

4th Grade English Language Arts

Course Information:

Grade Level: 4

Length: Full Year

Essential Understanding: In 4th grade, students will be exposed to many topics. Overall, they should be able to read and understand fourth grade level fiction and nonfiction texts. When doing this, they should be able to use decoding skills in order to read fluently. In their writing, they should be able to spell grade-level words correctly, use conventions, peer edit, and use computers to publish a variety of writing genres. They will also be able to discuss and collaborate with peers.

Course Objectives:

1. Literary skills such as: Summarize, compare and contrast, draw inferences, describe main idea, character, settings, theme or events, identify facts and opinions, determine meaning of words from contextual clues, explain means of similes and metaphors, recognize and explain idioms, adages, and proverbs, using reference materials.
2. Refer to details and examples in text when explaining (key ideas and details).
3. Integrate information from 2 texts on the same topic.
4. Read/comprehend informational text at a 4th grade level.
5. Writing Skills such as: Producing clear and coherent writing such as: informative, explanatory, and narrative, and paraphrasing by differentiating between contexts that call for formal and informal English by using concrete words and phrases and sensory detail as well as posing and responding to specific questions, gathering relevant and descriptive information, taking accurate notes and categorizing information, conducting short research projects, and also using dialogue and description. Introduce and include topic text clearly while using transitional words/phrases. Acquire/use academic and domain specific words and phrases.
6. Reading Skills such as: explaining major differences between poetry, dramas and prose, refer to structural elements of poems and dramas (written and verbal), read 4th grade level text fluently and with grade level comprehension.
7. Demonstrate command and knowledge of language and conventions.
8. Speaking and listening skills: create collaborative discussions by using agreed upon rules, refer to details and examples in text by making connections between the text and visual/ oral presentations, add audio, record/visual displays to presentations.

Student Objectives:

1. I can use literary skill sets (compare and contrast, summarize, fact and opinion, main ideas and details, point of view, drawing inferences, and identifying story elements).
2. I can refer to details and examples in a text when explaining what the text says and when drawing inferences from the text.
3. I can determine a theme of a story, drama, or a poem.
4. I can read fourth grade level texts fluently.

5. I can use reading skills to determine the meaning of fiction and nonfiction text.
6. I can determine meaning of words and phrases by using context clues.
7. I can write using proper language and conventions.
8. I can develop written work that is clear and easy to follow.
9. I can learn and analyze figurative language.
10. I can use speaking and listening skills to help me be successful.

Pacing Guide and Timeline with Standard Included:

Ongoing Skills:

- Spelling (RL 4.1, 4.2, and 4.3) and Vocabulary (L 4.4 and 4.6) coordinate with Reading Street story and are ongoing.
- Reading Ongoing Skills: RI 4.1, 4.2, 4.4,
- Literature Ongoing Skills: 4.1, 4.4,
- Language ongoing skills:
- Writing 4.4, 4.5, 4.6, 4.10 are ongoing skills used each time we write a piece of work.

Trimester 1:

Unit 1 Turning Points

<i>Reading Story</i>	<i>Literary Elements/Reading Skills</i>	<i>Conventions</i>	<i>Writing</i>	<i>Speaking/Listening</i>
Realistic Fiction: Because of Winn Dixie	Point of View RL4.6, 4.8	Declarative and Interrogative Sentences L4.1, L4.3	Narrative Writing W4.3	Oral Summaries Collaborative Discussions SL4.1 (a,b,c,d)
Historical Fiction: Lewis and Clark and Me	Author's purpose, and questioning RI4.3 RL4.8	Imperative and Exclamatory Sentences L4.1, L4.3	Narrative Writing W4.3	Oral Summaries Collaborative Discussions SL4.1 (a,b,c,d)
Historical Fiction: On the Banks of Plum Creek	Char., Sett., Plot, RL4.3	Complete Subjects and Predicates L4.	Narrative Writing W4.3	Oral Summaries Collaborative Discussions SL4.1 (a,b,c,d)
Trickster Tale: The Horned Toad Prince	Sequencing events, or concepts RI 4.5	Compound Sentences L4.1, L4.3	Narrative Writing W4.3	Oral Summaries Collaborative Discussions SL4.1 (a,b,c,d)
Expository Fiction: Letters Home from Yosemite	Main Idea and Details R4.2	Clauses and Complex Sentences L4.1, L4.3	Narrative Writing W4.3	Oral Summaries Collaborative Discussions SL4.1 (a,b,c,d)
Poetry	Structural Elements of poetry RL4.5	Structural Elements of poetry RL4.7 L 4.5	Structural Elements of poetry RL4.5	Oral presentation using Media SL4.2

Unit 2: Teamwork

<i>Reading Story</i>	<i>Literary Elements/Reading Skills</i>	<i>Conventions</i>	<i>Writing</i>	<i>Speaking/Listening</i>
Fiction: What Jo Did	Cause and Effect RI 4.5	Common and Proper Nouns L 4.1	Structural Elements of poetry RL4.5 W4.9	Oral Summaries Collaborative Discussions SL4.1 (a,b,c,d)
Historical Fiction: Coyote School News	Draw Conclusions/ Drawing Inferences RI4.1,	Common and Proper Nouns L 4.1	Formal Writing: Letter/Email	Oral Summaries Collaborative Discussions SL4.1 (a,b,c,d)

Drama: Scene Two	Draw Conclusions/Drawing Inferences RI 4.1	Regular/Irregular Nouns L 4.1	Formal Writing: Letter/Email	Oral Summaries Collaborative Discussions SL4.1 (a,b,c,d)
Expository Text: Horse Heroes: True Stories of Amazing Horses	Fact and Opinion RI 4.2	Regular/Irregular Nouns L 4.1	Informal Writing: Letter/Email/Text	Oral Summaries Collaborative Discussions SL4.1 (a,b,c,d)
Native American Mythology/ or Novel	Main Idea and Details/ Compare and Contrast similar themes and topics (Morals being taught) RI 4.1, 4.3, 4.6 RL 4.2, 4.9	Singular Possessive Nouns L 4.1	Research though investigations of different Myths: Write Narrative W 4.3, 4.7	Oral Summaries Collaborative Discussions SL4.1 (a,b,c,d)

Trimester 2:

Unit 3: Patterns in Nature

<i>Reading Story</i>	<i>Literary Elements/Reading Skills</i>	<i>Conventions</i>	<i>Writing</i>	<i>Speaking/Listening</i>
Myth: How Night Came from the Sea	Generalize, Visualize RL 4.4, 4.8, 4.9	Subject-Verb Agreement L4.1 Multiple Meaning Words 4.4	Research though investigations of different Myths: Write Narrative W 4.3, 4.7	Oral Summaries Collaborative Discussions SL4.1 (a,b,c,d)
Tall Tale: Paul Bunyon	Inferring, Generalize R4.1, RL 4.1	Irregular Verbs L 4.1 Multiple Meaning Words 4.4	Research though investigations of different Myths: Write Narrative W 4.3, 4.7	Oral Summaries Collaborative Discussions SL4.1 (a,b,c,d)
Expository: Adelina's Whale	Facts and Opinions, Text Structure R 4.2, 4.5	Main and Helping Verbs L 4.1 Multiple Meaning Words 4.4	Informative/Expository Writing W 4.2, 4.9	Oral Summaries Collaborative Discussions SL4.1 (a,b,c,d)
Expository: Eye of the Storm	Cause and Effect, Predict and Set Purpose R4.5	Past, Present, and Future Tenses L 4.1 Multiple Meaning Words 4.4	Informative/Expository Writing W 4.2, 4.9	Oral Summaries Collaborative Discussions SL4.1 (a,b,c,d)
Biography: The Man who Named the Clouds	Graphic Sources and Important Ideas R4.2, 4.7, RL 4.7	Action and Linking Verbs L 4.1 Multiple Meaning Words 4.4	Informative/Expository Writing W 4.2, 4.9	Oral Summaries Collaborative Discussions SL4.1 (a,b,c,d)
Novel (Skills dependent on Novel of Choice)	Literary Elements, Main Idea and Details, Inference, Draw Conclusions R4.1, 4.2, 4.5, 4.8, 4.9 RL4.1, 4.2, 4.3, 4.9	L4.3 4.5, 4.6	W4.9	Oral presentation using Media SL4.2

Unit 6: Reaching For Goals

<i>Reading Story</i>	<i>Literary Elements/Reading Skills</i>	<i>Conventions</i>	<i>Writing</i>	<i>Speaking/Listening</i>
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Biography: My Brother Martin	Cause and Effect/Compare Contrast and Summarize RL 4.1, 4.3 R4.2, 4.5, 4.9(compare stories)	Conjunctions L4.2 Multiple Meaning Words 4.4	Informational Text to support reflection W 4.2, 4.8, 4.9	Oral Summaries Collaborative Discussions SL4.1 (a,b,c,d)
Biography: Jim Thorpe's Bright Path	Cause and Effect/Compare Contrast, and Summarize RL 4.1, 4.3 R4.2, 4.5, 4.6, 4.9(compare stories)	Capitalization, and Abbreviations L4.2 Multiple Meaning Words 4.4	Informational Text to support reflection W 4.2, 4.3, 4.8, 4.9	Oral Summaries Collaborative Discussions SL4.1 (a,b,c,d)
Expository Text: The Man Who Went to the Far Side of the Moon	Graphic Sources and Important Ideas R4.2, 4.7, RL 4.7	Titles L4.2 Multiple Meaning Words 4.4	Informational Text to support reflection W 4.2, 4.3, 4.8, 4.9	Oral Summaries Collaborative Discussions SL4.1 (a,b,c,d)
Drama/ Myth: A Gift from the Heart	Predict and Set Purpose, Generalize R 4.5 RL 4.1	Quotations and Quotation Marks L4.2 Unfamiliar Words L4.4	Informational Text to support reflection W 4.2, 4.3, 4.8, 4.9	Oral Summaries Collaborative Discussions SL4.1 (a,b,c,d)
Realistic Fiction: How Tia Lola Came to Visit/Stay	Sequencing and Inferring RL4.1 R4.1,	Commas L4.2	Narrative 4.3 L4.2	Oral Summaries Collaborative Discussions SL4.1 (a,b,c,d)

Trimester 3- CRT Testing and Smarter Balanced Testing

Unit 5: Adventures by Land, Air, and Water

<i>Reading Story</i>	<i>Literary Elements/Reading Skills</i>	<i>Conventions</i>	<i>Writing</i>	<i>Speaking/Listening</i>
Science Fiction: Moonwalk	Draw Conclusions, Char. Setting, or event RL 4.1 R 4.1, 4.3	Prepositions and Prepositional Phrases L4.5 Synonyms L4.4	Opinion Writing W4.1	Oral Summaries Collaborative Discussions SL4.1 (a,b,c,d)
Realistic Fiction: Cliff Hanger	Character, plot, theme Story Structure RL4.2, 4.3	Comparative and Superlative Adjectives and Adverbs L4.4 Unfamiliar Words L4.4	Opinion Writing W4.1	Oral Summaries Collaborative Discussions SL4.1 (a,b,c,d)
Expository: Smoke Jumpers	Author's Purpose, Main Idea and Details RL 4.2, 4.8	Adjectives and Articles L4.1 Homographs L4.1	Opinion Writing W4.1	Oral Summaries Collaborative Discussions SL4.1 (a,b,c,d)
Autobiography: Antarctic Journal	Main Idea and Details and Text Structures RL 4.2, 4.5	Time-Order Words L 4.1 Greek and Latin Prefixes L4.4	Opinion Writing W4.1	Oral Summaries Collaborative Discussions SL4.1 (a,b,c,d)

Unit 4: Puzzles and Mysteries

<i>Reading Story</i>	<i>Literary Elements/Reading Skills</i>	<i>Conventions</i>	<i>Writing</i>	<i>Speaking/Listening</i>
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Biography: Seeker of Knowledge	Graphic Source, Predict and Set Purpose RL 4.1, 4.7 R4.1	Possessive Pronouns L4.1 Greek and Latin Roots L4.4	Problem Solution Writing W4.1	Oral Summaries Collaborative Discussions SL4.1 (a,b,c,d)
Expository: Encantado	Compare and Contrast, Summarize, Text Structure RL4.1, 4.4 R 4.2, 4.6	Kinds of Pronouns L4.1 Multiple-Meaning Words L4.4	Narrative W4.3	Oral Summaries Collaborative Discussions SL4.1 (a,b,c,d)
Expository: Navajo Code Talkers	Sequence and Main Idea and Details RL4.2, 4.3 R4.2, 4.3, 4.5, 4.8	Pronouns and Antecedent L4.1 Unknown Words L4.4	Informative Writing 4.2	Oral Summaries Collaborative Discussions SL4.1 (a,b,c,d)
Realistic Fiction: Encyclopedia Brown	Literary Elements: Char., Plot, Setting, Question R14.1, 4.3 R4.1, 4.2	Contractions and negatives L4.3, L4.4 Synonyms and Antonyms L4.5	Adventure Story W4.3	Oral Summaries Collaborative Discussions SL4.1 (a,b,c,d)
Novels (Skills dependent on Novel of Choice)	Literary Elements, Main Idea and Details, Inference, Draw Conclusions R4.1, 4.2, 4.5, 4.8, 4.9 RL4.1, 4.2, 4.3, 4.9	L4.3 4.5, 4.6	W4.9	Oral Summaries Collaborative Discussions SL4.1 (a,b,c,d)

Montana Content Standards (ELA)

Key Ideas and Details

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 and include texts by and about American Indians. Craft and Structure

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, including those of American Indians; describe the differences in focus and the information provided. Integration of Knowledge and Ideas

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. Range of Reading and Level of Text Complexity

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.

Reading Standards:

Foundational Skills (RF.4) Phonics and Word Recognition

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.4.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. Fluency RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

RF.4.4.a Read on-level text with purpose and understanding.

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

RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards (W.4) Text Types and Purposes

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.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. Production and

Distribution of Writing

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..4.6 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. Research to Build and Present Knowledge

W..4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic and include topics and/or sources by and about American Indians

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..4.9.a Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

W..4.9.b Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

Range of Writing

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

Speaking and Listening Standards (SL.4) Comprehension and Collaboration

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.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.4.1.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.4.3 Identify the reasons and evidence a speaker provides to support particular points. Presentation of Knowledge and Ideas

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 and include sources by and about American Indians.

SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the

development of main ideas or themes.

SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Resources:

-Reading Street

-Wordly Wise