

Fourth Grade English Language Arts
Third Trimester
March 17 – June

March Continued: Exploring Changes in Characters
Adding thoughts and Feelings to Writing

Essential Questions:

What are the different ways we can learn about the characters in the books we read?

How do main characters go through some sort of change or transformation?

How does exploring this change help us to become stronger readers?

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?

Skills:

Students will:

- Identify and define point of view
- Identify the ways in which characters change over time
- Gather text evidence to substantiate this change
- Use this insight into character to begin to explore the author's purpose
- 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

April: The Language of Poetry & Test Prep

Essential Questions:

What inspires us as poets?

How can we write poetry that uses mood and imagery to convey a deeper image?

What are the different forms of poetry?

What message is the author expressing through his/her poetry?

How can studying the yearly language arts test as if it were a genre help us to uncover its predictable elements?

How do we know which reading strategies to use to answer the questions on a test?

How do we craft the best possible answers to writing prompts?

Skills:

Students will:

- Read poetry
- Identify free verse, cinquain, limerick, haiku
- Find topics for poetry in their writers notebooks
- Compare and contrast
- Use figurative language, word relationships, and nuances in word meanings (similes, metaphors, idioms, repetition, pattern, rhyme, alliteration, onomatopoeia, adages, proverbs, antonyms, and synonyms)

- Understand the predictable structure of the test
- Practice key performance strategies associated with multiple choice questions
- Use their knowledge of multiple genres in order to read in search of specific information
- Learn the effective structures with which to craft their responses
- Study the expectations for this type of writing and evaluate their own writing against the expectations

May: Drama - Reading and Making Plays

Essential Questions:

How does drama compare to other forms of literature?

How can we be powerful readers of plays?

Why might a writer choose to write a play, rather than another genre?

How can we use what we have learned about reading plays to help us write our own?

Skills:

Students will:

- Learn the key elements, format, and conventions of the play
- Compare and contrast the play with the chapter book
- Practice reading/performing short skits and phrasing with expression
- Work in small groups to create simple plays
- Develop relationships between characters through active use of dialogue
- Use the formatting and structure of a play in designing their scripts

June: Reflections as Readers and Writers

Essential Questions:

What have I learned about myself as a reader and a writer this year?

What inspires me?

What have I learned about reading across multiple texts as reader?

What have I learned by reading multiple texts and genres that I now can do myself as a writer?

Skills:

Students will:

- Revisit all books read and notice how they have grown or changed as a reader
- Make summer reading plans and share these with their families
- Reflect on their writing this year, noting growth, inspirations, successes, and challenges
- Share their reflections with an audience
- Think across the body of their work, looking for common techniques and influences
- Appreciate the importance of writing during the summer