

4th Grade ELA Quarter 1 - Unit Overview

Reading Unit 1: Transitioning To Take Charge as a Reader	Writing Unit 1: Launching Writers' Workshop
<p>Unit 1 Description: The purpose of this unit is to launch the literacy block to set expectations and routines. During this unit the students will reflect on their reading history and set new reading goals. Throughout the unit students will choose texts that matter and establish peer partnerships. At the end of the unit, the students will celebrate the learning as a reader they have accomplished throughout this unit.</p>	<p>Unit 1 Description: The purpose of this unit is to launch Writer's Workshop in the classroom. Students will develop routines and procedures to spend time building writing stamina and improving their own writing. This unit is critical in setting the expectations for how students behave and work during Writer's Workshop and lasts for two weeks.</p>
Reading Unit 2: Deepening Understanding of Characters through Higher Order Thinking and Questioning	Writing Unit 2: Delving into Narrative Writing
<p>Unit 2 Description This unit is designed so that your students dive into the characters' lives in the books they are reading as if they were the characters. This will help readers develop the skills of predicting and envisioning. As the unit progresses you will begin to notice the small details of your characters so, you can infer their traits, motivations, troubles, changes, and lessons. You will be teaching your students to think deeply about the complexity of their characters to support inferences, interpretation in order, to grow theories about the characters. Big goals for this unit are: supporting students' reading volume, continuing partner work, supporting the "lost in a book" feeling with an absorbing read-aloud, mental images, prediction, learning about characters by noticing details, seeking characters' complexity and evolution and building theories about our characters.</p>	<p>Unit 2 Description: The unit also brings students through the writing process for two pieces of work: a personal narrative and a realistic fiction. Please note that the students will work on both up until the publishing stages, and then choose one to publish and celebrate. The purpose of this is to focus students on the process or writing, not just the final product. In this unit, the teacher should focus on teaching students how to think like writers and how to plan, draft, and revise their stories in many ways. This will also allow more opportunity for students to be self-reflective and also collaborate with others. You may, also, want to consider assessing students for the process of writing, and not just the final product.</p>
<p>Reading Common Core Standards:</p> <p><i>Key Ideas and Details</i></p> <p>RL4.1 Refer to details and examples in a text when explaining what the text says explicitly when drawing inferences from the text.</p> <p>RL4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL4.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how</p>	<p>Writing Common Core Standards:</p> <p><i>Text Types and Purposes</i></p> <p>W4.3a - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W4.3b - Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>

characters interact)

RI4.1 Refer to details and examples in a text when explaining what the text says explicitly when drawing inferences from the text.

RI4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Craft and Structure

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)

RL4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narratives.

Reading Foundational Skills

RF4.3a Know and apply grade-level phonics and word analysis in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

RF4.4a Read grade-level text with purpose and understanding.

RF4.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Language

L4.4a – Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L4.2b - Use commas and quotation marks to mark direct speech and quotations from a text.

W4.3c - Use a variety of transitional words and phrases to manage the sequence of events.

W4.3d - Use concrete words and phrases and sensory details to convey experiences and events precisely.

W4.3e - Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W4.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Research to Build and Present Knowledge

W4.9a - Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].”)

Language

L4.1d - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).**

L4.2a - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization.

L4.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.

The standards below may be observed and assessed within any content area throughout the day.

SL4.1a - 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. 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.

SL4.1b - Follow agreed-upon rules for discussions and carry out assigned roles.

SL4.1c – 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.

SL4.1d – Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.