

CURRICULUM AT A GLANCE

Grade 4 English Language Arts: Overview

Reading	CCSS
<p>Unit 1: Interpreting Characters: The Heart of the Story</p>	<p>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</p> <p>RL 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text</p> <p>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).</p> <p>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</p>
<p>Unit 2: Reading the Weather, Reading the World</p>	<p>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</p> <p>RI 4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text</p> <p>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.</p> <p>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.</p> <p>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</p> <p>RI 4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledge</p>

<p>Unit 3: Detail & Synthesis</p>	<p>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</p> <p>RL 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.9 Compare and contrast the treatment of similar themes and topics.</p> <p>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.</p>
<p>Unit 4: Reading History: The American Revolution</p>	<p>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</p> <p>RI 4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text</p> <p>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.</p> <p>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</p> <p>RI 4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledge</p>
<p>Unit 5: Historical Fiction Book Clubs</p>	<p>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</p> <p>RL 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text</p> <p>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)</p> <p>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.</p> <p>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.</p>

<p>Unit 6: Reading with Power and Perspective</p>	<p>RL 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text</p> <p>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)</p> <p>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).</p> <p>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.</p> <p>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.</p>
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<u>Writing</u>	<u>CCSS</u>
<p>Unit 1 Up the Ladder Narrative Writing</p>	<p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>
<p>Unit 2 Boxes and Bullets: Personal Persuasive Essays</p>	<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<p>Unit 3 The Literary Essay: Writing About Fiction</p>	<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>

	<p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<p>Unit 4 Bringing History to Life</p>	<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<p>Unit 5 The Arc of the Story: Writing Realistic Fiction</p>	<p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<p>Unit 6 Up the Ladder Information Writing</p>	<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>