. Students will utilize the writing process and strengthen their writing with support from adults and</p>	<p>RL.4.6 RI.4.6 RF.4.3 W.4.1a-d</p>	<p>W.4.5 SL.4.3</p>	<p>RL.4.10 RI.4.10 RF.4.4 W.4.4 W.4.6 W.4.10 SL.4.1 a-d L.4.1 a-g L.4.2 a-d L.4.3 a-c L.4.4 a-c L.4.5 a-c</p>

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	peers as needed.			L.4.6
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