**4th Grade ELA Module Overviews**

*The modules act as over arching themes throughout the year. They align to the major shifts of Common Core and encompass all priority and supporting state standards in a cyclical fashion. They are offered as a flexible curriculum map across the year and as a guide for whole group reading and writing instruction, part of a comprehensive literacy model as detailed in the GCR2 Literacy Blueprint. Small group and independent reading and writing while not detailed in the modules should be a regular part of the literacy block and more responsive to student needs. While module 1 needs to be done in the fall in one chunk, modules 2, 3, and 4 can be switched around and could be done in 2 cycles; cycle 1 as an introduction and cycle 2 taking it deeper. The suggested time lines are meant for the 2 cycle approach of modules 2-4.*

|  |  |  |
| --- | --- | --- |
| **Module** | **Overview** | **Possible Time Line for 2015-2016:** |
| **Module 1**Launching Your ELA Workshop and Baseline Assessments& Introducing “Close Reading and Writing to Learn” | **The Focus of Module 1 is to:**1. Establish routines and rituals for a readers and writers or ELA workshop.
2. Build a strong classroom community and supportive culture; essential elements in order for students to trust one another, share their thinking, and take risks with new skills and strategies to accelerate growth.
3. Identify children’s strengths and challenges and set goals to kick off the year long journey of becoming increasingly literate people. Both district assessments and classroom formative reading and writing measures can support the collection of evidence as baseline data to draw from. Both teachers and students engage in assessment and goal setting.
* *Ideally teachers will find times to administer assessments while maintaining established routines. For example, giving one F&P assessment a day during an independent reading time, or doing an on-demand writing prompt during independent writing time.*
1. Introduce Close Reading routines that help all students’ access, grapple with, and share their thinking about complex high-interest texts after multiple interactions with appropriate scaffolds.

Establish reading journals, interactive notebooks, and learning logs across subjects as a means of capturing new thinking and growing ideas in short bursts. |  |
| **Module 2**“Developing as critical readers, thinkers, and writers of narrative text”**Module 2 Cont.** | **The Focus of Module 2 is to:**1. Guide students to develop critical literacy skills by reading, writing, and interacting with narrative texts and illustrations.
2. Explore narrative text structures, identifying themes and points of view, and analyzing characters’ thoughts and actions.
3. Engage in authentic, meaningful conversations with peers around high interest complex narrative texts using evidence to support thinking.
4. Write strong narratives using what student’s have learned from the 3rd grade narrative Mentor Texts as an anchor for writing from a reader’s perspective (after reading from a writer’s perspective).
5. Enhance their fictional characters, settings and events with specific details as exemplified in the Mentor Texts.
6. Use peer and teacher feedback as well as specific tools to improve revision and editing skills.
7. Demonstrate use of appropriate vocabulary and word choice through their reading, writing, and speaking. This includes figurative language, word relationships, and nuances.
 |  |
| **Module 3**“Learning Through Research” | **The Focus of Module 3 is to:** 1. Explore the different types of informational texts and their key characteristics in order to better access information and to use as exemplars for their own informational writing.
2. Engage in authentic, meaningful conversations with peers around high interest complex informational texts using evidence to support thinking.
3. Participate in research projects that directly build on informational reading skills, as students learn to reference both digital and print sources.
4. Learn best practices for locating information, note taking, sorting and relaying information.
5. Interpret informational text features/structure, comparing and contrasting primary sources vs. secondhand accounts, and identify and use evidence from texts.
6. Write informational pieces drawing from the evidence students have collected to clearly communicate information about a topic in accordance with purpose and audience.
7. Utilize transition techniques to provide an appropriate sequence of events or processes and to create ease and flow for the reader.
8. Use peer and teacher feedback as well as tools to improve revision and editing skills.
9. Differentiate between formal vs. informal English language/grammar within their writing and speaking and utilize academic and domain-specific vocabulary in reading, writing, speaking, and listening.

\*This module lends itself perfectly to partnering with a social studies or science unit. All district designed science, social studies and GLAD units pair content with literacy. Teachers may need to enhance the units by adding lessons that focus on the designated standards for this module. |  |
| **Module 4**“Forming Positions” | **The Focus of Module 4 is to:**1. Support students in developing, distinguishing, and communicating their own point of view with that of others including the authors of the texts they read.
2. Examine how authors communicate similar story elements or key information in different Mentor Texts; how they present their own positions.
3. Draw upon both narrative and informational texts to compare/contrast texts from a variety of cultures and identify/explain author’s purpose.
4. Use reasoning to support their opinions and draw upon both narrative and informational sources to support positions.
5. Write strong opinion pieces with reasoning and evidence from multiple texts utilizing techniques found in Mentor Texts.
6. Use peer and teacher feedback and tools to improve revision and editing skills.
7. Share new knowledge by creating and delivering oral presentations (using various mediums to enhance their work) about a chosen topic.
8. Understand reading, writing, speaking, and listening play equal roles in laying the foundation for argumentation.

\*Again the teacher may want to pair at least one cycle of this module with a science, social studies, or GLAD unit giving students an opportunity to use what they have learned about a topic to take a stand on an issue directly related to it.  |  |

**Fourth Grade Module Proposed Focus Standards Chart**

Modules 2, 3, and 4 do not separate standards into cycle 1 and 2 as these standards are simply repeated at a more sophisticated level in the second cycle.

Blue highlighting signifies a proposed addition to the original priority standards for 2015-2016 due to SBAC expectations.

|  |  |  |
| --- | --- | --- |
|  | **Standard** | Once a standard is a “focus” it may be practiced or reviewed in appropriate following modules |
| **Module 1** | **Module 2** | **Module 3** | **Module 4** | **All Modules** |
| Reading Literature | **℗4.RL.1 – Refer to details/examples in a text when explaining what the text says explicitly and when drawing inferences from the text.** | X |  |  |  |  |
| **℗4.RL.2 – Determine the theme of a story, drama, or poem from details in the text; summarize the text.** |  | X |  |  |  |
| 4. RL.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). |  | X |  |  |  |
| 4. RL.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. |  | X |  |  |  |
| 4. RL.5 – Explain major differences between poems, drama, and prose and refer to the structural elements of poem and drama when writing or speaking about a text. |  | X |  |  |  |
| **℗4.RL.6 – Compare and contrast the point of view from which stories are narrated, including the difference between first and third person narrations.** |  | X |  |  |  |
| 4. RL.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. |  |  |  | X |  |
| 4.RL.8 N/A to literature |  |
| ℗4.RL.9 – Compare and contrast the treatment of similar themes, topics, and patterns of events in stories, myths, and traditional literature from different cultures. |  |  |  | X |  |
| 4. RI.10 – By the end of the year, read and comprehend informational text including history/social studies, science, and technical texts in grades 405 text complexity band proficiency. | Striving to apply skills in benchmark level texts throughout the year | X |
| Reading Informational | 4. RI.1 – Refer to details/examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | X |  |  |  |  |
| ℗**4. RI.2 – Determine the main idea of a text and explain how it is supported by key details; summarize the text.** | X |  |  |  |  |
| 4. RI.3 – Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened/why, based on specific information in the text. |  |  | X |  |  |
| 4. RI.4 – Determine the meaning of general, academic, and domain-specific words or phrases in a text relevant to *grade 4 topics or subject areas*. |  |  |  |  | X |
| 4. RI.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. |  |  | X |  |  |
| **℗4.RI.6 – Compare and contrast a firsthand and secondhand account of the same event/topic; describe the differences in focus and the information provided.** |  |  | X |  |  |
| **℗4.RI.7 – Interpret information presented visually, orally, or quantitatively (charts, graphs, diagrams, timelines, animations, or web pages) and explain how the information contributes to an understanding of the text.** |  |  | X |  |  |
| 4. RI.8 – Explain how an author uses reasons and evidence to support particular points in a text. |  |  |  | X |  |
| **℗4.RI.9 – Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably.** |  |  |  | X |  |
| 4. RI.10 – By the end of the year, read and comprehend informational text including history/social studies, science, and technical texts in grades 405 text complexity band proficiency. | Striving to apply skills in benchmark level texts throughout the year | X |
| ReadingFoundations | 4. RF.3 – Know and apply grade-level phonics and word analysis skills in decoding words. |  |  |  |  | X |
| 4.RF.4 – Read with sufficient accuracy and fluency to support comprehension |  |  |  |  | X |
| Writing | **℗4.W.1 – Write opinion pieces on topics or texts, supporting a point of view with reasons and information.** |  |  |  | X |  |
| **℗4.W.2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.** | X |  |  |  |  |
| 4.W.3 – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |  | X |  |  |  |
| 4.W.4 – Produce clear and coherent writing in which the development and organization are appropriate to task, audience, and purpose |  |  |  |  | X |
| **℗4.W.5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.**  |  |  |  |  | X |
| **℗4.W.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.**  |  |  |  |  | X |
| 4. W.7 – Conduct short research projects that build knowledge through investigation of different aspects of a topic. |  |  | X |  |  |
| **℗4.W.8 – Recall relevant information from experiences or gather relevant information from print/digital resources; take notes and categorize information, and provide a list of sources.** | X |  |  |  |  |
| **4. W.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.** |  |  |  |  | X |
| 4. W.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting of a day or two) for a range of discipline specific tasks, purposes, and audiences. |  |  |  |  | X |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Standard** | **Module 1** | **Module 2** | **Module 3** | **Module 4** | **All Modules** |
| Language | 4. L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |  |  |  |  | X |
| 4. L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |  |  |  |  | X |
| 4. L.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening. |  |  |  |  | X |
| **℗4.L.4 – Determine or clarify the meaning of unknown or multiple meaning words/phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.** | X |  |  |  |  |
| **℗4.L.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |  | X |  |  |  |
| **℗4.L.6 – Acquire and use accurately, grade-level appropriate general, academic, and domain-specific words and phrases including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.** |  |  | X |  |  |
| Speaking and Listening | **℗4.SL.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.** |  |  |  |  | X |
| 4. SL.2 – Paraphrase portions of a text read aloud or information presented in diverse media or formats, including visually, quantitatively, and orally. | X |  |  |  |  |
| 4. SL.3 – Identify the reasons and evidence a speaker provides to support particular points. |  |  |  | X |  |
| **℗4.SL.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 a good pace.** |  |  |  |  | X |
| 4. SL.5 – Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. |  |  | X |  |  |
| **℗4.SL.6 – Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small group discussions); use formal English when appropriate to task and situation.** |  |  |  |  | X |