

Content: ELA	Grade or Course: Fourth Grade	Date Developed: 11/21/22
Overview: Fourth grade students participate as a community of learners to collaborate in shared experiences that integrate listening, speaking, reading, and writing. Students read and comprehend appropriately complex literary and informational texts independently and proficiently. Students will interpret, analyze, and evaluate appropriately complex literary and informational texts. Fourth grade students use the writing process to compose a variety of types of writing, including arguments, informative and narrative texts. Students conduct short and sustained research projects and write informative essays to demonstrate understanding. Fourth graders participate in curriculum related discussions as well as present a report and a story in a clear voice.		
Essential Questions: <ul style="list-style-type: none"> • Why do writers write? • Why is it important to write clearly and coherently when conveying ideas in writing? • Why is it important to read from a variety of genres? • How do authors communicate a message or theme in a story through the characters and events? • How do stories mirror life? • What can we learn from informational text? • How do you convey your message (through speaking or writing) so others understand you? 		
EO's addressed to proficiency level: Reading: Read instructional level S Use the writing process to compose grade level text (narrative, informational) EO's Reading Comprehension <ul style="list-style-type: none"> A. Determine theme and summarize text. (R5.4) B. Determine main idea and summarize text. (R5.4) C. Compare and contrast literary story elements across text. (R11.4) D. Determine meaning of words and phrases in text including figurative language (R7.4) E. Reads and comprehends various grade level (instructional S) texts with accuracy and fluency.(R8.4, R12.4) F. Know and apply grade-level phonics and word analysis skills when decoding words. (R3.4) 		

Standards:

[Maine Department of Education Literacy Standards](#): Students demonstrate evidence of being a clear and effective communicator, a self-directed and lifelong learner, a creative and practical problem solver, a responsible and involved citizen, and integrative and informed thinker.

Units:**Writing**

Narrative Small Moment and Native American Storytelling

Opinion/Persuasive Students research and analyze the Student Handbook for the responsibilities and roles of community members in our CRES community.

Research and Information-(Biography) Maine Mystery History

Reading

Introduction to Reading Workshop

Fiction

Persuasive Essay

Nonfiction/Information/Biography

EO Assessments:

Fountas and Pinnell benchmark Assessment

Lucy Calkins Units of Study Rubrics