



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

Literacy (Grade 4)

Course Description:

The curriculum for this required course is developed from the [Wisconsin Standards for English Language Arts](#). Students will be exposed to and practice skills related to: reading literature, reading informational text, writing, speaking and listening, and language. The information in this course overview outlines what students should understand and be able to do by the end of the semester/year.

Mastery Standards:

Reading Foundational

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

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. (RF.4.3.A)

Read with sufficient accuracy and fluency to support comprehension. (RF.4.4)

Read grade-level text with purpose and understanding. (RF.4.4.A)

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (RF.4.4.B)

Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.4.C)

Reading Literature

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.4.1)

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). (RL.4.3)

Compare and contrast the point of view from which different stories are narrated, including the difference between first and third-person narrations. (RL.4.6)

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range. (RL.4.10)

Reading Informational Text

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1)

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. (RI.4.3)

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language standards 4-6 for additional expectations.) (RI.4.4)

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. (RI.4.7)

By the end of the 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. (RI.4.10)

Writing

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

Orient the reader by establishing a situation and introducing a narrator and/ or characters; organize an event sequence that unfolds naturally. (W.4.3.A)

Use dialogue and description to develop experiences and events or show the responses of characters to situations. (W.4.3.B)

Use a variety of transitional words and phrases to manage the sequence of events. (W.4.3.C)

Use concrete words and phrases and sensory details to convey experiences and events precisely. (W.4.3.D)

Provide a conclusion that follows from the narrated experiences or events. (W.4.3.E)

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. (W.4.6)

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources. (W.4.8)

Language

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

Form and use prepositional phrases. (L.4.1.E)

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* (L.4.1.F)

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

Use correct capitalization. (L.4.2.A)

Use commas and quotation marks to mark direct speech and quotations from a text. (L.4.2.B)

Vocabulary Acquisition and Use:

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. (L.4.4)

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

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). (L.4.4.B)

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.4.4.C)

	Reading	Writing	Language
Unit	Unit 1: Launching - Establishing a Reading Life U1 B1	Unit 1: Launching / Personal Narrative (Book 1)	
Learning Targets	<p><u>Learning Targets:</u> Bend I I can choose good fit books that I can read fluently and understand.</p> <p>I can read in my head.</p> <p>I can read the whole time</p> <p>I can use all my strategies to pay extra attention to what I am reading.</p> <p>I can set realistic reading goals.</p> <p>I can use context clues to help me figure out the meaning of hard words.</p> <p>I can keep an accurate record of my reading both at school and home.</p> <p>I can track my thinking through written and oral communication.</p>	<p><u>Learning Targets:</u> I can develop characters, who are put into real life situations including their thoughts, feelings and actions.</p> <p>I can use dialogue in my writing and appropriate punctuation such as commas and quotation marks.</p>	<p><u>Learning Targets:</u> I can write a complete sentence containing appropriate capitalization and end punctuation. POP: Chapter 7 (7.1, 7.2, 7.3)</p> <p>I can write meaningful sentences that use correct verb tense. POP: Chapter 11 (11.1, 11.2, 11.3)</p> <p><u>Review of prior grade expectations: These lessons can be condensed and do not need to take the full week.</u></p> <p>I can use dialogue with quotation marks in my writing. Resource: POP Chapter 12 (12.1, 12.2)</p> <p>I can use nouns to show people, places, and things. Resource: POP Chapter 5.1</p> <p>I can capitalize proper nouns. Resource: POP Chapter 5.2</p> <p>I can use plural nouns to show more than one person, place or thing. Resource: POP Chapter 5.5</p> <p>I can use collective nouns to name groups of people, places, and things as one. Resource: POP Chapter 5.6</p> <p>I can use verbs to show time and check to make sure they sound right. Resource: POP Chapter 6.3 6.4</p>

	Reading	Writing	Language
Unit	Unit 2: Interpreting Characters: The Heart of the Story (Bends 2-3)	Realistic Fiction	
Essential Questions	<p><u>Essential Questions:</u> What does it mean to think deeply about a character?</p> <p>How do we create theories about characters?</p>	<p><u>Essential Questions:</u> How do writers craft stories and characters for realistic fiction?</p> <p>How does drafting and revising our work help us to build believable characters and stories?</p>	<p><u>Essential Questions:</u> How do I know what letters to capitalize?</p> <p>What strategies can you use to make writing come alive for a reader?</p>
Learning Targets	<p><u>Learning Targets:</u></p> <p>Bend 2:</p> <ul style="list-style-type: none"> • I can infer my character’s internal traits. • I can use my character’s actions, words, and thoughts to support a character’s traits. • I can notice when my character says or does something that stands out and I think why did my character act this way. • I can defend my theory about a character and support it with evidence hoping to convince someone else. • I can notice how a character changes across the story. • I can determine the first and third person point of view and be able to identify the point of view of a story. <p>Bend 3:</p> <ul style="list-style-type: none"> • I can describe in depth a setting or event in a story, drawing on specific details in the text. 	<p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can write an important part of an event or story with a beginning (that shows what is happening and where), middle, and end (that is connected to the story) using transition words • I can use paragraphs to separate the different parts or times of the story or to show when a new character is speaking. • I can show what is happening in the story instead of telling it. I might use character thoughts and/or figurative language. 	<p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can write using quotation marks. Resource: Patterns of Power Chapter 12 (12.3) • I can recognize and use endings that add -er to a verb that ends in y: carry/carrier. Resource: Words Their Way SA - Sort 8 • Recognizing and using words as metaphors and similes to make a comparison (light as air, dogged, stormed out)

	Reading	Writing	Language
Unit 3	Unit 3: Reading the Weather, Reading the World (Bends I-III)	Opinion Essay - Bends I and II	
Essential Questions	<p>Essential Questions: How can we read and learn with intensity?</p> <p>How can text features help influence reading understanding?</p> <p>How can reading various texts help plan for a research project?</p>	<p>Essential Questions: How can writers collect evidence for their writing?</p> <p>Why is it important to build a strong argument and justify our stance?</p> <p>How do we organize our thoughts to be more persuasive?</p>	<p>Essential Questions: How can I use punctuation to make my writing more effective and understandable?</p> <p>How does my knowledge of prefixes, suffixes, and base words contribute to my understanding of word meanings?</p>
Learning Targets	<p>Learning Targets:</p> <p>Bend 1:</p> <ul style="list-style-type: none"> I can identify text features in a nonfiction text. I can explain how the information in text features adds to my understanding of the text in which it appears. <p>Bend 2:</p> <ul style="list-style-type: none"> I can summarize a nonfiction text. I can determine the main idea of a nonfiction text. I can use details to infer the main idea of a nonfiction text. <p>Bend 3:</p> <ul style="list-style-type: none"> I can develop my own ideas about a topic based on what I've read. I can read two or more texts on a topic and collect and merge information. 	<p>Learning Targets:</p> <ul style="list-style-type: none"> I can state a persuasive thesis with three reasons. I can support my reasons with evidence. I can use a variety of transition words in my writing. 	<p>Learning Targets:</p> <ul style="list-style-type: none"> I can use a comma before a coordinating conjunction in a compound sentence. Resource: Patterns of Power Chapter 18 (18.1, 18.2) - Teach additional FANBOYS with these lessons (Parkside has a lesson for this) I can recognize and use syllables in words with the V V pattern. Resource: WTW Sort 14 SA Understanding that -able and -ible are added to root words: <i>washable, credible</i> Resource: WTW Sort 25 DR I can recognize and use more complex prefixes (im-, in-, il-, dis-, non-) Resource: WTW SA 46 & 47 Note: Prefix il- and im- are not in either sort... could put in Sort 47 in place of "fore"

	Reading	Writing	Language
Unit	Unit 4: Social Issues Book Clubs	Finish Opinion - Bend III (Have the students write an opinion essay about a social issue.)	(Catch up on missed LA lessons)
Essential Questions	Essential Questions: What does it mean to think deeply about a character? How do we create theories about characters? How can I read texts with a view that lets me see the issues that are hiding in them?	Essential Questions: How do we organize our thoughts to be more persuasive?	Essential Questions: How does my use of punctuation affect my writing?
Learning Targets	Learning Targets: I can determine important events and be able to explain why they happened using details from the text. I can describe a character (character traits and motivations) using details from the text.	Learning Targets: I can state a persuasive thesis with three reasons. I can support my reasons with evidence. I can use a variety of transition words in my writing.	Learning Targets: <ul style="list-style-type: none"> I can recognize and understand contractions using would or had. Resource: Patterns of Power: Chapter 9- 9.1 9.2, 9.3 (Add in I'd, it'd, she'd there'd, they'd, we'd, you'd, it's vs. its) I can understand when you make the word show possession, you do not need to use an apostrophe. (its) Resource: POP 9.3 Yellow Box on page 191 I recognize and use possessives for names that end in s and singular words that end in s you add an apostrophe (Marcus' paper, the octopus' ink) Resource:POP 9.3 Redbox page 194 I can recognize and use more complex abbreviations: <i>state names, weights, Sr., Jr., Ph.D</i> Resource: (Find/or create a resource)

	Reading	Writing	Language
Unit	Unit 5: Reading History: The American Revolution (Bends I-III) **Using Native American Resources** <u>See U3 folder for lesson rewrites</u> https://docs.google.com/document/d/1c6N_Qx2o-Jr5Y7qJJcMqUlgI9vngZox7YCwe30fXlxM/edit	Historical Non-Fiction	

<p>Essential Questions</p>	<p>Essential Questions: How can I use everything I know about research to learn all I can about one aspect of the Native Americans?</p> <p>How can reading texts based on history influence life today?</p> <p>How can a debate cause/change someone's opinion?</p>	<p>Essential Questions: How can you share your expertise about a subject with others?</p> <p>How do information books help us to become a "short term expert"?</p> <p>How can we build ideas in informational writing?</p>	<p>Essential Questions: How does my word choice make my writing more clear?</p>
<p>Learning Targets</p>	<p>Learning Targets:</p> <p>Bend 1:</p> <ul style="list-style-type: none"> • I can summarize a nonfiction text. • I can determine the main idea of a nonfiction text. • I can use details to infer the main idea of a nonfiction text. • I can read two or more texts on a topic and collect and merge information. (Synthesize) • I can order the progression of an event chronologically. • I can identify the causes and effects of an event in a historical text. <p>Bend 2:</p> <ul style="list-style-type: none"> • I can refer to details and examples when drawing inferences from the text (RI 4.1) • I can develop my own ideas about a topic based on what I've read. • I can interpret information from a text feature and explain how it helps to understand the text. • I can compare and contrast several texts, recognizing different perspectives. <p>Bend 3:</p> <ul style="list-style-type: none"> • I am able to summarize a specific event from a historical non-fiction text. • I can explain events from history telling what happened and why using details from the text. 	<p>Learning Targets:</p> <p>I can choose facts, definitions, quotes, examples to add to the writing.</p> <p>I can write a topic sentence.</p> <p>I can use text features appropriately.</p> <p>I can group information into sections and used paragraphs and sometimes chapters to separate those sections.</p> <p>I can write about an important part of an event or story</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can use pronouns to substitute for nouns. • I can form and use prepositional phrases. Resource: POP Chapter 16 (16.1, 16.2, 16.3) <p>I can match my pronouns by number, person, and ownership. Resource: POP Chapter 10 (10.1, 10.2)</p> <p>I can use adjectives to tell what kind and how many. Resource: POP Chapter 13 (13.1)</p> <p>I can place adjectives before nouns to tell what kind or how many. Resource: POP Chapter 13 (13.2)</p> <ul style="list-style-type: none"> • I understand the concept that an adjective can become an adverb to tell how something is done. Resource: WTW Sort 49 SA Resource: POP Chapter 15.1 • I can use the words why, where, and when to link additional information. (Relative Adverbs) Resource: POP Chapter 15.5 • I can recognize and use endings that show comparison for words ending in y: scary/scarier/scariest Resource: WTW Sort 50 SA • I can recognize and use endings that show comparison for words ending in a short vowel and a consonant: <i>red, redder, reddest</i>

			<p>Resource: Patterns of Power Chapter 14 (14.1 and 14.2)</p> <ul style="list-style-type: none"> I can use relative pronouns to identify my nouns with additional details. <p>Resource: POP Chapter 20 (20.6)</p>
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	Reading	Writing	Language
Unit	Unit 6: Nonfiction Book Clubs	Test prep	Use this time to review any skills you see fit for the state test.
Essential Questions	<p>Essential Questions: How can I investigate authors I love and deepen my understanding of nonfiction craft techniques?</p>		
Learning Targets	<p>Learning Targets:</p> <ul style="list-style-type: none"> I can identify the structure my nonfiction author used. I can determine how the text structure helps show the author's purpose. I can elaborate on why an author used a craft technique. 		

	Reading	Writing	Language
Unit	Unit 7: Historical Fiction Clubs (Bends I-III)	Literary Essay	
Essential Questions	<p>Essential Questions: How can we determine a theme of a story and apply it within everyday life?</p> <p>What can we compare and contrast history and historical fiction?</p> <p>How can we read a text in many different character perspectives?</p>	<p>Essential Questions: What strategies can I use to uncover what the book I am reading is really about?</p> <p>How do I create and develop theories about characters and stories?</p> <p>How do I deepen my theories about characters and stories in writing?</p> <p>What types of evidence can I collect to help support my claim?</p> <p>How can I find the</p>	<p>Essential Questions: How do I use punctuation to make my writing effective, different, and exciting?</p> <p>How does my understanding of the parts of speech and word choice contribute to my writing?</p>

		similarities and differences in multiple texts?	
Learning Targets	<p><u>Learning Targets:</u></p> <p>Bend 1:</p> <ul style="list-style-type: none"> I can identify when the setting changes in a historical fiction text. I can describe the impact of the setting on the plot of the story. I can describe how the setting of a story affects a character. I can determine a theme based on details from the text. <p>Bend 2:</p> <ul style="list-style-type: none"> I can identify when a small action will have a deeper meaning. <p>Bend 3:</p> <ul style="list-style-type: none"> I can identify the differences in perspective of historical fiction text. I can determine what happened and why based on specific information from a text and be able to determine cause and effect relationships within a text. I can determine what different perspectives are and be able to compare and contrast different points of view (perspectives) from the same stories. 	<p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> I can state a persuasive thesis with three reasons. I can support my reasons with evidence. I can use a variety of transition words in my writing. 	<p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> I can use end marks to move my reader from sentence to sentence. Resource: Patterns of Power Chapter 8 (8.3) (WTW Sort 49 SA taught in unit 3) I understand the concept that an adjective can become an adverb to tell how something is done: <i>happy - happily</i> Resource: WTW Sort 49 SA I recognize and using adverbs that add -ly (meaning “like”) to a base word: <i>sadly, really, carefully, quickly</i> Resource: WTW Sort 49 SA I recognize and using adverbs that end in y and change y to i and add ly: <i>happy - happily; noisy - noisily</i> Resource: WTW Sort 49 SA I understand that for most words you add -ly or -ally to change an adjective to an adverb: <i>beautiful - beautifully, automatic - automatically.</i> Resource: WTW Sort 49 SA and POP 15.2 Recognizing and forming words that are formed from verbs with silent e by dropping the e and adding -tion: <i>vacate - vacation, define - definition, prepare - preparation, regulate - regulation</i> Resource: Sort 8 DR Recognizing and using plurals that change f to v and add es for words that end in f, fe, lf: <i>wolves, hooves, lives</i> Resource: WTW Sort 7 SA Recognizing and using plurals for words that end in a vowel and o by adding s: <i>radios, rodeos, kangaroos</i> Resource: need to create Recognizing and using plurals for words that end in a consonant and o by adding es: <i>zeroes, heroes, potatoes, volcanoes</i> Resource: POP 5.4