

**Ark Community Charter School
ELA Curriculum Framework – Grade 4**

| <u>Units</u> | <u>Suggested Pacing</u> | <u>New York State Content Standards</u> | <u>New York State Skills Standards</u> | <u>New York State Performance Indicators</u> | <u>Assessments (Formal/ including state assessments and Informal)</u> |
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| What are your unit titles? | When and in what order will the standards be taught and assessed? All Scott Foresman Units take 6-8 weeks to complete | What should students know? (Indicate which content is a benchmark standard that will be assessed at this grade level. Optional: You can also identify essential questions based on the content standards.) | What should students be able to do? | (if any) Indices of quality – What is the nature of the evidence required to demonstrate the standard has been met and the quality of the performance that will be deemed acceptable? (Indicate which skill is assessed (A) by bolding, the others are introduced (I) and/or practiced (P)) | What specific tools will be used to assess which content standard or skills standard at this grade level? |
| Unit 1 | | READING | Standard 1: Students will read, write, listen, and speak for information and understanding. | <ul style="list-style-type: none"> • Acquire information by locating and using library media resources, with some assistance | Literacy Centers, Teacher Observation, Full Group discussion |
| | | | | <ul style="list-style-type: none"> • Collect and interpret data, facts, and ideas from unfamiliar texts | |
| | | | | <ul style="list-style-type: none"> • Understand written directions and procedures | |
| | | | | <ul style="list-style-type: none"> • Locate information in a text that is needed to solve a problem | |

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| Unit 1 | | | | <ul style="list-style-type: none"> • Identify a main idea and supporting details in informational texts | Literacy Centers, Teacher Observation, Small Guided Reading Groups, Large Discussion Groups, Practice Workbooks, Scott Foresman Selection and Benchmark reading Tests |
| | | | | <ul style="list-style-type: none"> • Recognize and use organizational features, such as table of contents, indexes, page numbers, and chapter headings/subheadings, to locate information | |
| | | | | <ul style="list-style-type: none"> • Compare and contrast information on one topic from two different sources | |
| Unit 1 | | | | <ul style="list-style-type: none"> • Identify a conclusion that summarizes the main idea | Teacher observation, Small reading groups, Full class discussion, Practice Books, Homework Sheets |
| | | | | <ul style="list-style-type: none"> • Select books independently to meet informational needs | |
| | | | | <ul style="list-style-type: none"> • Make inferences and draw conclusions on the basis of information from the text, with assistance | |

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| | | | | <ul style="list-style-type: none"> • Use text features, such as captions, charts, tables, graphs, maps, notes, and other visuals, to understand and interpret informational texts | |
| | | | | <ul style="list-style-type: none"> • Use graphic organizers to record significant details from informational texts | |
| | | | | <ul style="list-style-type: none"> • Use text features, such as headings, captions, and titles, to understand and interpret informational texts, with assistance | |
| | | | | <ul style="list-style-type: none"> • Distinguish between fact and opinion, with assistance | |
| | | | | <ul style="list-style-type: none"> • Identify missing information and irrelevant information, with assistance | |
| | | | Standard 2: Students will read, write, listen, and speak for literary response and expression. | <ul style="list-style-type: none"> • Select literature on the basis of personal needs and interests from a variety of genres and by different authors | D.E.A.R. Time, Buddy Reading, Homework |
| | | | | <ul style="list-style-type: none"> • Engage in purposeful oral reading in small and large groups | Large Group reading, Small reading groups, Teacher Observation, Buddy Reading |
| | | | | <ul style="list-style-type: none"> • Read print-based and electronic literary texts silently, on a daily basis, | |

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| | | | | for enjoyment | |
| | | | | • Relate the setting, plot, and characters in literature to own lives | |
| | | | | • Explain the difference between fact and fiction | |
| | | | | • Make predictions, draw conclusions, and make inferences about events and characters | |
| | | | | • Identify cultural influences in texts and performances | |
| | | | | • Maintain a personal reading list to reflect reading accomplishments | |
| Unit 1 | | | | • Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events | Teacher observation, Large group discussion, Small reading groups, Scott Foresman Selection and Benchmark tests, Practice Books, Graphic Organizers |
| | | | | • Use knowledge of story structure, story elements, and key vocabulary to interpret stories | Scott Foresman Selection Tests, Large group discussions, Teacher Observations, Small reading Groups |
| | | | | • Read, view, and interpret literary texts from a variety of genres, with assistance | Teacher Observation, Small guided reading groups, Large group discussions, Scott Foresman Selection and Benchmark Tests |
| | | | | • Define the characteristics of different genres, with assistance | |

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| | | | | <ul style="list-style-type: none"> Identify literary elements, such as setting, plot, and character, of different genres, with assistance | |
| | | | | <ul style="list-style-type: none"> Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance | |
| | | | | <ul style="list-style-type: none"> Recognize how different authors treat similar themes, with assistance | |
| | | | | <ul style="list-style-type: none"> Identify literary elements, such as setting, plot, and character, of different genres, with assistance | |
| Unit 1 | | | | <ul style="list-style-type: none"> Use graphic organizers to record significant details about characters and events in stories | Graphic Organizer, Full Group Discussion, Small guided reading groups, Center Notebooks |
| Unit 1 | | | <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> | <ul style="list-style-type: none"> Evaluate the content by identifying - the author’s purpose - whether events, actions, characters, and/or settings are realistic - important and unimportant details - statements of fact, opinion, and exaggeration, with assistance - recurring themes across works in print and media | Large Group lesson, Readers Response, Literacy Centers, Small Guided Reading Groups, Scott Foresman Selection and Benchmark Tests, Practice Workbook |
| | | | | <ul style="list-style-type: none"> Compare and contrast characters, plot, and setting in literary works | |
| | | | | <ul style="list-style-type: none"> Analyze ideas and information on the basis | |

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| | | | | of prior knowledge and personal experience | |
| Unit 1 | | | | <ul style="list-style-type: none"> • Recognize how language and illustrations are used to persuade in printed and filmed advertisements and in texts, such as letters to the editor | Analyze Photo's, Teacher Observation, Writers Workshop (Travel Journal) |
| | | | | <ul style="list-style-type: none"> • Judge accuracy of content to gather facts, with assistance from teachers and parents/caregivers | |
| | | | | <ul style="list-style-type: none"> • Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience | |
| Unit 1 | | | | <ul style="list-style-type: none"> • Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience | Large Group Discussion, Teacher Observation, Small Guided Reading Groups |
| | | | | <ul style="list-style-type: none"> • Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, <ul style="list-style-type: none"> - a central idea and supporting details - missing or unclear information | |
| Unit 1 | | | | <ul style="list-style-type: none"> • Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, <ul style="list-style-type: none"> - a central idea and supporting details - missing or unclear information | Teacher information, Large Group discussion, Small Guided Reading groups, Practice Workbooks, Graphic Organizers, Center Notebooks, Reader Response Answers |

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| | | | | <ul style="list-style-type: none"> Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, <ul style="list-style-type: none"> a central idea and supporting details missing or unclear information | |
| | | | | <ul style="list-style-type: none"> Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance | |
| Unit 1 | | | Standard 4: Students will read, write, listen, and speak for social interaction. | <ul style="list-style-type: none"> Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud | Read Alouds, D.E.A.R. Time, Buddy Reading, Small Guided Reading Groups |
| | | | | <ul style="list-style-type: none"> Respect the age, gender, position, and cultural traditions of the writer | |
| | | | | <ul style="list-style-type: none"> Recognize the types of language (e.g., informal vocabulary and jargon) that are appropriate to social communication | |
| | | WRITING | Standard 1: Students will read, write, listen, and speak for information and understanding. | <ul style="list-style-type: none"> Take notes to record data, facts, and ideas both by following teacher direction and by writing independently | |
| Unit 1 | | | | <ul style="list-style-type: none"> State a main idea and support it with details | Large Group Discussion, Small group Guided Reading, Literacy Centers, Writers Workshop, Center Notebooks, Practice Workbooks |

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| Unit 1 | | | | <ul style="list-style-type: none"> • Use organizational patterns such as compare/contrast, cause/effect, and time/order, for expository writing | Small Group Guided Reading, Graphic Organizers, Teacher Observation, Writers Workshop (Write a Travel Description) |
| Unit 1 | | | | <ul style="list-style-type: none"> • Use a variety of resources, such as age-appropriate dictionaries and/or computer software, to spell words correctly | Literacy Centers, Spelling Workbooks, Friday Spelling Tests |
| | | | | <ul style="list-style-type: none"> • Produce clear, well-organized, and well-developed explanations, reports, accounts, and directions that demonstrate understanding of a topic | |
| Unit 1 | | | | <ul style="list-style-type: none"> • Write labels and captions for graphics to convey information, with assistance | Writers Workshop |
| | | | | <ul style="list-style-type: none"> • Support interpretations and explanations with evidence from text | |
| | | | | <ul style="list-style-type: none"> • Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/ caregivers | |
| | | | | <ul style="list-style-type: none"> • Compare and contrast ideas and information from two sources | |
| | | | | <ul style="list-style-type: none"> • Write labels and captions for graphics to convey information, with assistance | |

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| | | | Standard 2: Students will read, write, listen, and speak for literary response and expression. | <ul style="list-style-type: none"> • Write original literary texts that <ul style="list-style-type: none"> - use dialogue to create short plays - use vivid and playful language | |
| | | | | <ul style="list-style-type: none"> • Write interpretive and responsive essays that <ul style="list-style-type: none"> - describe literary elements such as plot, setting, and characters - describe themes of literary texts - compare and contrast elements of texts | |
| | | | | <ul style="list-style-type: none"> • Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story | |
| Unit 1 | | | | <ul style="list-style-type: none"> • Produce imaginative stories and personal narratives that show insight, development, organization, and effective language | Literacy centers, Writers Workshop, Teacher Observation |
| | | | | <ul style="list-style-type: none"> • Use resources such as personal experiences and themes from the text and performances to stimulate own writing | Writers Workshop, Small Guided Reading Groups, Teacher Observation, Graphic Organizers, KWL Chart |
| | | | | <ul style="list-style-type: none"> • Use a computer to create, respond to, and interpret literary texts | Literacy Centers, Writers Workshop, Teacher Observation |
| | | | | <ul style="list-style-type: none"> • Maintain a portfolio that includes literary and interpretive writing as a method of reviewing work with teachers and | |

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| | | | | parents/caregivers | |
| | | | | • Summarize the plot, with assistance | |
| | | | | • Describe the characters and explain how they change, with assistance | |
| | | | | • Describe the setting and recognize its importance to the story, with assistance | |
| | | | | • Draw a conclusion about the work, with assistance | |
| | | | Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. | • Use prewriting strategies, such as semantic webs and Venn diagrams, to organize ideas and information and to plan writing | |
| | | | | • State a main idea, theme, or opinion and provide supporting details | |
| | | | | • Use relevant examples, reasons, and explanations to support ideas | |
| | | | | • Express opinions and make judgments that demonstrate a personal point of view | |
| | | | | • Use personal experiences and knowledge to analyze and evaluate new ideas | |
| | | | | • Analyze and evaluate the author's use of | |

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| | | | | setting, plot, character, rhyme, rhythm, and language in written and visual text | |
| | | | | <ul style="list-style-type: none"> • Use effective vocabulary in persuasive and expository writing events | |
| | | | | <ul style="list-style-type: none"> • Use details from stories or informational texts to predict, explain, or show relationships between information and | |
| | | | | <ul style="list-style-type: none"> • Use ideas from two or more sources of information to generalize about causes, effects, or other relationships | |
| | | | | <ul style="list-style-type: none"> • Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers | |
| | | | Standard 4: Students will read, write, listen, and speak for social interaction. | <ul style="list-style-type: none"> • Share the process of writing with peers and adults; for example, write with a partner | |
| | | | | <ul style="list-style-type: none"> • Respect the age, gender, position, and cultural traditions of the recipient | |
| | | | | <ul style="list-style-type: none"> • Develop a personal voice that enables the reader to get to know the writer | |

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| Unit 1 | | | | <ul style="list-style-type: none"> • Maintain a portfolio that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers | Reading Journals, Teacher Observations |
| | | LISTENING | Standard 1: Students will read, write, listen, and speak for information and understanding. | <ul style="list-style-type: none"> • Acquire information and/or understand procedures | |
| | | | | <ul style="list-style-type: none"> • Identify a main idea, essential details, and supporting details | |
| | | | | <ul style="list-style-type: none"> • Determine a sequence of steps given | |
| | | | | <ul style="list-style-type: none"> • Identify a conclusion that summarizes the main idea | |
| | | | | <ul style="list-style-type: none"> • Interpret information by drawing upon prior knowledge and experience | |
| | | | | <ul style="list-style-type: none"> • Distinguish between fact and opinion, with assistance | |
| | | | | <ul style="list-style-type: none"> • Identify information that is implicit, rather than stated, with assistance | |
| | | | Standard 2: Students will read, write, listen, and speak for literary response and expression. | <ul style="list-style-type: none"> • Identify elements of character, plot, and setting to understand the author’s message or intent | |
| | | | | <ul style="list-style-type: none"> • Compare and contrast ideas of others to own ideas | |

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| | | | | <ul style="list-style-type: none"> • Use note taking and graphic organizers to record and organize information and ideas recalled from stories read aloud | |
| | | | | <ul style="list-style-type: none"> • Identify a character’s motivation, with assistance | |
| | | | Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. | <ul style="list-style-type: none"> • Distinguish between information in media texts, such as live news coverage, and in fictional material, such as dramatic productions | |
| | | | | <ul style="list-style-type: none"> • Form an opinion on a subject on the basis of information, ideas, and themes expressed in presentations, with assistance | |
| | | | Standard 4: Students will read, write, listen, and speak for social interaction. | <ul style="list-style-type: none"> • Respect the age, gender, position, and culture of the speaker | |
| | | | | <ul style="list-style-type: none"> • Listen to friendly notes, cards, longer letters, and personal narratives read aloud to get to know the writer and/or classmates and fellow listeners | |
| | | | | <ul style="list-style-type: none"> • Listen for the tone of voice and content that signal friendly communication | |
| | | SPEAKING | Standard 1: Students will read, write, listen, and speak for information and understanding. | <ul style="list-style-type: none"> • Ask clarifying questions | |

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| | | | | <ul style="list-style-type: none"> • Summarize | |
| | | | | <ul style="list-style-type: none"> • State a main idea with supporting examples and details | |
| | | | | <ul style="list-style-type: none"> • Explain a line of reasoning | |
| | | | | <ul style="list-style-type: none"> • Present a short oral report, using a variety of sources <ul style="list-style-type: none"> - speak loudly enough to be heard by the audience - use gestures appropriate to convey meaning | |
| | | | | <ul style="list-style-type: none"> • Use complete sentences, using age- and content-appropriate vocabulary | |
| | | | | <ul style="list-style-type: none"> • Use logical order in presentations | |
| Unit 1 | | | Standard 2: Students will read, write, listen, and speak for literary response and expression. | <ul style="list-style-type: none"> • Present original works, such as stories, poems, and plays, to classmates | Literacy Centers, Authors Chair, Teacher Observation |
| | | | | <ul style="list-style-type: none"> • Give book reviews | |
| | | | | <ul style="list-style-type: none"> • Describe characters, setting, and plot | |
| | | | | <ul style="list-style-type: none"> • Make inferences and draw conclusions | |
| | | | | <ul style="list-style-type: none"> • Explain cultural and ethnic features in literary texts | |
| | | | | <ul style="list-style-type: none"> • Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates | |
| Unit 1 | | | | <ul style="list-style-type: none"> • Use complete sentences, correct verb tense, age-appropriate vocabulary, and | Teacher Observation of Dramatic Re-Telling of |

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| | | | | logical order in oral presentation | 'Winn-Dixie', Rubric |
| Unit 1 | | | Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. | <ul style="list-style-type: none"> • Discuss the impact of vocabulary, format, illustrations, and titles in evaluating ideas, information, and experiences | Large Group discussions, Teacher observation, Small guided reading groups, KWL Chart, Social Studies in Reading |
| | | | | <ul style="list-style-type: none"> • Express an opinion about school and community issues | |
| | | | | <ul style="list-style-type: none"> • Express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text | |
| Unit 1 | | | | <ul style="list-style-type: none"> • Speak with appropriate rate and volume for the audience | Authors Chair, Buddy Reading, Teacher Observation, Small Guided Reading Groups |
| | | | | <ul style="list-style-type: none"> • Take turns speaking in a group | |
| Morning Meeting | | | Standard 4: Students will read, write, listen, and speak for social interaction. | <ul style="list-style-type: none"> • Respect the age, gender, position, and cultural traditions of the listener when speaking | |
| | | | | <ul style="list-style-type: none"> • Discuss the content of friendly notes, cards, letters, and personal narrative, with a partner or small group, in order to get to know the writer and each other | |
| Morning Meeting | | | | <ul style="list-style-type: none"> • Use the rules of conversation, such as avoid interrupting and respond respectfully | |