

LaGrange School District 105
4th Grade
English Language Art Curriculum

Statement of English Language Arts Philosophy

Language Arts includes reading, writing, speaking, listening, spelling, and the study of literature. A language rich environment combines these skills while promoting a child's appreciation and enjoyment of the learning process. In order to provide for the integration of the language arts in a reading program, a holistic and relevant approach is needed to meet a child's developmental level. An appropriate balance of reading, writing, speaking, listening, and thinking will ultimately foster a successful, productive learning environment.

Instructional Practices in English Language Arts Education

Grades K - 8

English Language Arts Classroom Practices:

- Address explicit, sequential instruction of foundational skills--specifically in grades K-5-- to ensure a continuum of literacy learning in all grades.
- ELA Classroom Structures
- Structure blocks of time devoted to guided, collaborative, and independent student literacy experiences.
- Develop a common language for literacy instruction across all grade levels.
- Apply literacy skills in increasingly authentic, complex, and varied purposes.
- Embrace innovative technologies that enhance the learning experience.
- Guide and differentiate instruction in response to ongoing assessments, feedback, and goal setting by teachers, peers, and self.
- Facilitate student-driven instruction, collaboration and discussions: brainstorming, reflective listening, conferencing.
- Encourage high-level thinking through questioning (i.e., Webb's "Depth of Knowledge").
- Reading
- Provide access to authentic, quality texts at differentiated levels.
- Increase, gradually and incrementally, the emphasis on informational literacy within the English language arts class and across content areas.
- Provide explicit, integrated skill instruction and modeling for balanced literacy components in varied genres: reading, writing, speaking, listening, and viewing.
- Teach and reinforce strategies such as predicting, summarizing, visualizing, inferring, connecting, questioning, and close reading.
- Provide explicit, integrated instruction of metacognitive strategies such as predicting, summarizing, visualizing, inferring, connecting, questioning, and close reading.
- Instruct in all text types and genres (i.e., fiction, drama, poetry, primary/ secondary sources, speeches, political cartoons, media, digital text... etc.) as students progress from grade-to-grade.
- Writing
- Guide writing instruction using writing traits such as ideas, organization, word choice, sentence fluency, voice, and conventions.
- Write OPINION/ARGUMENTATIVE, INFORMATIVE, and NARRATIVE focused pieces with increased sophistication.
- Implement a variety of flexible student groupings for literacy experiences: read alouds, guided reading, shared reading, book talks, and written work.
- Encourage use of evidence from literary and informational texts to support students' interpretations and opinions.
- Model and promote information literacy to increase student skills in analyzing and evaluate sources for credibility, bias, purpose, and audience.

Specific Student Groups K-8

Practices for continual student improvement in the English Language Arts classroom:

- Adapt New Illinois ELA Learning Standards to needs of English Language Learners, and measure their critical thinking skills without penalty for lack of experience with English.
- Support students with special needs as they experience the New Illinois ELA Learning Standards; align their IEP goals to grade level standard; and expose students to rich academic content.
- Ensure literacy instruction for highly-able students that honors their instructional entry points, and set and monitor related growth expectations.

Common Core Standards Taught Throughout the Year

Reading Informational Text (RI) and Literature (RL)

Key Ideas and Details

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.

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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).

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).

RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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.

Integration of Knowledge and Ideas:

RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

RL.4.8 (RL.4.8 not applicable to literature)

RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Text Complexity:

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.

Reading Foundations Standards

Phonics and Word Recognition:

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

- 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.

- a) Read grade-level text with purpose and understanding.
- b) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language Standards

Conventions of Standard English:

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a) Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- b) Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- c) Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- d) Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- e) Form and use prepositional phrases.
- f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
- g) Correctly use frequently confused words (e.g., *to, too, two; there, their*).

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a) Use correct capitalization.
- b) Use commas and quotation marks to mark direct speech and quotations from a text.
- c) Use a comma before a coordinating conjunction in a compound sentence.
- d) Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language:

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a) Choose words and phrases to convey ideas precisely.
- b) Choose punctuation for effect.
- c) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use:

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies

- a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
- c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a) Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- b) Recognize and explain the meaning of common idioms, adages, and proverbs.
- c) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

Speaking and Listening Standards

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.

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

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. (See grade 4 Language standards 1 [here](#) for specific expectations.)

ELA Unit 1: Kindness Builds Bridges

Timing: August – October

Essential Questions:

- Why do we seek acceptance from others?
 - Freckleface Strawberry by Julianne Moore
- What does it mean to be an insider or an outsider?
 - One by Kathryn Otoshi
 - Red by Michael Hall
- What does it mean to truly accept oneself?
 - Giraffes Can't Dance by Giles Andreae (character, rhyme, rhyme scheme)
- What are the consequences of a lack of internal and/or external acceptance?
 - The Invisible Boy by Trudy Ludwig (character development, inference with illustrations)
- How can I demonstrate acceptance of individual differences in my relationships with others?
 - **The Sandwich Swap by Queen Rania of Jordan Al Abdullah**

Essential Vocabulary/Concepts:**Elements of Poetry:**

- Verse
- Stanza
- Rhyme
- Rhythm
- Meter
- Repetition
- Figurative Language

Elements of Drama

- Cast of Characters
- Setting
- Dialogue
- Stage Directions
- Descriptions

Elements of Prose

- Plot
- Characters
- Setting
- Theme
- Dialogue
- Point of View
- Sentences
- Paragraphs

Unit 1 ELA
Common Core Standards FOCUS

Reading Informational Text and Literature

Key Ideas and Details

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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).

Language

Conventions of Standard English

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a) Use correct capitalization.

c) Use a comma before a coordinating conjunction in a compound sentence.

Knowledge of Language

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

b) Choose punctuation for effect.

Vocabulary Acquisition and Use

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a) Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

b) Recognize and explain the meaning of common idioms, adages, and proverbs.

Speaking and Listening

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.

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.

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

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.

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

Essential Questions:

- How does your reading change based upon the text?
 - Nothing Ever Happens On My Block by Ellen Raskin
 - Wordless picture books (Chalk, Bluebird, The Red Book, Sidewalk Flowers, Zoom)
 - Graphic Novels (titles on Bluestem and Caudill)
 - Adventures in Cartooning by James Sturm as a resource to learn how to read / create comics
- How can the structure of your writing support how you express ideas to your reader?
- How do we identify patterns and use them to predict what will happen next?

Essential Vocabulary/Concepts:

**Unit 2 ELA
Common Core Standards FOCUS**

Reading Informational Text and Literature

Key Ideas and Details

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.

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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).

Language

Conventions of Standard English

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

b) Use commas and quotation marks to mark direct speech and quotations from a text.

ELA Unit 3: Telling Stories: Crosses Time and Culture

Timing: November – January

Essential Questions:

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Essential Vocabulary/Concepts:

- Why do we tell stories?
- What are the reasons that cultures and individuals create narratives of their experiences?
- How can we use storytelling and story writing to help solve everyday problems?

Unit 3 ELA
Common Core Standards FOCUS

READING INFORMATIONAL TEXTS

Key Ideas and Details

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.

Integration of Knowledge and Ideas

RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Language

Vocabulary Acquisition and Use

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a) Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- b) Recognize and explain the meaning of common idioms, adages, and proverbs.

ELA Unit 4: Heroes and She-roes Change the World
Timing: January -

Essential Questions:

- What qualities do heroes and she-roes have?
- What challenges do heroes face?
- How do the deeds of unsung heroes sometimes go unnoticed?
- Do people's opinions of heroes change over time?
- How do heroes give a voice to people who don't have a voice?

Essential Vocabulary/Concepts:

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Unit 4 ELA
Common Core Standards FOCUS

READING INFORMATION TEXTS:

Key Ideas and Details

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.

Craft and Structure

RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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.

ELA Unit 5: Journeys

Timing:

Essential Questions:

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Essential Vocabulary/Concepts:

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**Unit 5 ELA
Common Core Standards FOCUS**

READING LITERATURE:

Key Ideas and Details

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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).

Craft and Structure

RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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.

Integration of Knowledge and Ideas

RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

SPEAKING AND LISTENING:

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.

ELA Unit 6: Decisions and Actions

Timing:

Essential Questions:

Essential Vocabulary/Concepts:

Unit 6 ELA Common Core Standards FOCUS

READING LITERATURE:

Key Ideas and Details

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Integration of Knowledge and Ideas

RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

RL.4.8 (RL.4.8 not applicable to literature)

RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.