

COURSE: ELA (Reading)
Grade Level: Fourth Grade

MAIN/ GENERAL TOPIC	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	Assessments:	WHEN STUDENT DOES IT:
Test taking Strategies	Multiple Choice Highlighting Reading directions Short Answer response as scaffolding Time management Skimming	How can you be a better test taker?	Variety of test taking strategies	Read multiple choice questions before reading the passage Highlight key ideas while reading the passage Use context to define new vocabulary Pay attention to time limits Skim a passage to locate an answer Read and understand written directions.	Sample Tests	Ongoing (emphasize 2 nd part of December/early January)
Independent Reading	Reading for a purpose Text selection	Why do we read?	How to choose appropriate leveled books Distinguishing an author's purpose	Select books for appropriate reading level from variety of genres and by different authors Read independently for a sustained time Maintain a reading log Read at least 25 books with appropriate speed and accuracy	Weekly student-teacher conference Reading log	Ongoing
Word Study	Spelling patterns Prefixes Suffixes Base words Nifty thrifty fifty	Why do we need to spell words correctly?	Spelling is important so readers can read our writing.	Use word wall, dictionaries, and computer software to spell words correctly. Recognize and use patterns to spell larger words. Use prefixes, suffixes, root words to spell and build vocabulary.	Weekly Spelling Check. Informal assessment of written work.	Ongoing
Literature circles	Connector Word wizard Discussion director Literary luminary Illustrator	How does participating in a literature circle help me as a reader?	The purpose of each job. How to prepare for a discussion. How to monitor for comprehension. Rule and expectations for literature circles	Read and comprehend text. Use highlighter/sticky notes to monitor for meaning Independently prepare for literature circles. Actively participate in discussion. Self evaluate.	Literature circle rubric. Reader's response Observation	Ongoing

Genre- plays	Reading strategy-oral fluency and expression	What makes a play different from other writing?	Pre-read and determine the character's persona Understand all components of a play	Use voice expression appropriate to the character Understand the format of a play and how it is different from other forms of writing Understand how props, scenery, costumes contribute to the performance	Readers theatre Performing in a play	Ongoing (integrate with content areas)
Genre- fables, Myths, legends	Comprehension strategy – making connections Identify lesson or moral Making generalizations	How do fables, myths and legends teach a moral or lesson?	The difference between a myth, fable, and legend Recognize the lesson or moral taught Identify the cultural influences in folk tales and the similarities across cultures	Recognize connections between text and self, other texts, or the world and other cultures and note on post-its. Read variety of fables, myths, legends and identify lesson taught Make generalizations about how lesson could apply to their experiences Compare and contrast characters, plot, and setting in 2 different stories with similar themes.	Conference Group discussion Independent guided reading task Rubric	Sept.

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Genre – realistic fiction- adventure/ survival stories	Comprehension strategy- Question, answer and response (QAR)	What makes a good adventure story?	Recognize elements of an adventure story Understand the QAR method	Respond to and identify variety of questions, QAR technique Identify character traits Analyze elements of plot: Problem, solution, climax and setting	Conference Group discussion Independent guided reading task (plot summary)	Oct.

Genre-non-fiction Informational text	Comprehension strategy- determining key ideas and synthesizing information	What is a key idea? How is non-fiction written to give information? How is it different from fiction?	How to identify a key idea and determine importance of information How all features of non-fiction work together to provide information How to complete a KWL chart How to read information and take notes How to synthesize information from more than one source How to answer a DBQ	Understand and interpret structure and language of non-fiction writing: articles, newspapers, magazines, books, electronic – based texts. Distinguish between fact and opinion Read two or more sources of information or documents about a topic and identify key ideas; paraphrase and take notes (using graphic organizers), synthesize information Use and interpret charts, tables, captions, graphs, maps, and other text features How to use footnotes, bibliography, glossary, index, table of contents, headings, and other organizational features Include a graphic including labels or captions Select books independently to meet informational needs	Written report Group response Conference Independent guided reading task	Nov.
Genre-poetry	Comprehension strategy- visualizing Word Meaning Figurative Language	How is poetry different from other writing?	Recognize and interpret different forms of poetry Recognize visual imagery	Read, analyze and discuss a variety of poems Understand hidden meanings Use dictionary/thesaurus to understand new vocabulary Understand simile, metaphor, rhyme, rhythm, and onomatopoeia	Group response Reader's response Independent guided reading task	Dec.

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Genre-science fiction/fantasy	Comprehension strategy- Predicting outcomes Making inferences	What is science fiction/fantasy?	Recognize the characteristics of science fiction/fantasy writing Predict outcomes and make inferences	Identify the characteristics of science fiction/fantasy writing Use information from the story to predict outcomes and make inferences	Group response Independent guided reading task	Jan.
Genre-realistic fiction	Comprehension strategy- Making connections Character development	How do authors express real-life problems or situations in their writing?	Authors connect problems or situations in the text to real-life experiences Characters change and develop as a result of their experiences	Identify the character's problem and make a connection to a real-life or personal experience Recognize how a character has changed or developed as a result of his/her experience	Group response Independent guided reading task	Feb.
Genre- non-fiction-biography	Comprehension strategy- questioning (recognizing inner voice) Identifying sequence of events	What is a biography?	Recognize their own thoughts while reading Record sequence of events on a timeline Recognize key events in a persons life	Generate variety of questions about text and note on post-its Identify character traits, actions, motives, sequence of events	Timeline Complete character trait organizer, use to write brief summary	Mar.
Genre-historical fiction	Comprehension strategy- Authors viewpoint and purpose	What is historical fiction? Where do Non-fiction writers gather information?	Differentiate between historical and fictional parts of the story Writers use diaries, journals, and other primary sources as the basis for historical fiction	Compare and contrast two pieces of information or ideas Identify the author's view point and purpose Read published diaries and journals and identify the relationship to historical fiction	Venn Diagram Reader's response	April

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Genre – mystery	Comprehension strategy- drawing conclusions Cause and effect	What is mystery?	Recognize the characteristics of mystery writing Use specific details to draw conclusions Understand cause and effect	Identify the characteristics of mystery writing Use clues from the story to solve the mystery Recognize the relationship between events in the story in order to draw a conclusion	Group response Independent guided reading task	May
Genre- picture books	Comprehension Strategy- Identifying a theme	How do illustrations and text work together in a picture book?	How pictures and text complement each other How to identify a story's theme How to identify the way different authors treat the same theme	Analyze how the illustrations contribute to the telling of the story Explain the theme of the story Identify different perspectives: social, cultural, historical, etc.	Illustrate a story read aloud by the teacher Guided independent reading task to explain theme Create a picture book	June

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Writing Process	Understand steps of writing process	What steps do good writers follow?	Steps of writing process: Planning, drafts, revisions, editing, conferencing, final draft, publishing or presentation	Plan a piece using graphic organizers Transfer information from organizer to draft Use revision strategies to improve writing Edit for grammar, spelling punctuation, capitalization, sentence structure Share process with peers	Observation checklist Conference with teacher	Sept.-ongoing
Writing Process	Idea gathering	Where do authors get their ideas?	Purpose of writer's notebook and how to use one	Generate "seed" ideas in the notebook for future writing pieces	Teacher observation	Sept.
Writing Process	Legends	How do authors teach a lesson through a legend or fable?	Write a legend or fable including a lesson	Create a legend including story elements: Beginning, middle and end Write an adaptation of a legend or fable	Holistic rubric Writer's portfolio	Mid. Sept.
Writing Process	Personal Narrative	How do authors use their "seed" ideas?	Select an idea from the writer's notebook and create a story from a personal experience	Build a narrative with an introduction, body, and conclusion Use revision strategies to improve piece: details and description that "show and not tell", conversation, voice	Holistic rubric Writer's portfolio	Oct.

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Writing Process	Informational essay	What is an essay and how do you write one?	How to create an informational essay using notes from two or more sources of information	Read informational text, extract and paraphrase key ideas, and take notes Synthesize notes into a well developed essay: lead, well developed paragraphs with topic sentence and supporting details, conclusion Locate and use library media resources	Conference Checklist Holistic rubric Oral presentation Writer's portfolio	Nov.
Writing Process	Poetry	What is unique about poetry?	Poetry has different forms: haiku, cinquain, free verse, etc. Authors use poetry to create an image or express an emotion Poems use language differently	Analyze variety of poetry forms Choose form and create poem based on "seed" idea from writer's notebook Use thesaurus to locate and use interesting vocabulary	Checklist Conference Rubric Oral presentation Writer's portfolio	Dec.
Writing Process	Imaginative writing	How do authors create an imaginative story from a "seed" idea?	Create an imaginative story using "seed" ideas from writer's notebook and incorporate elements of story	Create characters with specific traits Incorporate characters into story with appropriate setting Develop plot including problem and solution	Checklist Conference Rubric Oral presentation Writer's portfolio	Jan.
Writing Process	Persuasive writing	How and why do writers persuade? Is all persuasion based on fact?	Express opinions and judgments to demonstrate a point of view	Recognize how language and illustrations are used to persuade Determine intended audience Explain a point of view and support it with details Use appropriate persuasive vocabulary Develop a personal "voice" Choose an appropriate form: letter, newspaper article, or book review Distinguish between truth and exaggeration in editorials and advertisement	Checklist Conference Rubric Oral presentation Writer's portfolio	Feb.
Writing Process	Letter writing	How and for what purpose would you write a letter?	How to write a friendly or business letter and address an envelope	Determine a purpose for the letter and which format to use Include all parts correctly: heading, greeting, body, closing Address an envelope	Checklist Conference Rubric	Mar.

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Writing Process	Compare and contrast essay	How can you explain similarities and differences in a written piece?	How to compare and contrast two pieces of information or ideas	Identify similarities and differences and record on a Venn diagram Use information from Venn diagram to write a compare and contrast essay using appropriate vocabulary such as comparison and transitional words	Checklist Conference Rubric Writer's portfolio	April
Writing Process	Descriptive piece	How do writers use detail and description to "show and not tell"?	Write a short descriptive piece that appeals to the senses	Select an item or place to describe Incorporate adjectives, adverbs, relationship words, simile and metaphor into piece Use complex and varied sentence structure	Checklist Conference Rubric Oral presentation Writer's portfolio	May
Writing Process	Picture books	How do illustrations and text work together in a picture or alphabet book?	How to create text and coordinate illustrations	Analyze picture books and understand how illustrations and text coordinate Create a story page by page Create illustrations to support text	Checklist Conference Rubric Oral presentation	June