

# Public Schools of the Tarrytowns

## *Grade 4 ELA Curriculum*

### *First Trimester*

#### **September**

#### *Launching Reading & Writing Workshops*

Week 1, 4 Weeks

#### Essential Questions:

- What are the expectations of reading workshop?
- What do good readers do?
- What are the main categories of genre?
- What are the components of a good retell?
- What are the expectations and routines for independent reading?
- What strategies does an independent reader use before, during, and after reading a text?
- What do good writers do?
- What are the expectations and routines of writing workshop?
- How does keeping a Writers Notebook serve me as a writer?
- What can go in a Writers Notebook?
- What does a good paragraph look like?
- How do we write a complete sentence?
- Why is a subject and predicate important?

#### Skills

Students will be able to:

- demonstrate reading strategies using the language of comprehension (I predict, I visualize, etc.)
- maintain a reading log
- complete a reading response
- identify genre
- use evidence and/or details from text to respond in reading response journals
- maintain a personal reading list to reflect reading accomplishments
- use ongoing strategies: questioning, making connections, visualizing, predicting, synthesizing, determining importance

- identify literary elements such as setting, plot, and character
- write a topic sentence
- recognize subject and predicate
- explore how letters correspond to sounds
- compare a topic sentence to a concluding sentence
- use legible print and/or cursive writing
- learn proper spelling of content area words
- use legible print and/or cursive writing
- correctly spell words within own writing that have been previously studied or that follow previously studied spelling patterns
- use a variety of spelling resources, such as dictionaries, to support correct spelling
- use the writing process: gathering seed ideas, drafting, revising, editing and publishing
- observe rules of grammar, punctuation, capitalization and spelling

#### Components of the NYS ELA (ongoing)

- \*multiple choice
- \*listening
- \*note taking
- \*visualization (GO - story map)
- \*text structure
- \*write a short response: details, examples, evidence

## October

### *Exploring Character (Reading) & Personal Narrative (Writing)* Week 5, 5 Weeks

#### Essential Questions:

- What are the comprehension strategies that good readers use to understand narrative text?
- What is schema?
- How do readers use their schema before, during, and after reading?
- How do good readers predict and make connections?
- What are characteristics of narrative texts?
- How does exploring the characters of a narrative text help the reader hold onto information across the text?
- How do we learn about characters?
- What can learning about characters teach us about ourselves?
- How do writers get ideas for their writing?

How can writing about personal experiences help us to better understand our world and ourselves?

### Skills

Students will be able to:

- describe character traits of characters in narrative text
- identify the source of information about characters
- follow a character's journey as a means of holding onto the story as they read
- generate seed ideas in their writers notebooks from personal experiences
- choose a seed idea to develop into a draft personal narrative
- Revise writing to include strong leads and ends, add detail, zoom into the heart of the story, and improve their story overall
- edit their writing for capitalization, spelling, and punctuation
- publish a personal narrative
- share their writing with others

## **November**

### *Nonfiction Reading & Personal Essay Writing*

Week 10, 4 Weeks

### Essential Questions:

What are the comprehension strategies good readers use to understand nonfiction texts?

Why do we read nonfiction texts?

How is reading nonfiction different than reading fiction?

How do I determine my purpose for listening, reading, and writing?

Why would a writer choose to write a personal essay?

How do I best convey my point of view?

What do readers use to determine the meaning of unknown words?

### Skills

Students will be able to:

- apply QAR strategies
- determine topic and main idea
- make predictions, draw conclusions, and make inferences within their reading of nonfiction

- adjust rate of reading for nonfiction text
- produce well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story
- identify the difference between narrative and non-narrative writing
- comb their Writers Notebook for non-narrative entries and draft a personal essay
- use narrative entries from the Writers Notebook to generate non-narrative seeds
- Write a personal essay with a thesis statement and supporting evidence
- differentiate between proper and common nouns
- learn proper spelling of content area words
- use legible print and/or cursive writing
- correctly spell words within own writing that have been previously studied or that follow previously studied spelling patterns
- use a variety of spelling resources, such as dictionaries, to support correct spelling
- use the writing process: gathering seed ideas, drafting, revising, editing and publishing
- observe rules of grammar, punctuation, capitalization and spelling