

Fourth Grade English Language Arts  
Second Trimester  
November 5 – March 16

**November-December:  
Deepening Collaboration: Reading Partners  
Constructing the Literary Essay**

**Essential Questions:**

How can reading and talking together deepen our reading comprehension?  
What is a literary essay?

**Skills:**

Students will be able to:

- Identify important topics in their reading that will make for a richer conversation
- Will listen well to their partners, incorporating a different perspective into their understanding of the text
- Stay on topic and talk long and strong- building stamina and substance into conversations
- Speak across a variety of texts and genres
- Understand the purpose of the literary essay
- Understand one structure for writing a literary essay
- Understand that all literary criticism requires the writer to use examples from the text
- Appreciate the writing process of planning/drafting, revising and editing
- Correctly spell words within own writing that have been previously studied or that follow previously studied spelling patterns
- Observe rules of grammar, punctuation, capitalization, and spelling

**First ½ of January: Understanding Pausing Punctuation in  
Reading & Writing**

**Essential Questions:**

Why do writers use punctuation inside of sentences?

What is this punctuation asking readers to do?

How can we take what we are learning about punctuation in reading and apply it to our own writing?

How will this understanding help us to become more powerful writers?

**Skills:**

Students will:

- Review and expand upon their understanding of the comma
- Discover and discriminate between the em-dash, the colon, and the semicolon
- Apply this understanding of pausing punctuation to their phrasing and fluency
- Use this growing knowledge to improve comprehension
- Use the comma properly in a series
- Apply their growing understanding of commas to set off phrases and clauses
- Apply their growing understanding of using a comma and a coordinating conjunction to join two sentences
- Experiment with using other forms of pausing punctuation in intentional ways

**Second ½ January-February: Navigating Non-Fiction & Informational Articles**

**Essential Questions:**

What do we wonder about in world?

What does it mean to conduct research?

How can we share our newfound knowledge with an audience?

What does powerful informational text include?

How can we use non-fiction's structure, purpose, and features to help us understand it?

How can we use the question-and-answer structure and features of non-fiction writing to share information with others?

How will I locate information?

How will visualizing help me to understand factual text?

What kind of questions should I be asking when reading factual text?

What are the elements of factual text?

How do I write a report?

How do writers gather information to write a report?

How do writers take notes?

How do graphic organizers help us to organize information for writing?

## **Skills:**

### **Students will be able to:**

- Understand the difference between fiction and nonfiction
- Use non fiction text features to gather information while reading: glossary, index, captions, table of contents, bold and italicized words
- Understand that nonfiction writers create texts with factual information that informs and engages readers
- Understand various structures of nonfiction texts, including those of all-about, how-to, question and answer, and narrative picture books
- Understand the features of nonfiction texts, including use of print, headings in the form of a question, sidebars for information, and captions for graphics, and use in their writing
- Create an original piece of nonfiction text
- Use graphic organizers to represent factual text
- Use a KWL chart
- Use text features to locate information in text
- Ask questions before, during and after reading
- Read to locate answers
- Predict word meaning using context clues and background knowledge
- Use QAR strategies
- Read non fiction articles
- Take notes
- Write a report
- Sketch to organize writing  
Share ideas for writing ideas
- Write a paragraph using a topic sentence and conclusion sentence
- Create and label a diagram
- Understand specific content vocabulary
- Sequence information
- Use the writing process
- Use legible print writing
- Correctly spell words within own writing that have been previously studied or that follow previously studied spelling patterns
- Observe rules of grammar, punctuation, capitalization, and spelling

## **March: 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