Grade 4 Curriculum Map

Unit 1: My Story, My Voice: Personal Narratives

Unit Summary

This unit examines the genre of personal narratives, which consists of nonfiction works written by a first-person narrator who was involved in the events being described. Students read five personal narratives and identify the elements of the genre. These elements include events proceeding in a logical sequence, dialogue that shows character, vivid descriptive language, characters with defining traits, sensory details, figurative language, and strong introductions and conclusions. Student Performance Assessment 1 is also provided to determine students' readiness for Grade 4 instruction.

Writing Focus

After students examine the genre of personal narratives through reading and writing, they then plan, draft, edit, revise, and publish their own multi-paragraph personal narrative. Additionally, students generate sentences with cause and effect relationships and convert interrogative sentences (questions) into declarative sentences (statements).

Unit Length:
18 Days

Anchor Text: *My Story, My Voice: Personal Narratives*
Text Type: Informational
Lexile: 870L

Overall Learning Outcomes

- Identify features of the personal narrative genre
- Identify literary devices in personal narratives, including similes, metaphors, dialogue, transition words, sensory details, and point of view
- Demonstrate understanding of cause and effect
- Revise and publish a narrative using rubrics, checklists, and peer feedback
- Identify and apply punctuation to dialogue
- Demonstrate understanding of key vocabulary
- Unit Assessment

Big Ideas

- Writers of personal narratives incorporate a variety of literary elements and an intentional point of view into their writing.
- Critical and close reading enable students to increase their literal comprehension and ability to make text-based inferences.
- Writing a personal narrative allows a writer to create a sense of meaning out of their own life experiences.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.4.1 RI.4.2 RI.4.3 RI.4.5 RI.4.6 RI.4.10	W.4.1 W.4.1a W.4.1b W.4.1c W.4.1d W.4.3 W.4.3a W.4.3b W.4.3c W.4.3e W.4.4 W.4.5 W.4.8 W.4.9	SL.4.1 SL.4.1a SL.4.1c SL.4.1d SL.4.2 SL.4.3 SL.4.4 SL.4.6	L.4.1a L.4.1b L.4.1c L.4.1f L.4.1g L.4.2 L.4.2b L.4.3 L.4.3a L.4.3b L.4.4 L.4.4c L.4.5a L.4.5c L.4.6	RI.4.1 RI.4.2 RI.4.5 RI.4.6	W.4.1 W.4.1a W.4.1b W.4.1c W.4.1d W.4.3 W.4.3a W.4.3b W.4.3c W.4.3d W.4.3e W.4.4 W.4.5 W.4.8 W.4.9	SL.4.1 SL.4.1c SL.4.2 SL.4.3 SL.4.4	L.4.2 L.4.2b L.4.3a L.4.5a L.4.6

Grade 4 Curriculum Map

Unit 2: Knights and Castles: Europe's Middle Ages

Unit Summary

This unit covers the history of the Middle Ages in Europe. It is primarily concerned with events in western Europe and the relationship between the Christian Church and the rulers of the region. Students continue to develop grammar skills as they describe the functions of and relationship between nouns and adjectives as well as adverbs and verbs. They form and use prepositional phrases, identify parts of speech, correctly use subjects and predicates, and correct sentence fragments and run-on sentences. Students also practice using the progressive verb tense. Finally, they work with the prefixes *un–*, *non–*, and *en–*, the root words *arch* and *graph*, and the suffix *–y*.

Writing Focus

Students practice taking notes on informational texts, paraphrase information, and write an informative, comparative paragraph. They also combine and expand sentences using conjunctions and appositives, and they generate cause and effect sentences.

Unit Length:
18 Days

Anchor Text: *Medieval Knights and Castle Life: Europe's Middle Ages*
Text Type: Informational/Literary
Lexile: 900L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Write an informative paragraph using details from a text
- Determine the importance of details in a text through note-taking
- Use evidence from a text to support one's ideas
- Use paraphrasing to craft an informative, comparative paragraph
- Unit Assessment

Big Ideas

- Feudalism was the defining social and governing structure of Medieval Europe and included the roles of kings, queens, nobles, church leaders, freemen, and serfs.
- Trade in Medieval Europe contributed to the growth of towns and the emergence of a middle class.
- Medieval England was the starting point for key aspects of modern American life, including the English language and the system of laws and courts in the United States.
- The Magna Carta was a landmark document because it established that rulers—even kings—should consult with others before making new laws, and that courts should follow the rule of law.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.4.1 RI.4.3 RI.4.6 RI.4.7 RI.4.8 RF.4.3 RF.4.3a RF.4.4 RF.4.4a RF.4.4b RF.4.4c	W.4.2 W.4.2b W.4.2c W.4.4 W.4.5 W.4.9 W.4.9b	SL.4.1 SL.4.1a	L.4.1 L.4.1a L.4.1b L.4.1c L.4.1e L.4.1f L.4.1g L.4.2 L.4.2d L.4.3a L.4.4 L.4.4b L.4.5b L.4.4c L.4.6	RI.4.1 RI.4.3 RI.4.7 RF.4.3 RF.4.3a	W.4.2 W.4.2a W.4.2b W.4.2c W.4.2d W.4.2e W.4.5 W.4.9	SL.4.1	L.4.1 L.4.1b L.4.1e L.4.1f L.4.2 L.4.2d L.4.4 L.4.4b

Grade 4 Curriculum Map

Unit 3: Meaning and Metaphor: Poetry

Unit Summary

This unit provides students with tools and strategies for approaching poetry, trains them in the methods and devices poets use, and equips them to read and interpret both formal and free verse poems. Students also have opportunities to apply what they have learned by creating their own poems.

Students read poems that represent a variety of time periods, ranging from Walt Whitman's reflections on nineteenth-century American society to the work of living contemporary writer Harryette Mullen. The poets in this unit come from a diverse range of cultural heritages within the US, including Black, Hispanic, and Native American. The structures of the poems themselves are diverse as well—some employ precise meter and rhyme schemes, whereas others use free verse.

Writing Focus

With opportunities to write their own poems embedded throughout the unit, students practice using the poetic devices they learn about by composing rhymes; creating similes and metaphors; using repetition and alliteration; and planning, drafting, and revising their original poems. Students also generate sentences, such as one-sentence summaries, and expand sentences using conjunctions and appositives.

Unit Length: 18 Days

Anchor Text: *Meaning and Metaphor: Poetry* (Poet's Journal)
Text Type: Literary
Lexile: N/A

Overall Learning Outcomes

- Read texts with the purpose of identifying details and supporting evidence
- Explore imaginative possibilities for figurative language
- Identify and develop an understanding of poetic devices, including rhyme, repetition, alliteration, meter, and tone
- Explore and identify extended metaphors in texts
- Recite poems orally with accuracy, appropriate rate, and expression
- Write original poems using rich language and poetic devices
- Unit Assessment

Big Ideas

- Poetry is a creative and imaginative vehicle for expression that is not bound by formal constraints.
- Poetry has been around for centuries, and it is a timeless, distinctive craft.
- Reading poems aloud using emphasis and tone helps audiences better understand the text.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.4.1 RL.4.1 RL.4.2 RL.4.3 RL.4.4 RL.4.5 RL.4.6 RF.4.4a RF.4.4b RF.4.4c RF.4.5	W.4.1 W.4.4 W.4.5 W.4.8 W.4.9a	SL.4.1 SL.4.1b SL.4.1d SL.4.2	L.4.3 L.4.3a L.4.3b L.4.4 L.4.5 L.4.5a L.4.6	RI.4.1 RL.4.1 RL.4.2 RL.4.3 RL.4.4 RL.4.5 RL.4.6 RF.4.4b	W.4.1 W.4.3 W.4.4 W.4.5 W.4.8	SL.4.1 SL.4.1b SL.4.2	L.4.3 L.4.5 L.4.5a L.4.6

Grade 4 Curriculum Map

Unit 4: Eureka! Student Inventor

Unit Summary

In *Eureka! Student Inventor*, students are introduced to various inventors and inventions, as well as the process of creation. Students are immersed in close reading adventures, where they engage with complex literary and informational texts, and demonstrate their ability to find and use evidence effectively. Students also learn to analyze objects and situations in the world around them, identify problems, develop evidence-based solutions, and, ultimately, become inventors themselves, as they research, build, and present inventions of their own.

Writing Focus

By routinely writing in opinion, informative, and narrative styles, students practice the skills of research, observation, communication, and persuasion. Students also generate and expand declarative, interrogative, exclamatory, and imperative sentences using general academic and domain-specific words and phrases.

Unit Length:
18 Days

Anchor Texts: *Eureka! Files* (Student Reader)
Text Type: Informational
Lexile: 800L
Eureka! Student Inventor (Read-Aloud)
Text Type: Informational
Lexile: 1100L

Overall Learning Outcomes

- Read complex literary and informational texts
- Find evidence and use it appropriately
- Write in opinion, informational, and narrative forms, and adjust style for task and audience
- Develop proficiency in research, observation, communication, and persuasion
- Demonstrate understanding of key vocabulary
- Unit Assessment

Big Ideas

- Inventors go through multiple steps in their creative process.
- The creative process involves identifying problems and developing evidence-based solutions.
- Inventors engage in collaborative discussions, share ideas, and often work in partners or teams.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.4.1 RI.4.2 RI.4.3 RI.4.5 RI.4.8 RI.4.9 RF.4.4 RF.4.4a	W.4.1 W.4.1a W.4.1b W.4.1c W.4.1d W.4.2 W.4.3 W.4.4 W.4.5 W.4.7 W.4.8 W.4.9 W.4.10	SL.4.1 SL.4.1a SL.4.1b SL.4.1c SL.4.1d SL.4.2 SL.4.3 SL.4.4 SL.4.5	L.4.2b L.4.3c L.4.4 L.4.5 L.4.6	RI.4.3 RF.4.4 RF.4.4a	W.4.1 W.4.1a W.4.1b W.4.1c W.4.1d W.4.2 W.4.4 W.4.7 W.4.8 W.4.9 W.4.10	SL.4.1 SL.4.1a SL.4.1b SL.4.2 SL.4.3 SL.4.4 SL.4.5	L.4.2b L.4.3c

Grade 4 Curriculum Map

Unit 5: Our Planet: Geology

Unit Summary

This unit focuses on the composition of Earth and the forces that change its surface. Students learn about the theory of plate tectonics and how it explains the presence of volcanoes, mountains, underwater trenches, ridges, and other geological features. They also study geological processes like rock formation, weathering, and erosion to understand how Earth changes over time and why it looks the way it does.

Students practice using the suffix *–ly* and the root word *rupt*, sequencing adjectives, and using commas and quotation marks correctly. This unit concludes with Student Performance Assessment 2.

Writing Focus

Students review the stages of the writing process as they draft an informational pamphlet about tsunamis, write a Wikipedia entry on a specific volcano, and craft an informative paragraph about a type of rock or an item in the rock cycle. Throughout these activities, students practice writing one-sentence summaries and combining sentences using conjunctions, appositives, and specific details.

Unit Length: 18 Days

Anchor Text: *The Changing Earth*
Text Type: Literary/Informational
Lexile: 900L

Overall Learning Outcomes

- Identify evidence that describes the effects of geological changes in a text
- Demonstrate understanding of key vocabulary
- Examine and explain similes
- Draft an informational pamphlet, write a Wikipedia entry, and craft an informative paragraph
- Arrange adjectives within a sentence in the correct order
- Unit Assessment

Big Ideas

- Earth is composed of layers that, through heat and pressure, cause movements that result in geological features above and below its surface.
- The theory of plate tectonics explains how mountains, volcanoes, trenches, and ridges are created on land and under the sea.
- Geological processes, like the rock cycle, weathering, and erosion, explain how the earth is continually changing.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.4.1 RL.4.2 RL.4.4 RL.4.7 RL.4.9 RI.4.1 RI.4.2 RI.4.3 RI.4.4 RI.4.7 RI.4.8 RI.4.10 RF.4.4 RF.4.4a RF.4.4c	W.4.2 W.4.4 W.4.5 W.4.6 W.4.8 W.4.9		L.4.1 L.4.1d L.4.2 L.4.2a L.4.3c L.4.4 L.4.4c L.4.5	RL.4.1 RL.4.4 RL.4.9 RI.4.1 RI.4.2 RI.4.3 RI.4.4	W.4.2 W.4.4 W.4.5 W.4.6 W.4.8 W.4.9		L.4.1 L.4.2 L.4.4 L.4.5

Grade 4 Curriculum Map

Unit 6: Road to Independence: The American Revolution

Unit Summary

This unit centers around the big idea that disagreements about principles of government led colonists in North America to seek independence from Great Britain. By learning about the causes, major figures, and consequences of the American Revolution, students gain an understanding of what caused the thirteen original colonies to break away and become an independent nation, as well as the ideas and values at the heart of the conflict.

Writing Focus

Throughout this unit, students review the stages of the writing process and record key information about the causes of the American Revolution as they develop a five-paragraph cause and effect essay. They also write one-sentence summaries and generate and expand cause and effect sentences. Students learn the prefixes *im–* and *in–*, the suffixes *–ible* and *–able*, and the root word *port*. In addition, they study *to be* verbs and modal auxiliary verbs. They continue developing their use of commas and quotation marks, and practice employing correct subject-verb agreement.

Unit Length: 18 Days

Anchor Text: *The Road to Independence*
Text Type: Informational/Literary
Lexile: 930L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Develop proficiency in subject-verb agreement with both regular and irregular verbs
- Deepen knowledge and understanding of prefixes and suffixes when added to root words
- Write a five-paragraph cause and effect essay
- Unit Assessment

Big Ideas

- There were significant ideas and values at the heart of the American Revolution.
- Disagreements about principles of government led colonists in North America to seek independence from Great Britain.
- Studying the causes, major figures, and consequences of the American Revolution helps us understand why the thirteen colonies fought for independence.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.4.3 RL.4.5 RL.4.7 RL.4.10 RI.4.1 RI.4.2 RI.4.3 RI.4.4 RI.4.5 RI.4.6 RI.4.9 RI.4.10 RF.4.3 RF.4.4a	W.4.2 W.4.2a W.4.2b W.4.2c W.4.2d W.4.2e W.4.4 W.4.5 W.4.9b W.4.10	SL.4.1 SL.4.4 SL.4.5 SL.4.6	L.4.1 L.4.1c L.4.2 L.4.2a L.4.2b L.4.2d L.4.3 L.4.4 L.4.4a L.4.4b L.4.4c L.4.5c L.4.6	RL.4.3 RL.4.10 RI.4.1 RI.4.2 RI.4.3 RI.4.5 RI.4.9 RF.4.3	W.4.2 W.4.2a W.4.2b W.4.2c W.4.2d W.4.2e W.4.4 W.4.5 W.4.9 W.4.9b	SL.4.1 SL.4.4	L.4.1 L.4.1c L.4.2 L.4.2d L.4.4a L.4.4b L.4.5 L.4.6

Grade 4 Curriculum Map

Unit 7: Novel Study: From the Mixed-Up Files of Mrs. Basil E. Frankweiler

Unit Summary

This unit continues students' exploration of narrative texts as they analyze the novel *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* by E.L.Konigsburg. In the story, two children decide to run away from home and hide in the New York Metropolitan Museum of Art where they encounter a mystery about a valuable statue. Students apply their knowledge of narrative elements through text-based discussions and informal writing exercises. They examine and apply different narrative elements in their own writing, such as point of view, dialogue, and plot points in traditional fiction—like exposition and climax. They also learn how to critically examine fiction and participate in structured discussions to review what they learn.

Writing Focus

Students engage in the writing process as they plan, draft, revise, edit, publish, and present a narrative about a fictional character who overcomes a challenge. They generate declarative, imperative, interrogative, and exclamatory sentences in response to prompts about the novel, and they expand sentences using conjunctions.

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Discuss and reflect on narrative elements in a published text and in personal writing
- Identify and use textual evidence as support in discussions and written responses
- Comprehend the narrative structure of a fictional text
- Understand character development
- Demonstrate ideas through the use of details and examples
- Develop sentence structure and build on long-form writing
- Write a formal narrative
- Unit Assessment

Big Ideas

- The novel *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* includes mystery, adventure, and secrets with themes surrounding family, growing up, and independence.
- Engagement in discussions and activities about unit themes fosters personal growth.
- Students grow in foundational skills related to literary analysis, the organizational structure of texts, and critical reading.

Unit Length: 18 Days

Anchor Text: *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* by E.L. Konigsburg
Text Type: Literary
Lexile: 700L

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.4.1 RL.4.2 RL.4.3 RL.4.5 RL.4.6	W.4.2 W.4.3 W.4.3b W.4.3d W.4.4 W.4.5 W.4.6 W.4.8	SL.4.1 SL.4.3 SL.4.4	L.4.4	RL.4.1 RL.4.3 RL.4.6	W.4.2 W.4.3 W.4.3a W.4.3b W.4.3c W.4.3d W.4.3e W.4.4	SL.4.1 SL.4.4	

Grade 4 Curriculum Map

Unit 7: Novel Study: The Season of Styx Malone

Unit Summary

In this unit, students continue their exploration of novel study by reading *The Season of Styx Malone* by Kekla Magoon. This is a coming-of-age story about Caleb, a ten-year-old boy living in a small town near Indianapolis. The novel explores themes of friendship, trust, family relationships, and freedom.

As students progress throughout the unit, they learn to closely analyze themes, characters, relationships, conflicts, and motivations during teacher Read-Alouds, partner reading, and independent reading. They examine descriptive language, sensory details, figurative language, and other literary techniques, and make inferences about characters' perspectives and relationships using textual evidence. Finally, students interpret the author's message based on the themes identified in the novel.

Writing Focus

This unit provides multiple opportunities for students to apply their narrative writing skills, including the use of descriptive language, sensory details, dialogue, and figurative language. In the second half of the unit, students brainstorm, plan, draft, revise, edit, publish, and present a culminating narrative of their own. Specifically, they craft a scene in first-person point of view using the characters from *The Season of Styx Malone*. Students also expand sentences by incorporating dependent clauses and using conjunctions, and they generate one-sentence summaries in response to prompts about the reading.

Unit Length: 18 Days

Anchor Text: *The Season of Styx Malone* by Kekla Magoon
Text Type: Literary
Lexile: 510L

Overall Learning Outcomes

- Differentiate between first- and third-person points of view
- Infer characters' motivations, conflicts, perspectives, and traits using textual evidence
- Analyze character relationships and explain how and why they change throughout a text
- Compare and contrast the experiences and perspectives of characters in a text
- Identify and analyze the meaning of figurative language, including similes, metaphors, imagery, hyperbole, and idioms
- Demonstrate understanding of key vocabulary
- Determine the meaning of unknown words using context from the text
- Identify themes and determine the message of a novel
- Write a narrative using first-person point of view, dialogue, descriptive language, figurative language, and sensory details
- Plan, draft, revise, edit, and publish a narrative writing piece using rubrics, checklists, and peer feedback
- Unit Assessment

Big Ideas

- Novels often incorporate universal themes, such as friendship, trust, family relationships, and freedom.
- Readers can interpret an author's message by analyzing a novel's themes.
- By reading a text critically, students can analyze how and why characters—and people—have differing perspectives, and how this can impact their motivations and relationships.
- Authors use techniques such as figurative language, tone, foreshadowing, and sensory details to engage their readers.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.4.1 RL.4.2 RL.4.3 RL.4.4 RL.4.6	W.4.3 W.4.3a W.4.3b W.4.3d W.4.3e W.4.4 W.4.5 W.4.9a	SL.4.1 SL.4.1a SL.4.1b SL.4.1c SL.4.1d SL.4.3 SL.4.4 SL.4.6	L.4.1b L.4.1d L.4.1e L.4.1f L.4.2 L.4.3a L.4.4 L.4.4a L.4.5 L.4.5a L.4.5b L.4.6	RL.4.1 RL.4.2 RL.4.3 RL.4.4	W.4.3 W.4.3a W.4.3b W.4.3c W.4.3d W.4.3e W.4.4 W.4.5 W.4.9a	SL.4.1a SL.4.1b SL.4.1c SL.4.1d	L.4.1b L.4.1d L.4.1e L.3.4a L.4.4a L.4.5 L.4.5a L.4.5b L.4.6

Grade 4 Curriculum Map

Unit 8: Adventure on the High Seas: Treasure Island

Unit Summary

This unit explores the fiction genre through a classic novel, *Treasure Island*. Students focus on character development, setting, plot, and other literary devices while reading an adapted version of Robert Louis Stevenson's popular adventure story. They also trace the development of plot, characters, and literary elements over the course of the novel. Regarding grammar, students learn relative pronouns, the suffixes *–ful* and *–less*, and the root word *bio*. In addition, they continue working with modal auxiliary verbs and coordinating conjunctions.

Writing Focus

Students engage in an extended writing project using the various stages of the writing process. They outline their ideas for characters, a setting, and a plot, then write, publish, and share an original adventure story. Throughout these writing activities, students focus on character development, descriptive language, dialogue, and methods for revising and editing. Students generate declarative, imperative, interrogative, and exclamatory sentences, and they expand sentences by incorporating dependent clauses and conjunctions.

Unit Length:
18 Days

Anchor Text: *Treasure Island*
Text Type: Literary
Lexile: 770L

Overall Learning Outcomes

- Identify and properly use modal auxiliary verbs, relative pronouns, and coordinating conjunctions
- Demonstrate understanding of key vocabulary
- Trace development of characters, setting, plot, and literary devices in a longer work of fiction
- Craft an adventure story using a story map to develop characters, a setting, and a plot
- Revise, edit, and publish a narrative writing piece using rubrics, checklists, and peer feedback
- Unit Assessment

Big Ideas

- The adapted version of Robert Louis Stevenson's original novel *Treasure Island*, written in 1883, exposes students to a literary classic.
- *Treasure Island* has several themes, including greed, adventure, duplicity, and bravery.
- Identifying and applying key narrative writing skills—like developing a plot, characters, and other literary elements—enables readers to write their own original stories.
- Sailing, the primary form of long-distance travel during the 1800s, held many challenges, including disease, piracy, and difficulty with accurate navigation.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.4.1 RL.4.2 RL.4.3 RL.4.9 RL.4.10 RF.4.3	W.4.3 W.4.3a W.4.3b W.4.3c W.4.3d W.4.4 W.4.5 W.4.10	SL.4.1 SL.4.1b SL.4.1c	L.4.1 L.4.1a L.4.1c L.4.1g L.4.2 L.4.2c L.4.2d L.4.4 L.4.4b L.4.4c L.4.5 L.4.5a L.4.5b L.4.5c	RL.4.1 RL.4.3 RF.4.3	W.4.3 W.4.3a W.4.3b W.4.3c W.4.3d W.4.3e W.4.4 W.4.5 W.4.10	SL.4.1 SL.4.1c	L.4.1 L.4.1a L.4.1c L.4.2 L.4.2c L.4.4b L.4.4c L.4.5

Grade 4 Curriculum Map

Unit 8: Crafting Stories: A World of Tales

Unit Summary

In this unit, students deepen their understanding of the elements of fictional narratives, including dialogue, narration, theme, characters, and plot structure. They summarize texts, explain the impact of figurative language, and compare and contrast themes. Students also study how authors use ambiguity and build suspense to engage their readers. Similarly, they explore and practice a variety of oral storytelling techniques used to captivate audiences.

Writing Focus

The lessons in this unit guide students through various writing experiences focused on a range of purposes. Specifically, students craft a series of literary analyses before reimagining, writing, and telling their own version of a traditional story. At the end of the unit, students present their stories during a Storytelling Open Mic, which allows them to integrate and apply their new oral storytelling skills. Students incorporate dependent clauses and appositives to expand sentences, and collaboratively generate one-sentence summaries about the texts they are reading.

Unit Length:
18 Days

Anchor Text: *Crafting Stories: A World of Tales*
Text Type: Literary
Lexile: 860L

Overall Learning Outcomes

- Summarize stories
- Identify and discuss emerging themes in a text
- Describe character traits, reputations, and motivations
- Determine the meaning of unknown words
- Draw evidence from texts to support analysis
- Compare and contrast the treatment of similar themes in traditional stories
- Analyze the meaning of figurative language
- Analyze how authors build suspense
- Write a fictional narrative
- Unit Assessment

Big Ideas

- Storytelling is a timeless tradition that forms part of our shared world heritage.
- Traditional tales can be reimagined and retold in a variety of ways.
- Diverse texts from around the world often share similar themes and patterns of events.
- Authors use narrative writing techniques, such as descriptive language, onomatopoeia, figurative language, dialogue, and ambiguity, to captivate their audiences.
- Storytelling can be enhanced by certain oral and presentation skills that are designed to engage audiences.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.4.1 RL.4.2 RL.4.3 RL.4.4 RL.4.9 RL.4.10	W.4.3 W.4.3a W.4.3b W.4.3c W.4.3d W.4.3e W.4.5 W.4.6 W.4.9a W.4.10	SL.4.1 SL.4.1b SL.4.2 SL.4.4	L.4.2 L.4.2c L.4.4 L.4.4a L.4.4b L.4.5 L.4.5a	RL.4.1 RL.4.2 RL.4.3 RL.4.4 RL.4.9 RL.4.10	W.4.3 W.4.3a W.4.3b W.4.3c W.4.3d W.4.3e W.4.5 W.4.6 W.4.9a W.4.10	SL.4.2	L.4.2 L.4.2c L.4.4a L.4.4b L.4.5 L.4.5a

Grade 4 Curriculum Map

Unit 9: Inspiration and Ingenuity: American Innovation

Unit Summary

This unit explores several important yet lesser-known innovators from American history. As students embark on a journey to understand the stories and impact of these American innovators, they build their knowledge of patents, prototypes, and the cycle of innovation.

The lessons foster critical thinking skills through student engagement with informational texts about the innovators, their inventions, and their lasting contributions. Throughout the unit, students analyze nonfiction texts, identify key ideas, and recognize supporting details. This unit concludes with Student Performance Assessment 3 to help determine whether students are adequately prepared for Grade 5 ELA instruction.

Writing Focus

This unit includes a research component in which students select an innovator, develop a research question, conduct research, and undertake a research writing project. This project deepens students' knowledge and provides opportunities for teachers to tailor the assignment to specific interests or themes.

Overall Learning Outcomes

- Identify main ideas and supporting details in informational texts
- Compare and contrast inventors and innovators
- Ask and answer relevant questions
- Make text-based inferences
- Generate questions based on prior knowledge and gathered information
- Synthesize details across texts to demonstrate comprehension
- Demonstrate understanding of themes within a text
- Identify and cite primary and secondary sources
- Research and gather information from relevant sources
- Draft, revise, and publish an informational research paper
- Present research findings using diverse formats
- Student Performance Assessment

Big Ideas

- Innovation is the process of introducing new ideas or new ways of thinking about doing things.
- The innovation cycle involves identifying problems, developing ideas, testing prototypes, and refining solutions.
- Patents protect intellectual property by granting innovators exclusive rights to their creations, preventing others from using or selling those inventions without permission.

Unit Length: 18 Days

Anchor Texts: *Inspiration and Ingenuity: American Innovation* (Read-Aloud, Reading), ReadWorks, Trade Books
Text Type: Informational
Lexile: 710L-1190L

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.4.1 RI.4.2 RI.4.3 RI.4.8	W.4.2 W.4.2a W.4.2b W.4.2c W.4.2d W.4.2e W.4.4 W.4.5 W.4.7 W.4.8 W.4.9b	SL.4.1b SL.4.1d SL.4.4 SL.4.5	L.4.4	RI.4.1 RI.4.2 RI.4.3 RI.4.8	W.4.2 W.4.2a W.4.2b W.4.2c W.4.2d W.4.2e W.4.4 W.4.5 W.4.7 W.4.8 W.4.9 W.4.9b	SL.4.1b SL.4.1d SL.4.4 SL.4.5	