4th Grade ELA Course Information

Module	Study Module Topics	Estimated Time
Module 1	A Great Heart	Quarter 1
Module 2	Extreme Settings	Quarter 2
Module 3	The Redcoats are Coming	Quarter 3
Module 4	Myth Making	Quarter 4

Primary Resources:
- Wit & Wisdom Grade 4
- Ohio's Fourth Grade ELA Learning Standards: Ohio Department of Education (2017)
- Ohio's Fourth Grade ELA Model Curriculum: Ohio Department of Education (2018)
- MegaWords
- Heggerty Bridge the Gap Phonemic Awareness: Dr. Michael Heggerty

Supplemental Resources
- Lexia
- RazKids

Grade 4 Module 1: A Great Heart	
Summary	The heart: a literal muscle that sustains human life and a figurative center of emotion, love, and desire. In Grade 4 Module 1, A Great Heart, students explore, challenge, and explain these various meanings of the word heart.
Essential Question	What does it mean to have a great heart, literally and figuratively?
Knowledge Goals	● Explain why Clara Barton, Helen Keller, and Anne Frank could each be said to have had a great heart, figuratively. ● Explain what makes a human heart great, or healthy. ● Identify people or characters who have a figurative great heart because they are generous, courageous, or heroic.
Reading Goals	● Define a figurative great heart by synthesizing textual details from biographies. (RI.4.2) ● Determine the main idea and details of both shorter and longer sections of texts about the heart. (RI.4.2) ● Interpret information presented visually in text features, and explain how the information contributes to an understanding of the text. (RI.4.7) ● Make inferences about characters and events based on details in a literary text. (RL.4.1) ● Explain the structure and meaning of poems. (RL.4.5)
Writing Goals	● Create a focus statement about a famous person, and support it with textual details. (W.4.2, W.4.8, W.4.9) ● Practice integrating paraphrased and quoted evidence from informational and literary texts into a single-paragraph informative/explanatory response. (W.4.8, W.4.9) ● Write an essay describing the figurative and literal uses of the term great heart, citing textual evidence as support. (W.4.2, W.4.8, W.4.9) ● Write summaries of narratives and poems. (W.4.2, W.4.8)
End of Module Task	Writing Type: Informative Students write an essay that synthesizes evidence from multiple literary and informational texts to explain the figurative and literal meanings of the term great heart. *Possible use of Restart Readiness OST Writing Checkpoints: Informational (after Module ends)
Core Texts	● Novel (Literary) - Love That Dog, Sharon Creech ● Scientific Text (Informational) - The Circulatory Story, Mary K. Corcoran; Illustrations, Jef Czekaj
Word Study	Megawords Book 1 ● List 1: Compound Words ● List 2: VC/CV closed syllables

	● List 3: VC/CV silent-e syllables ● List 4: VC/CV r-controlled syllables
Additional Resources	Content Connections Volume of Reading Book List and Additional Texts (see Module 1)

Grade 4 Module 2: Extreme Settings	
Summary	What makes an environment extreme? What does it take to survive in the wilderness? What do people's thoughts and actions reveal about their character? Students will explore the answers to these questions as they develop an understanding of the relationship between nature and humans.
Essential Question	How does a challenging setting or physical environment change a person?
Knowledge Goals	- Identify elements of an extreme setting or environment. - Infer and describe the effect an extreme setting has on a character or speaker in a story or poem. - Infer and describe the characteristics that help a person overcome the challenges of an extreme setting. - Identify and describe different techniques used to survive in the wilderness.
Reading Goals	- Explain how a setting impacts characterization and plot in a story. (RL.4.1, RL.4.3) - Refer to details in a text when describing the elements of an extreme setting or environment and how they affect a person. (RL.4.1, RI.4.1) - Explain the theme of a story or poem using details from the text. (RL.4.1, RL.4.2) - Describe in depth a character, setting, or event in a story, drawing on specific details in the text. (RL.4.1, RL.4.3) - Describe how a character changes throughout a story in response to the setting. (RL.4.3) - Describe the overall structure of events, ideas, or concepts in an informational text. (RI.4.5)
Writing Goals	- Write narrative texts in the form of thought shots, exploded moments, and short stories to develop imagined experiences using effective techniques, descriptive details, and clear event sequences. (W.4.3, W.4.4, W.4.5) - Orient the reader by establishing a situation and describing characters. (W.4.3.a) - Incorporate dialogue effectively into narrative writing to show the responses of characters to situations. (W.4.3.b, L.4.2.b) - Describe characters, settings, and events using precise word choice and sensory detail. (W.4.3, L.4.3) - Use transitional words and phrases to manage the sequence of events in narrative writing. (W.4.3.c) - Write informational texts to summarize knowledge gained through reading. (W.4.2)
End of Module Task	Writing Type: Narrative Students create their own survival stories by using knowledge built from the module's texts to explain how they would survive being stranded on a mountain.

Core Texts	- Novel (Literary)
	   - Hatchet, Gary Paulsen
	- Short Story (Literary)
	   - "All Summer in a Day," Ray Bradbury
	- Scientific Text (Informational)
	   - Mountains, Seymour Simon
	   - SAS Survival Handbook: The Ultimate Guide to Surviving Anywhere, John "Lofty" Wiseman
	- Poems
	   - "Dust of Snow," Robert Frost
	   - "Stopping by Woods on a Snowy Evening," Robert Frost

Word Study	Megawords Book 1 - List 5: V/CV open syllables - List 6: VC/V open syllables - List 7: /Cle consonant+le syllables - List 8: V/V
Additional Resources	Content Connections Volume of Reading Book List and Additional Texts (see Module 2)

Grade 4 Module 3: The Redcoats are Coming	
Summary	The American Revolution is a foundation for the instruction of American history. Teaching students to view the events of this era with a critical eye is an important step in advancing their reading skills and their understanding of history.
Essential Question	Why is it important to understand all sides of a story?
Knowledge Goals	- Taxes, housing British soldiers, and the control of freedoms led to the American Revolution by the American colonists against the British government. - American colonists had three main stances: they supported King George, they opposed his rule, or they were neutral in regard to the conflict. - The American colonists created secret organizations including the Sons of Liberty to spread news about the happenings in the colonies and to defend themselves against the British army. - Americans declared independence from Great Britain and then fought many bloody battles over eight years to eventually win their freedom. - The war impacted everyone from soldiers to farmers to shopkeepers. - Multiple perspectives on events related to the American Revolution existed and impact our understanding of the conflict. - American Patriots demonstrated an unwavering strength and spirit despite horrific conditions and terrible odds to defeat the most powerful army in the world.
Reading Goals	- Refer to details and examples from both literary and informational texts when explaining key points about the American Revolution. (RL.4.1, RI.4.1) - Determine themes in literary texts, as well as summarize the text. (RL.4.2) - Compare and contrast different points of view of the same event including the difference between first- and third-person narrations. (RL.4.6) - Explain the difference between point of view and perspective in relation to understanding texts about the American Revolution. (RL.4.6, RI.4.3) - Explain historical events related to the American Revolution including what happened and why, based on specific information in a text. (RI.4.3) - Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8)
Writing Goals	- Write explanatory essays on topics about the American Revolution supporting a focus statement with text evidence and explanations. (W.4.2, W.4.8) - Write opinion essays on topics and texts related to the American Revolution, supporting a point of view with reasons and textual evidence. (W.4.1) - Integrate information from two texts on the same topic related to the American Revolution in order to write or speak knowledgeably about the topic. (W.4.9, SL.4.1.a) - Use technology, including the internet, to research a topic related to the American Revolution, and then produce and publish writing that is shared electronically. (W.4.6) - Conduct short research to build knowledge about the American Revolution. (W.4.7, W.4.8)

End of Module Task	Writing Type: Opinion
	Students write an opinion essay to explain their views on whether the patriots were justified in fighting for independence from Britain. *Possible use of Restart Readiness OST Writing Checkpoints: Opinion (after Module ends)
Core Texts	- Novel (Literary) - Woods Runner, Gary Paulsen - Picture Book (Literary) - The Scarlet Stockings Spy, Trinka Hakes Noble - Poetry - Colonial Voices: Hear Them Speak, Kay Winters - Historical Account (Informational) - George vs. George: The American Revolution as Seen from Both Sides, Rosalyn Schanzer
Word Study	Megawords Book 2: - List 9: ly, ty, ful, ment, fully, ness, some, less, s, es (suffixes) - List 10: ing, er, est, en, ish, y (suffixes) - List 11: Three sounds of ed (suffixes)
Additional Resources	Content Connections Volume of Reading Book List and Additional Texts (see Module 3)

Grade Module :	
Summary	Through the lens of a masterful contemporary novel inspired by Greek mythology, this module teaches students about the relevance of mythology and the power of stories to convey important life lessons.
Essential Question	What can we learn from myths and stories?
Knowledge Goals	- Describe the characteristics of myths. - Explain how people from different cultures used myths and stories to understand unexplained aspects of the natural world and to teach morals. - Recognize how words in our English language originated from the characters and events in Greek and Roman mythology. - Explain similarities and differences in how myths from different cultures teach similar lessons.
Reading Goals	- Determine the meaning of words and phrases as related to significant characters in mythology and explain word origins based in Greek and Roman myths. (RL.4.4, L.4.4) - Identify the differences in the structural elements of prose, poetry, and drama. (RL.4.5) - Compare and contrast similar themes and topics in myths and stories from different cultures. (RL.4.9) - Make connections between the written version of a myth and a visual representation of the myth in order to identify specific descriptions and directions in the text shown in the visual representation. (RL.4.7) - Integrate information from two texts about mythology in order to write or speak about them knowledgeably. (RI.4.9) - Recognize examples of an author's craft—such as a story within a story—to help a reader understand a character more deeply. (RL.4.3)
Writing Goals	- Practice integrating paraphrased text evidence into a single-paragraph informative/explanatory response. (W.4.8, W.4.9) - Compare and contrast the treatment of similar themes and topics in myths and stories from different cultures. (W.4.2, W.4.9) - Write an informative/explanatory essay that synthesizes information from multiple texts about mythology, and develops effective elements of an essay. (W.4.2, W.4.4, W.4.8, W.4.9) - Incorporate feedback from teacher and peers to refine and polish main ideas, organization, and use of transitions. (W.4.5)
End of Module Task	Writing Type: Informative Students write an essay to explain two themes of myths and stories by using evidence from multiple informational and literary texts.
Core Texts	- Drama (Literary) - Pushing Up the Sky: Native American Plays for Children, Joseph Bruchac

	● Historical Account (Informational) 　　○ Understanding Greek Myths, Natalie Hyde ● Myth (Literary) 　　○ Gifts from the Gods: Ancient Words & Wisdom from Greek & Roman Mythology, Lise Lunge-Larsen ● Novel (Literary) 　　○ Walk Two Moons, Sharon Creech
Word Study	Megawords Book 2: ● List 12: Vowel suffixes ● List 13: Re, de, ex, pre, per, sub, un, in, pro (prefixes) ● List 14: inter, o, trans, con, dis, mis, ad, ab, ob (prefixes)
Additional Resources	Content Connections Volume of Reading Book List and Additional Texts (see Module 4)