

Course of Study English Language Arts Grade 4- September 2021

Module 1: A Great Heart

<p>Standards</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.4.5 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.</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.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</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>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>L.4.1.d Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>L.4.2.a Use correct capitalization.</p> <p>L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>L.4.2.c Use a comma before a coordinating conjunction in a compound sentence.</p> <p>L.4.5.a Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</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>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.</p> <p>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., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>	<p>Module Learning Goals</p> <p>Knowledge Goals</p> <ul style="list-style-type: none"> ■ Explain why Clara Barton, Helen Keller, and Anne Frank could each be said to have had a great heart, figuratively. ■ Explain what makes a human heart great, or healthy. ■ Identify people or characters who have a figurative great heart because they are generous, courageous, or heroic.
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Course of Study English Language Arts Grade 4- September 2021

<p>Materials: CORE TEXTS</p> <p>Novel (Literary)</p> <ul style="list-style-type: none"> ■ <i>Love That Dog</i>, Sharon Creech <p>Scientific Text (Informational)</p> <ul style="list-style-type: none"> ○ <i>The Circulatory Story</i>, Mary K. Corcoran; Illustrations, Jef Czeke 	<p>How Assessed?</p> <ul style="list-style-type: none"> ● Focusing Question Tasks ● New Read Assessments ● Socratic Seminars ● End-of Module Task (Informative Essay) ● Vocabulary Assessment
<p>SUPPLEMENTARY TEXTS</p> <p>Painting</p> <ul style="list-style-type: none"> ■ <i>Portrait of Dr. Samuel D. Gross (The Gross Clinic)</i>, Thomas Eakins ■ Image <ul style="list-style-type: none"> ■ <i>Image of a subway map system</i> <p>Poems</p> <ul style="list-style-type: none"> ■ "The Red Wheelbarrow," William Carlos Williams ■ "Stopping by Woods on a Snowy Evening," Robert Frost ■ "The Pasture," Robert Frost ■ "Love That Boy," Walter Dean Myers ■ "dog," Valerie Worth ■ "Heart to Heart," Rita Dove ■ "The Tiger," William Blake ■ "Street Music," Arnold Adoff <p>Videos</p> <ul style="list-style-type: none"> ■ "Exploring the Heart - The Circulatory System!" ■ "Grand Central Terminal, NYC" ■ "Gallery Walk" <p>Biographies</p> <ul style="list-style-type: none"> ■ Biography of Anne Frank ■ Biography of Clara Barton ■ Biography of Helen Keller 	<p>How Re-Taught?</p> <ul style="list-style-type: none"> ● Teacher-directed instruction

Course of Study English Language Arts Grade 4- September 2021

Module 2: Extreme Settings

Learning Standards:

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 4.3 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).

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 4.5 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.

W 4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W 4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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 4.8 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.

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.

L 4.1a Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

L 4.1e Form and use prepositional phrases.

L 4.3a Choose words and phrases to convey ideas precisely.

L 4.3b Choose the correct punctuation for effect.

L 4.4 a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

Module Learning Goals

Knowledge Goals

- Identify elements of an extreme setting or environment.
- Infer and describe the effect an extreme setting has on a character or speaker in a story or poem.
- Infer and describe the characteristics that help a person overcome the challenges of an extreme setting.
- Identify and describe different techniques used to survive in the wilderness.

Course of Study English Language Arts Grade 4- September 2021

<p>L 4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</p> <p>L 4.5a Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p>	
<p>Materials: CORE TEXTS</p> <p>Novel (Literary)</p> <ul style="list-style-type: none"> ■ <i>Hatchet</i>, Gary Paulsen <p>Short Story (Literary)</p> <ul style="list-style-type: none"> ■ “All Summer in a Day,” Ray Bradbury <p>Scientific Text (Informational)</p> <ul style="list-style-type: none"> ■ <i>Mountains</i>, Seymour Simon ■ <i>SAS Survival Handbook: The Ultimate Guide to Surviving Anywhere</i>, John “Lofty” Wiseman <p>Poems</p> <ul style="list-style-type: none"> ■ “Dust of Snow,” Robert Frost ■ “Stopping by Woods on a Snowy Evening,” Robert Frost <p>SUPPLEMENTARY TEXTS</p> <p>Art: <i>Fallingwater</i>, Frank Lloyd Wright (http://witeng.link/0075)</p> <p>Video</p> <ul style="list-style-type: none"> ■ “All Summer in a Day” ■ “Tidal Wave” ■ “Explode a Moment with Barry Lane” ■ “Planet Venus: The Deadliest Planet, Venus Surface & Atmosphere” ■ “Costa Rica—Rainforest Heavy Rain” ■ “4 Hours of Heavy Pouring Rain and Thunder” ■ “Barry Lane writes about ‘His Favorite Day’” ■ “Planet Earth—Mountains” ■ “What Is a Mountain?” <p>Websites</p> <ul style="list-style-type: none"> ■ <i>Fallingwater</i> (http://witeng.link/0075) ■ National Geographic Lost Cities Photos (http://witeng.link/0092) <p>Paintings</p> <ul style="list-style-type: none"> ■ <i>The Persistence of Memory</i>, Salvador Dalí ■ <i>Time Transfixed</i>, René Magritte ■ <i>Reading at a Table</i>, Pablo Picasso 	<p>How Assessed?</p> <ul style="list-style-type: none"> ● Focusing Question Tasks ● New Read Assessments ● Socratic Seminars ● End of Module Task (Narrative) ● Vocabulary Assessment <p>How Re-Taught?</p> <ul style="list-style-type: none"> ● Teacher-directed instruction

Course of Study English Language Arts Grade 4- September 2021

Module 3: The Redcoats are Coming!

<p>Learning Standards:</p> <p>RL4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RI4.3 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>RI4.6 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>RI4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>W4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W4.6 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.</p> <p>W4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>S.4.1a 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.</p> <p>SL4.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>SL4.3 Identify the reasons and evidence a speaker provides to support particular points. meaning of key words and phrases.</p> <p>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.</p> <p>L4.1a Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>L4.1b Form and use the progressive verb tenses.</p> <p>L4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L4.2c Use a comma before a coordinating conjunction in a compound sentence.</p>	<p>Module Learning Goals:</p> <ul style="list-style-type: none"> • Taxes, housing British soldiers, and the control of freedoms led to the American Revolution by the American colonists against the British government. • American colonists had three main stances: they supported King George, they opposed his rule, or they were neutral in regard to the conflict. • The American colonists created secret organizations including the Sons of Liberty to spread news about the happenings in the colonies and to defend themselves against the British army. • Americans declared independence from Great Britain and then fought many bloody battles over eight years to eventually win their freedom. • The war impacted everyone from soldiers to farmers to shopkeepers. • Multiple perspectives on events related to the American Revolution existed and impact our understanding of the conflict. • American Patriots demonstrated an unwavering strength and spirit despite horrific conditions and terrible odds to defeat the most powerful army in the world.
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Course of Study English Language Arts Grade 4- September 2021

<p>L4.3c Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.</p> <p>L4.4c Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise</p> <p>L4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	
<p>Materials:</p> <p>CORE TEXTS</p> <p>Novel (Literary)</p> <ul style="list-style-type: none"> ■ <i>Woods Runner</i>, Gary Paulsen <p>Picture Book (Literary)</p> <ul style="list-style-type: none"> ■ <i>The Scarlet Stockings Spy</i>, Trinka Hakes Noble <p>Poetry</p> <ul style="list-style-type: none"> ■ <i>Colonial Voices: Hear Them Speak</i>, Kay Winters <p>Historical Account (Informational)</p> <ul style="list-style-type: none"> ■ <i>George vs. George: The American Revolution as Seen from Both Sides</i>, Rosalyn Schanzer <p>SUPPLEMENTARY TEXTS</p> <p>Articles (Informational)</p> <ul style="list-style-type: none"> ■ "Massacre in King Street," Mark Clemens ■ "Detested Tea," Andrew Matthews <p>Art</p> <ul style="list-style-type: none"> ■ <i>The Boston Massacre</i>, Paul Revere ■ <i>Washington Crossing the Delaware</i>, Emanuel Leutze ■ <i>Raising the Flag at Ground Zero</i>, Thomas Franklin <p>Video</p> <ul style="list-style-type: none"> ■ "Paul Revere—Mini Biography" ■ "Fred Woods Trail—Driftwood, Pennsylvania" ■ "The Culper Spy Ring: Path through History" ■ "REBUILD—From The Ashes, The World Trade Center Rises Again" <p>Audio</p> <ul style="list-style-type: none"> ■ <i>Woods Runner</i>, Gary Paulsen <p>Websites</p> <ul style="list-style-type: none"> ■ EDSITEment: Emanuel Leutze's Symbolic <i>Scene of Washington Crossing the Delaware</i> ■ "Paul Revere's Engraving of the Boston Massacre--1710" The Gilder Lehrman Institute of American History 	<p>How Assessed?</p> <p>Focusing Question Task New Read Assessments Socratic Seminar End of Module Task (Opinion) Vocabulary Assessments</p> <p>How Re-Taught?</p> <ul style="list-style-type: none"> • Teacher-directed instruction

Course of Study English Language Arts Grade 4- September 2021

Module 4: Myth Making

<p>Learning Standards:</p> <p>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.</p> <p>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.</p> <p>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.</p> <p>RL.4.9 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>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.</p> <p>L.4.1.c Use modal auxiliaries to convey various conditions.</p> <p>L.4.1.g Correctly use frequently confused words.</p> <p>L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4.3.c Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.</p> <p>L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>L.4.5.b Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>Module Learning Goals:</p> <p>Knowledge Goals</p> <ul style="list-style-type: none"> ■ Describe the characteristics of myths. ■ Explain how people from different cultures used myths and stories to understand unexplained aspects of the natural world and to teach morals. ■ Recognize how words in our English language originated from the characters and events in Greek and Roman mythology. ■ Explain similarities and differences in how myths from different cultures teach similar lessons.
<p>Materials:</p> <p>CORE TEXTS</p>	<p>How Assessed?</p> <ul style="list-style-type: none"> ● Focusing Questions Tasks ● New -Read Assessments ● Socratic Seminar

Course of Study English Language Arts Grade 4- September 2021

<p>Drama (Literary)</p> <ul style="list-style-type: none"> ■ <i>Pushing Up the Sky: Native American Plays for Children</i>, Joseph Bruchac <p>Historical Account (Informational)</p> <ul style="list-style-type: none"> ■ <i>Understanding Greek Myths</i>, Natalie Hyde <p>Myth (Literary)</p> <ul style="list-style-type: none"> ■ <i>Gifts from the Gods: Ancient Words & Wisdom from Greek & Roman Mythology</i>, Lise Lunge-Larsen <p>Novel (Literary)</p> <ul style="list-style-type: none"> ■ <i>Walk Two Moons</i>, Sharon Creech <p>SUPPLEMENTARY TEXTS</p> <p>Art</p> <ul style="list-style-type: none"> ■ <i>Pandora</i>, Dante Gabriel Rossetti ■ <i>Pandora</i>, Odilon Redon ■ <i>Parthenon</i> ■ <i>Winged Victory of Samothrace</i> <p>Myths (Literary)</p> <ul style="list-style-type: none"> ■ "When Raven Soared," Leigh Anderson ■ "The Sun, Moon, and Stars," retold by Donna Henes ■ "Legend of the Moccasin Flower," retold by Mary Morton Cowan ■ "The Raven Steals the Light," Bill Reid and Robert Bringhurst <p>Poetry</p> <ul style="list-style-type: none"> ■ "The Tide Rises, The Tide Falls," Henry Wadsworth Longfellow ■ "the little horse is newY," e.e. cummings <p>Videos</p> <ul style="list-style-type: none"> ■ "Aerial Acropolis focusing on Parthenon house of goddess Athena/Acropolis, 	<ul style="list-style-type: none"> • End of Module Task: Write an essay to explain two themes that can be taught using stories and myths. • Vocabulary Assessments <hr/> <p>How Re-Taught?</p> <ul style="list-style-type: none"> • Teacher-directed instruction
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Course of Study English Language Arts Grade 4- September 2021

<p data-bbox="296 191 453 212">Athens, Greece”</p> <ul data-bbox="247 215 720 285" style="list-style-type: none">■ “Secrets of the Parthenon,” PBS <i>Nova</i>■ “The Tide Rises, The Tide Falls”■ “Samothrace Reconstruction: Hieron to Nike” <p data-bbox="107 337 191 358">Website</p> <ul data-bbox="247 399 898 444" style="list-style-type: none">■ American Excavations Samothrace, Emory University■ “A Closer Look at Winged Victory of Samothrace,” Louvre photo	
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