

**Avon School**  
**English Language Arts (Reading and Writing) Curriculum**

**Grade 4**

**Curriculum Overview**

*"In the first unit, Interpreting Characters: The Heart of the Story, children study the complexity of characters and explore themes while developing skills such as inference and interpretation. In the second unit, Reading the Weather, Reading the World, children form research teams to delve into topics about extreme weather and natural disasters while developing their skills in cross-text synthesis, practicing close reading, comparing and contrasting, and evaluating sources to determine credibility. Children take on the challenge of researching history in the third unit, Reading History: The American Revolution. Children study multiple points of view, support a position with reasons and evidence, tackle complex texts, and learn strategies for using new domain-specific words. In the final unit for fourth grade, Historical Fiction Clubs, children practice reading analytically, synthesizing complicated narratives, comparing and contrasting themes, and incorporating nonfiction research into their reading."* -Units of Study for Teaching Reading, Grade 4

*"Written for children on the cusp of writing more academic texts, the fourth-grade units familiarizes students with the genres they will regularly encounter throughout school—thesis-driven persuasive essays, literary essays, and research reports. Each of the units begins where children are and then provides a progression of instruction that brings students step by step toward increasing proficiency. In Unit 1, The Arc of Story: Writing Realistic Fiction, students learn that the lenses they bring to reading fiction can also be brought to writing fiction, as they develop believable characters with struggles and motivations and rich stories to tell. This unit is followed by Boxes and Bullets: Personal and Persuasive Essays in which students learn the value of organization and form as they gather evidence to support and express an opinion on topics they know well. By Unit 3, Bringing History to Life, students are ready to tackle historical research in which they collect evidence and use details to vividly describe people and events long ago and far away. Unit 4, The Literary Essay: Writing About Fiction, brings the series full circle as students build on their learning of essay writing and apply it with increasing sophistication to a unit on literary essays—that is, writing about fiction."* -Units of Study for Teaching Writing, Grade 4

Reference: Calkins, Lucy. *Units of Study for Teaching Reading Bundle, Grades K-5: A Grade-by-Grade Workshop Curriculum*. New York: Teachers College Reading and Writing Project, Columbia University, 2015.

Reference: Calkins, Lucy. *Units of Study in Opinion, Information, and Narrative Writing Elementary Series Bundle, Grades K-5: A Workshop Curriculum*. New York: Teachers College Reading and Writing Project, Columbia University, 2013.

Reference: New Jersey Department of Education. *New Jersey Student Learning Standards, 2016*.

Reference: New Jersey Department of Education Division of Teaching and Learning. *Curricular Framework, 2016*.

Unit Title	Timeframe	New Jersey Student Learning Standards
Interpreting Characters: The Heart of the Story	MP1 (September - November)	<p>W.NW.4.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>W.4.9.a Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>RL.CR.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.CI.4.2 Summarize a literary text and interpret the author's theme, citing key details from the text.</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 literature.</p> <p>RL.TS.4.4 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>RL.4.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>L.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>L.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>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.</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</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>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.</p> <p>L.KL.4.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.VL.4.2 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>L.VI.4.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.6 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>1.4.5.Cr1a: Create roles, imagined worlds and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances, of improvised stories in a drama/theatre work.</p> <p>1.4.5.Cr1b: Imagine, articulate, and design ideas for costumes, props and sets that support the story, given circumstances, and characters in a drama/theatre work.</p> <p>1.4.5.Cr1c: Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.</p> <p>1.4.5.Cr2a: Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots and their given circumstances.</p> <p>1.4.5.Cr2b: Participate and identify defined responsibilities required to present a drama/theatre work informally to peers/audience and participate in the process.</p> <p>1.4.5.Cr3a: Collaborate with peers to revise, refine, adapt and improve ideas to fit the given parameters of an improvised or scripted drama/theatre work through self and collaborative review.</p> <p>1.4.5.Cr3b: Use and adapt sounds and movements in a guided drama experience.</p> <p>1.4.5.Cr3c: Refine technical choices by creating innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.</p> <p>1.4.5.Pr4a: Participate in, propose, and practice a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.</p> <p>1.4.5.Pr4b: Identify and utilize basic technical/design elements that can be used in drama/theatre work to demonstrate an understanding of the elements.</p> <p>1.4.5.Pr5a: Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theatre work.</p> <p>1.4.5.Pr5b: Physically and intellectually investigate how movement and vocal choices are incorporated and make meaning in drama/theatre work.</p> <p>1.4.5.Pr6a: Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience.</p> <p>1.4.5.Re7a: Identify, explain and demonstrate an understanding of both artistic choices and personal reactions made in a drama/theatre work through participation and observation.</p> <p>1.4.5.Re8a: Develop and implement a plan to evaluate drama/theatre work.</p> <p>1.4.5.Re2b: Analyze technical elements from multiple drama/theatre works and assess how the technical elements may support or represent the themes or central ideas of drama/theatre works.</p> <p>1.4.5.Re8c: Evaluate and analyze how a character's choices and character's circumstances impact an audience's perspective in a drama/theatre work.</p> <p>1.4.5.Re9a: Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work and justify responses to drama/theatre work based on personal experience.</p> <p>1.4.5.Re9b: Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.</p> <p>1.4.5.Re9c: Identify and discuss physiological changes connected to emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.</p> <p>1.4.5.Cn10a: Explain how drama/theatre connects oneself to a community or culture and identify the ways drama/theatre work reflects the perspectives of a community or culture.</p> <p>1.4.5.Cn11a: Identify, respond to and investigate connections to global issues including climate change and other content areas in a dramatic/theatrical work.</p> <p>1.4.5.Cn11b: Compare the drama/theatre conventions of a given time period with those of the present.</p> <p>L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.</p> <p>L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills</p>

The Arc of Story: Writing Realistic Fiction	MP1 (September - November)	<p>W.NW.4.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.WP.4.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.RW.4.7 Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>RL.IT.4.3 Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.</p> <p>SL.4.4</p> <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.KL.4.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.VL.4.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>1.4.5.Cn11b: Compare the drama/theatre conventions of a given time period with those of the present.</p> <p>L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.</p> <p>L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills</p>
Reading the Weather, Reading the World	MP2 (November - February)	<p>W.IW.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.WR.4.5 Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.</p> <p>W.SE.4.6 Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information and provide a list of sources.</p> <p>W.4.9.b Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>RL.CR.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.CL.4.2 Summarize an informational text and interpret the author's purpose or a main idea, citing key details from the text.</p> <p>RI.IT.4.3 Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in 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.TS.4.4 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.PP.4.5 Compare and contrast multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.MF.4.6 Use evidence to show how graphics and visuals (e.g. illustrations, charts, captions, diagrams, tables, animations) support central ideas.</p> <p>RI.AA.4.7 Analyze how authors use facts, details and explanations to develop ideas or support their reasoning.</p> <p>RL.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.</p> <p>RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.</p> <p>RI.4.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI.4.10 By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>L.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>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.</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</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>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>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.</p> <p>L.VL.4.2 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>L.VL.4.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</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., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <p>L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.</p> <p>L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills</p>
Boxes and Bullets: Personal and Persuasive Essays	MP2 (November - February)	<p>W.AW.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.IW.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.NW.4.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.WP.4.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.6 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>W.WR.4.5 Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.</p> <p>W.SE.4.6 Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information and provide a list of sources.</p> <p>W.RW.4.7 Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>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.</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</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 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.KL.4.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.VL.4.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</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., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <p>L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.</p> <p>L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills</p>

<p>Reading History: The American Revolution</p>	<p>MP3 (February - April)</p>	<p>W.AW.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  W.IW.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  W.WR.4.5 Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.  W.SE.4.6 Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information and provide a list of sources.  W.4.9.b Draw evidence from literary or informational texts to support analysis, reflection, and research.  <del>RL.CR.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</del>  <del>RI.CL.4.2 Summarize an informational text and interpret the author's purpose or a main idea, citing key details from the text.</del>  <del>RI.IT.4.3 Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.</del>  <del>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.</del>  <del>RI.TS.4.4 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.</del>  <del>RI.PP.4.5 Compare and contrast multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</del>  <del>RI.MF.4.6 Use evidence to show how graphics and visuals (e.g. illustrations, charts, captions, diagrams, tables, animations) support central ideas.</del>  <del>RI.AA.4.7 Analyze how authors use facts, details and explanations to develop ideas or support their reasoning.</del> <del>RL.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.</del>  <del>RL.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.</del>  <del>RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.</del>  <del>RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.</del>  <del>RI.4.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.</del>  <del>RL.CR.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</del>  <del>RI.CL.4.2 Summarize a literary text and interpret the author's theme, citing key details from the text.</del>  <del>RI.IT.4.3 Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.</del>  <del>RL.F.4.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</del>  <del>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.</del>  <del>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</del>  <del>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</del>  <del>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.</del>  <del>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.</del>  <del>L.VL.4.2 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.</del>  <del>L.VL.4.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</del>  <del>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).</del>  <del>L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.</del>  <del>L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills</del></p>
<p>Bringing History to Life</p>	<p>MP3 (February - April)</p>	<p>W.AW.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  W.NW.4.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.  W.WP.4.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  W.WR.4.5 Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.  W.SE.4.6 Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information and provide a list of sources.  W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  <del>RL.CR.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</del>  <del>RI.CL.4.2 Summarize an informational text and interpret the author's purpose or a main idea, citing key details from the text.</del>  <del>RI.IT.4.3 Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.</del>  <del>RI.TS.4.4 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.</del>  <del>RI.AA.4.7 Analyze how authors use facts, details and explanations to develop ideas or support their reasoning.</del>  <del>RL.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.</del>  <del>RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.</del>  <del>RL.CT.4.8 Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.</del>  <del>RI.CT.4.8 Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.</del>  <del>RI.4.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.</del>  <del>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</del>  <del>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.</del>  <del>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</del>  <del>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.</del>  <del>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</del>  <del>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</del>  <del>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</del>  <del>L.KL.4.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</del>  <del>L.VL.4.2 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.</del>  <del>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).</del>  <del>L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.</del>  <del>L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills</del></p>

Historical Fiction Clubs	MP4 (April - June)	<p>W.4.9a/b Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>RL.CR.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.CL.4.2 Summarize a literary text and interpret the author's theme, citing key details from the text.</p> <p>RL.IT.4.3 Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.</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 literature.</p> <p>RL.TS.4.4 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>RL.PP.4.5 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RL.MF.4.6 Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p> <p>RL.4.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RL.CR.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.IT.4.3 Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.</p> <p>RI.MF.4.6 Use evidence to show how graphics and visuals (e.g. illustrations, charts, captions, diagrams, tables, animations) support central ideas.</p> <p>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.</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., 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>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.</p> <p>L.KL.4.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.VL.4.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</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., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <p>L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.</p> <p>L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills</p>
The Literary Essay: Writing About Fiction	MP4 (April - June)	<p>W.AW.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.WP.4.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.WR.4.5 Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.</p> <p>W.SE.4.6 Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information and provide a list of sources.</p> <p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.RW.4.7 Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>RL.CR.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.CL.4.2 Summarize a literary text and interpret the author's theme, citing key details from the text.</p> <p>RL.IT.4.3 Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.</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 literature.</p> <p>RL.4.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>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.</p> <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.KL.4.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.VL.4.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</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., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <p>L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.</p> <p>L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills</p>