

Course Name:	4th Grade English Language Arts	Researching Science of Reading and research proven resources to Pilot. 2022-2023	
Credits:	N/A	Really Great Reading- Explicit Phonics and Foundational Instruction	
Prerequisites:	N/A	Reading Mini-Lessons- Fountas and Pinnell	
Description:	4th Grade English Language Arts	Interactive Read Aloud Resources	
Academic Standards:	Wisconsin Standards for English Language Arts	Literacy Footprints Targeted leveled readers	
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Classroom Management / Character Study	One Quarter	R.4.3 Describe a character, setting, or event, drawing on specific details in the text. RF.4.4 Read with accuracy and fluency to support comprehension. SL.4.1 Engage effectively in a range of collaborative discussions. SL.4.4 Report, tell a story, or recount an experience. W.4.4 Produce clear and coherent writing. RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words	Students should be able to follow classroom routines during whole group, small group, and independent work time. Students should be able to give a detailed description of a character, citing evidence from a paragraph, passage, or book. Students should be able to describe how a character changes, citing evidence from a paragraph, passage, or book. Students should be able to read fluently and effectively discuss various genres at grade level. Students should be able to write complete sentences, identifying the subjects and predicates. Students should be able to write complete paragraphs using topic sentences and detail sentences. Students should be able to spell common grade level words. Students should be able to spell words following letter-sound relationships. Students should be able to spell confusing words (homophones, homographs, etc)
Theme / Summarizing / Opinion	One Quarter	R.4.2 Summarize text to determine a theme and explain how it is supported by key details. RF.4.4 Read with accuracy and fluency to support comprehension. SL.4.1 Engage effectively in a range of collaborative discussions. SL.4.4 Report, tell a story, or recount an experience. W.4.2 Write an opinion pieces in which they state a thesis, along with evidence to support the thesis. W.4.4 Produce clear and coherent writing. RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Students should be able to summarize a given text by using only key details. Students should be able to explain the theme of a given text and support it with text evidence. Students should be able to read fluently and effectively discuss various genres at grade level. Students should be able to write an opinion paper, including an introduction and conclusion. Students should be able to state a claim and provide evidence for their claim. Students should be able to spell common grade level words. Students should be able to spell words following letter-sound relationships. Students should be able to spell confusing words (homophones, homographs, etc)
Nonfiction / Informational	One Quarter	R.4.7 Explain how text features contribute to an understanding of the text. R.4.8 Explain how claims in a text are supported by relevant reasons and evidence. RF.4.4 Read with accuracy and fluency to support comprehension. SL.4.1 Engage effectively in a range of collaborative discussions. SL.4.4 Report, tell a story, or recount an experience. W.4.2 Write an informative pieces in which they introduce a topic and provide information about it. W.4.4 Produce clear and coherent writing. W.4.8 Gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources. RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Students should be able to identify text features and how they help to explain the topic being covered. Students should be able to identify the main idea of a text. Students should be able to support the main idea (claim) of a text with evidence from the text. Students should be able to distinguish between fact and opinion in text in order to reach new understanding. Students should be able to use headings and subheadings to search for and use information. Students should be able to think across texts to compare and expand understanding of content and ideas from academic disciplines. Students should be able to tell the difference between significant and insignificant details. Students should be able to read fluently and effectively discuss various genres at grade level. Students should be able conduct research, both on the internet and with books, on a given topic in order to gather information. Students should be able to organize collected research to write an informational paper, including an introduction and conclusion. Students should be able to spell common grade level words. Students should be able to spell words following letter-sound relationships. Students should be able to spell confusing words (homophones, homographs, etc)
Historical Fiction / Poetry	One Quarter	R.4.2 Summarize text and explain how it is supported by key details. R.4.5 Identify and analyze structural elements, using terms such as characters, settings, dialogue. R.4.9 Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. RL.4.4 Explain the differences between poems and refer to the structural elements of them. W.4.4 Produce clear and coherent writing. RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Students should be able to identify the elements of historical fiction, including diverse people, cultures, and time periods. Students should be able to identify the setting, relating it to the time period of the story. Students should be able to recognize that historical fiction is based on real people, places, or events. Students should be able to recognize that the language/dialogue matches the time period of the story. Students should be able to read a variety of poetry, recognizing the different elements that create each poem. Students should be able to produce a variety of poetry. Students should be able to spell common grade level words. Students should be able to spell words following letter-sound relationships. Students should be able to spell confusing words (homophones, homographs, etc)