

GES Grade 4 ELA Unit Map

Unit Title	Unit 1: Building a Community of Readers and Writers
Calendar Pacing	<i>6 weeks</i>
Unit Overview	<p>By the end of Unit 1, readers will possess a love of reading, choose to read for pleasure and information, take pleasure from exploring different kinds of literature and texts, and ask and answer questions out of pure curiosity. Readers will be able engage in deep discussions related to character development, as another way to demonstrate their comprehension. Readers and writers work together in the classroom, by showing good listening and speaking habits, posing "thick" questions, and using their love of reading and writing to help them grow as learners and understand the world around them. Writers will learn how to effectively communicate a recalled story from their own past, utilizing grade-appropriate skills and strategies. Readers and writers will continue to develop a love of language and words, and work diligently to find and acquire new and interesting words to use in their speaking and writing. Readers are empowered to read, choose books based on interest and level, and become highly invested in reading and writing to learn and for pleasure.</p>
Priority Standards/Supporting Standards	<p><u>Literature</u> RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><u>Informational</u> 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.</p> <p><u>Writing</u> W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><u>Speaking & Listening</u> 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.</p> <p><u>Language</u> L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons*</p>

Unit Title	Unit 2: Text Structures for Informational Text
Calendar Pacing	<i>6 weeks</i>
Unit Overview	By the end of unit 2, readers will become curious and inquisitive about the world around them, and use books to learn and discover new information. Readers read from multiple sources and are able to synthesize information to create a new, written product. Readers will identify confusing words in books and discuss ways to determine the meaning of the words. Readers will reflect upon what they are interested in and find books to satisfy their quest for knowledge, knowing specific features of informational text and how they enhance comprehension. Writers will write about a topic they have great knowledge of or are interested in, teaching their readers what they know in an organized and effective way, modeling after anchor texts.
Priority Standards/Supporting Standards	<p><u>Informational</u></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.4.5 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.</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><u>Writing</u></p> <p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><u>Speaking & Listening</u></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 place.</p> <p><u>Language</u></p> <p>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.</p>
Unit Title	Unit 3: Point of View/Connections (multimedia, text, and speeches)
Calendar Pacing	<i>6 weeks</i>
Unit Overview	By the end of unit 3, students will further utilize their analytic skills by comparing and contrasting points of view from various sources on a topic. Students continue to analyze and dissect literature, videos, and texts through

	<p>conversation, critical thinking, and collaboration. Students will gain a greater understanding of the world around them through analysis of literature and media from different points of view. What is different about Martin Luther King Jr.'s speech in writing, versus video? Students write effective opinions supported with information from various sources, clearly demonstrating their own particular points of view. Grade 4 students leave this unit realizing that one topic can be communicated in several different ways, with different facts, based on point of view</p>
<p>Priority Standards/Supporting Standards</p>	<p><u>Literature</u> 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. RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize 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. RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><u>Writing</u> W.4.1 Write opinion pieces on topics or texts supporting a point of view with reasons and information to examine a topic.</p> <p><u>Speaking & Listening</u> 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><u>Language</u> 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.</p>
<p>Unit Title</p>	<p>Unit 4: Myths, Folktales, and Fairy Tales (Theme and Figurative Language)</p>
<p>Calendar Pacing</p>	<p><i>6 weeks</i></p>
<p>Unit Overview</p>	<p>By the end of unit 4, students will further utilize their analytic skills by comparing and contrasting similar stories. Students continue to analyze and dissect literature, videos, and texts through conversation, critical thinking, and collaboration. Students grow to comprehend characters and their actions/emotions by becoming the characters themselves through expressive reading, role-playing, and audio/video recordings, which will enhance comprehension of the story as a whole. Students will gain a greater understanding of the world around them through close reading of literature across different cultures. Readers use what they know about daily strife and conflict and relate that knowledge directly to reading about characters and their development. Students write effective stories thoughtfully, referring to what they learned about reading through anchor charts.</p>
<p>Priority Standards/Supporting</p>	<p><u>Literature</u> RL 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text</p>

Standards	<p>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)</p> <p>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</p> <p><u>Writing</u> W 4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><u>Language</u> L 4.5 Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings</p>
Unit Title	Unit 5: Drama, Prose, and Poetry
Calendar Pacing	<i>6 weeks</i>
Unit Overview	<p>By the end of unit 5, readers will develop a deeper understanding and love of prose and poetry through exposure and exploration of different genres, by close reading of texts and through collaborative discussions related to higher level texts read aloud. Readers develop a passion for words; fourth graders can engage in discussions about effective use of word choices across genres. Readers learn and use appropriate vocabulary when discussing and writing about different genres (stanza, staged directions, etc). Fourth grade writers experiment and explore writing across genres (turn your story into a play) using mentor texts and anchor charts as guides. Fourth graders write opinion pieces effectively. What compels an author write a play versus a story? Fourth graders leave Unit 5 ruminating over how different genres have different effects on the reader and accomplish different purposes.</p>
Priority Standards/Supporting Standards	<p><u>Literature</u> RL 4.5 Explain major differences between poems, drama, and prose and refer to the structural elements of poems (eg verse, rhythm, meter) and drama (eg casts of characters, settings, characters, descriptions, dialogue, staged directions) when writing or speaking about a text</p> <p><u>Writing</u> W 4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information W 4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose</p> <p><u>Speaking & Listening</u> SL 4.1c 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 SL 4.3 Identify the reasons and evidence a speaker provides to support particular points</p>

	<p><u>Language</u> L 4.5a Explain the meanings of simple similes and metaphors (eg as pretty as a picture)</p>
Unit Title	Unit 6: Author Study
Calendar Pacing	<i>6 weeks</i>
Unit Overview	<p>By the end of Unit 6, readers learn to analyze, compare, and contrast varying structural elements of text and can articulate this learning verbally and in writing. A particular author becomes a "writing mentor" for readers as they read and study his/her work and respond to it through a variety of writing, both in literature and in informational texts. Readers learn not only about the author's works, but about the author's purpose for writing, gleaned from reading about the author's background and history. Why do certain authors write narratives, while others write informational books? Students are compelled to step outside of their comfort zone to study authors from varying genres. Writers engage in informational writing, using mentor texts as models. They incorporate knowledge learned from previous units and in previous grades, such as text features, text structures, domain-specific vocabulary, and main ideas, in a culminating writing piece. At the end of Unit 6, students will feel more closely connected to authors by reading, writing, and studying them in depth, while grasping a strong command of writing in this genre.</p>
Priority Standards/Supporting Standards	<p><u>Literature</u> RL 4.5- Explain major differences between the structural elements of an author's pieces (eg casts of characters, settings, plots, descriptions, and dialogue) when writing or speaking about the pieces. RI 4.8- Explain how an author uses reasons and evidence to support particular points in a text. RI 4.9- Integrate information from two texts on the same topic in order to write or speak as needed at the end of the range.</p> <p><u>Writing</u> W 4.2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W 4.2a- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (eg headings), illustrations, and multimedia when useful to aiding comprehension. W 4.2b- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W 4.2c- Link ideas within categories of information using words and phrases (eg another, for example, also, because). W 4.2d- Use precise language and domain specific vocabulary to inform about or explain a topic. W 4.2e- Provide a concluding statement or section related to the information or explanation presented.</p> <p><u>Speaking & Listening</u></p>

	SL 4.2- Paraphrase portions of a text read aloud or information presented in diverse media and formations, including visually, quantitatively, and orally.
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