These are **sample units** organized for the year. Use the [guide](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?sfvrsn=5) for adapting and/or creating your own units using a similar format.

**English Language Arts/Literacy**

**Grade 4 Year-at-a-Glance (SAMPLE)**

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| --- | --- | --- | --- | --- |
| **Year-Long Focus** | [**Unit One**](#Lightning)  (pg. 2) | [**Unit Two**](#AmericanRevolution)  (pg. 3) | [**Unit Three**](#PushingUptheSky)  (pg. 4) | [**Unit Four**](#Hurricanes)  (pg. 5) |
| **Build students’ knowledge:**  Illustrate how knowledge builds through texts within and across grades | *The Lightning Thief*, Rick Riordan (Literary) | *If You Lived at the Time of the American Revolution*, Kay Moore (Informational) | *Pushing Up the Sky: Seven Native American Plays for Children*, Joseph Bruchac (Literary) | *Hurricanes: Earth’s Mightiest Storms*, Patricia Lauber (Informational, [Appendix B](http://www.corestandards.org/assets/Appendix_B.pdf) Exemplar) |
| Students learn how folktales and storytelling often use the same kind of story structure (i.e., the quest). They also learn how traditional literature influences our current lives. | Students learn more about our country, its founding principles, and the choices colonists had to make during the American Revolution. They learn that common ground can be reached despite differing points of view. | This set builds on previous units to focus on the performance aspect of storytelling. Students will learn that people share common stories and traditions and storytelling is a way of transmitting knowledge. | Students learn about oral histories in Louisiana in relation to hurricanes, including the social and environmental effects of the storms. This set builds on the ideas of storytelling, this time as a way of preserving history. |
| [**Increase text complexity**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?Status=Temp&sfvrsn=2)**[[1]](#footnote-1):**  Illustrate how text complexity increases within and across grades | The readability of the anchor text measures toward the beginning of the grades 4-5 band. The related texts range in complexity. | There is a range of text complexity within the set. The anchor falls in the grades 4-5 band, and one of the related texts is more complex. | The readability of plays is not reliably determined. The related texts are at the middle to higher end in complexity to support students reading more complex text in the next unit. | The anchor text is an exemplar from Appendix B of the CCSS. The related texts range in complexity. |
| **Integrate standards around texts:**  Provide multiple opportunities for students to develop their literacy | The PARCC Model Content Frameworks provide an overview of how the standards can be integrated and centered around the reading of complex texts. The frameworks include:   * A [sample visual](http://www.parcconline.org/mcf/english-language-artsliteracy/structure-model-content-frameworks-elaliteracy) of how a year might be organized, * An [overview](http://www.parcconline.org/mcf/english-language-artsliteracy/model-content-framework-elaliteracy-grade-4) of the Common Core State Standard expectations in grade 4, * [Writing standards progression](http://www.parcconline.org/mcf/english-language-artsliteracy/writing-standards-progression-grade-3-grade-4) from grade 3 to grade 4, and * [Speaking and Listening standards progression](http://www.parcconline.org/mcf/english-language-artsliteracy/speaking-and-listening-standards-progression-grade-3-grade-4) from grade 3 to grade 4. | | | |

**Grade 4 English Language Arts/Literacy Year-in-Detail (SAMPLE)**

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| --- | --- | --- | --- | --- |
| **Unit One**  **(**[**Sample Tests, Tasks, and aligned standards**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/unit-plan---english-language-arts-grade-4-sample-(pdf).pdf?sfvrsn=4)**)** | **Anchor Text**  *The Lightning Thief*, Rick Riordan (Literary) | **Related Texts**  *Literary Texts*   * “The Face in the Pool” and “The Weaving Contest” from *Favorite Greek Myths*, Mary Pope Osborne * “The Mares of Diomedes” and “Procrustes and His Magic Bed” from *Legends: Heroes and Villains*, Anthony Horowitz * “Heracles” and “The Wild and Vulgar Centaurs” from *D’Aulaires’ Book of Greek Myths*, Ingri and Edgar Parin D’Aulaire * Chapters 3, 4, 5, 6, 8, 10, and 11 of *Where the Mountain Meets the Moon*, Grace Lin ([Appendix B](http://www.corestandards.org/assets/Appendix_B.pdf) Exemplar)   *Nonprint Texts (e.g., Media, Website, Video, Film, Music, Art, Graphics*   * Clips from *Percy Jackson & The Olympians: The Lightning Thief*, Chris Columbus (Film) * Clips from *Hercules*, Ron Clements and John Musker (Disney Film) | **Unit Focus**  Students build on their knowledge of folktales, this time focusing on the quest motif. Students come to understand how literature helps us to make sense of the world around us, and how literature from the past influences our current lives and contemporary stories. | **Possible[[2]](#footnote-2)** [**Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) |
| **Reading**  RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.7, RL.4.9, RL.4.10 |
| **Text Complexity Rationale**  The readability of the anchor text measures toward the beginning of the 4-5 grade band. The related texts range in complexity to support students to read more complex texts in the next unit. Students may need scaffolding with some of the vocabulary and references to Greek mythology. For example, teachers can chorally read text with students on the first read and/or create a structure for working in collaborative groups with close monitoring. | **Reading Standards: Foundational Skills [[3]](#footnote-3)**  RF.4.3a, RF.4.4a-c |
| **Sample Research [[4]](#footnote-4)**  Students investigate how myths affect us today by collecting stories, speeches, poems, videos, commercials, movies, and/or other texts that reference or allude to mythology in order to share, define, clarify, etc. topics that are relevant in today’s world. Students will share their findings with the class in a formal presentation. | **Writing**  W.4.2a-e, W.4.3a-e, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9a-b, W.4.10 |
| **Speaking and Listening**  SL.4.1a-d, SL.4.2, SL.4.4, SL.4.6 |
| **Language**  L.4.1e-g; L.4.2a-d; L.4.3c, L.4.4a-c; L.4.5b-c; L.4.6 |
| **Possible Teacher Resources**  Another possible text - *Spirited Away*, Hayao Miyazaki (Animated Film). This film is another quest in which the main character is a child. It could be viewed while students prepare for the Extension Task as another example of how different cultures share common patterns in literature (RL.4.9)) | | | |

**Grade 4 English Language Arts/Literacy Year-in-Detail, cont. (SAMPLE)**

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| **Unit Two** | **Anchor Text**  *If You Lived at the Time of the American Revolution*, Kay Moore  ([Sample questions](http://www.achievethecore.org/file/674))  ([Sample writing lesson/task](http://www.vermontwritingcollaborative.org/images/Grade4/Gr%204%20American%20Revolution.docx)) | **Related Texts**  *Literary Texts*   * Excerpts from *My Brother Sam is Dead*, James Lincoln Collier and Christopher Collier (Read Aloud) * *Katie’s Trunk*, Ann Turner ([Sample questions](http://www.achievethecore.org/file/704)) * *When Mr. Jefferson Came to Philadelphia: What I Learned of Freedom, 1776*, Ann Turner   *Informational Texts*   * *Liberty!: How the Revolutionary War Began*, Lucille Recht Penner * *Those Rebels, John and Tom*, Barabara Kerley * *George vs. George: The American Revolution As Seen from Both Sides*, Rosalyn Schanzer (Read Aloud) * *Nonprint Texts (e.g., Media, Internet, Video, Film, Music, Art, Graphic)* * “[Military Perspectives](http://www.pbs.org/ktca/liberty/perspectives_military.html),” PBS.org | **Unit Focus**  Students will learn about the American Revolution and evaluate the decisions and choices colonists had to make leading up to and during their fight for freedom from England. Students will explore the idea of “taking sides” and how, despite having different points of view about an issue or a situation, those engaged in debate can still share common ground. This set connects to social studies. | **Possible[[5]](#footnote-5)** [**Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) |
| **Reading**  RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.6, RL.4.7, RL.4.10  RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.8, RI.4.9, RI.4.10 |
| **Text Complexity Rationale**  The text complexity of the anchor text measures in the 4-5 grade band. There is a range of text complexity within the related texts. *George vs. George* has a higher readability level and should be read aloud, along with providing additional scaffolding for students. Engaging students with a challenging text with teacher support gives students opportunities to expand their knowledge of language (vocabulary and syntax) beyond what they are able to read on their own. | **Reading Standards: Foundational Skills [[6]](#footnote-6)**  RF.4.3a, RF.4.4a-c |
| **Sample Research**  Assign students a side (Patriot or Loyalist) and have them investigate their side’s stance on teacher identified issues. They can use the texts read in class as well as Internet or library research. Then have students engage in a debate in which each side presents their information, allowing the opposing side to ask questions. Each team is to keep track of the reasons and evidence presented by the opposing team. After the “debate,” have students write an essay that explains their own personal point of view about the American Revolution based on the information gained from the debate and texts read in class. | **Writing**  W.4.1a-d, W.4.2a-e, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9a-b, W.4.10 |
| **Speaking and Listening**  SL.4.1a-d, SL.4.3, SL.4.4, SL.4.5, SL.4.6 |
| **Language**  L.4.1a, c-g; L.4.2a-d; L.4.3a-c; L.4.4a-c; L.4.5a-c, L.4.6 |

**English Language Arts/Literacy Grade 4 Year-in-Detail, cont. (SAMPLE)**

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| **Unit Three** | **Anchor Text**  *Pushing Up the Sky: Seven Native American Plays for Children*, Joseph Bruchac (Literary)  ([Sample writing lesson/task](http://www.vermontwritingcollaborative.org/images/Grade3/Gr%203-4%20Native%20American%20Stories.docx)) | **Related Texts**  *Literary Texts*   * Excerpts from the following collections of stories: * *Her Stories*, Virginia Hamilton * *Zlateh The Goat and Other Stories,* Isaac Bashevis Singer ([Appendix B](http://www.corestandards.org/assets/Appendix_B.pdf) Exemplar) ([Sample questions](http://www.achievethecore.org/file/634)) * *Cajun Folktales* or *Haunted Bayou*, J.J. Renaux * *How and Why Stories for Readers Theatre*, Judy Wolfman (Drama) * *American Tall Tales*, Mary Pope Osborne and Michael McCurdy * [*Just So Stories*](http://etc.usf.edu/lit2go/79/just-so-stories/), Rudyard Kipling   *Informational Texts*   * “[The Role of Story Telling](http://www2.si.umich.edu/chico/UMS/Drummers/storytelling.html)” from Cultural Heritage Initiative for Community Outreach * “[Vanishing Cultures](http://ngexplorer.cengage.com/pathfinder/1105/teachers.html)” from *National Geographic Explorer*, Pathfinder Edition, May 2011 * “[Storytelling Provides a Means of Transmitting Culture, History](http://www.dailytarheel.com/article/2001/04/storytelling_provides_a_means_of_transmitting_culture_history)” from *The Daily Tar Heel*, Diana Cunningham * “[Using Oral Traditions to Improve Verbal and Listening Skills: Parts I, II, and III](http://www.yale.edu/ynhti/curriculum/units/2005/1/05.01.06.x.html#b)” from Yale-New Haven Teachers Institute, Joanne Pompano | **Unit Focus**  Students learn that storytelling is a performance art that also transmits knowledge about cultures and life. Through reading different tales from various cultures, students are able to compare and contrast similar themes, topics, and patterns of events to learn that despite different cultures and backgrounds, people share common stories and traditions. These universal messages help build character and community and keep cultures alive. | **Possible[[7]](#footnote-7)** [**Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) |
| **Reading**  RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RL.4.7, RL.4.9, RL.4.10  RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.7, RI.4.9 |
| **Text Complexity Rationale**  Since the anchor text is a collection of plays, the readability cannot be reliably determined; however, the content is appropriate for grade 4. The related texts are from the middle to higher end of the 4-5 grade band to support students in reading a more complex anchor text in the next unit. | **Reading Standards: Foundational Skills [[8]](#footnote-8)**  RF.4.3a, RF.4.4a-c |
| **Sample Research**  Students investigate different cultures of the folktales read in class, as well as the different techniques, methods, and versions of storytelling. They will then select a story to perform for the class (individually or in various sized groups), using props, visual displays (can include costumes), and/or audio recordings. After their performance, students will lead a discussion about how they interpreted the tale in the performance. | **Writing**  W.4.1a-d, W.4.2a-e, W.4.3a-e, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9a-b, W.4.10 |
| **Speaking and Listening**  SL.4.1a-d, SL.4.2, SL.4.4, SL.4.5, SL.4.6 |
| **Language**  L.4.1a-g, L.4.2a-d, L.4.3a-c, L.4.4a-c, L.4.5a-c; L.4.6 |
| **Possible Teacher Resources**  “[Narratives: Doorways to our Communities](http://archive.fieldmuseum.org/culturalconnections/exploring_narrative.asp),” *Cultural Connections*, Center for Cultural Understanding and Change  “The Role of Oral Tradition,” “Types of Oral Traditions” and “Storytelling,” [*Indian Country Wisconsin*](http://www.mpm.edu/wirp/icw-14.html) | | | |

**Grade 4 English Language Arts/Literacy Year-in-Detail, cont. (SAMPLE)**

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| --- | --- | --- | --- | --- |
| **Unit Four** | **Anchor Text**  *Hurricanes: Earth’s Mightiest Storms*, Patricia Lauber (Informational, [Appendix B](http://www.corestandards.org/assets/Appendix_B.pdf) Exemplar) | **Related Texts**  *Literary Texts*   * Excerpt from *My Louisiana Sky*, Kimberly Willis Holt * Excerpts from *Ninth Ward*, Jewell Parker Rhodes * “[Providence](http://www.poets.org/viewmedia.php/prmMID/19653),” Natasha Trethewey   *Informational Texts*   * *Letters from Katrina: Stories of Hope and Inspiration*, Mark Hogg and Kim Lemaire * *Hurricanes!*, Gail Gibbons * “[Hurricane Myths: Fact or Fiction](http://foxnewsinsider.com/2011/08/25/hurricane-myths-fact-or-fiction/)” (*Fox News Insider*) * Oral Histories from Louisiana Hurricanes: [Audrey](http://www.americanpress.com/remembering-audrey), [Katrina 1](http://oralhistory.blogs.lib.lsu.edu/2010/08/27/we-watched-everything-wash-away-storm-stories-pt-2-hurricane-katrina/), [Katrina 2](http://www.npr.org/templates/story/story.php?storyId=5705026), [Katrina 3](http://thisibelieve.org/essay/102271/), [Katrina and Rita](http://hurricanearchive.org/) * “[1965: Hurricane Betsy Smashes Ashore Near New Orleans](http://www.nola.com/175years/index.ssf/2011/12/1965_hurricane_betsy_smashes_a.html)” (*NOLA.com*) * “[Weather-ology: The Hurricane’s Hundred Horrible Hands](http://www.farmersalmanac.com/weather/2012/08/13/weather-ology-the-hurricanes-hundred-horrible-hands/),” Jamie McLeod   *Nonprint Texts (e.g., Media, Website, Video, Film, Music, Art, Graphics*   * *A Tale of God’s Will: A Requiem for Katrina*, Blanchard (Music) * *Katrina Through the Eyes of Children:* [Art/Photo Gallery](http://www.katrinaexhibit.org/photoalbum/index.htm) | **Unit Focus**  Students will learn about oral history and its role in Louisiana, how those oral histories reflect the culture of Louisiana, and give insight into historical events. This set builds on storytelling as a way to transmit knowledge. Students will learn that history involves the sharing of memories and the value and difference of firsthand and secondhand accounts. Students will also discover the environmental and social impacts of weather. This can connect to social studies and science. | **Possible[[9]](#footnote-9)** [**Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) |
| **Reading**  RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6  RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10 |
| **Text Complexity Rationale**  The anchor text is an exemplar from Appendix B of the CCSS. The related texts range in complexity—some fall within the 4-5 grade band, while others will challenge students (i.e, the oral histories), and will require some scaffolding for students, including reading the texts aloud. | **Reading Standards: Foundational Skills [[10]](#footnote-10)**  RF.4.3a, RF.4.4a-c |
| **Writing**  W.4.1a-d, W.4.2a-e, W.4.3a-e, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9a-b, W.4.10 |
| **Sample Research**  Students select a hurricane that affected the coast of Louisiana and research facts about the events leading up to and the results following landfall. Then have them compare a firsthand account from oral history or interviews with family members with secondhand accounts through newspaper, Internet, or other formats. | **Speaking and Listening**  SL.4.1a-d, SL.4.2, SL.4.4, SL.4.6 |
| **Language**  L.4.1c, e-g; L.4.2a-d; L.4.3a-c; L.4.4a-c; L.4.5c; L.4.6 |
| **Possible Teacher Resources**  <http://www.weather.gov/>, <http://www.weatherwizkids.com/>, and “[Hurricanes in History](http://www.nhc.noaa.gov/outreach/history/)” (*National Hurricane Center*), and *Katrina Through the Eyes of Children:* [Video](http://www.katrinaexhibit.org/project_dvd.htm) | | | |

1. By the end of grade 4, students should demonstrate the ability to read and understand texts in the 4-5 grade band proficiently, with scaffolding as needed at the high end of the range (RL.4.10, RI.4.10, RF.4.4a-c). This plan provides direction for whole-class instruction with opportunities for student collaboration and rereading of whole-class texts. Small-group literacy instruction in grade 4 should build student proficiency with reading grade-level texts, and might involve: for weaker readers—continued work with the [reading foundational skills](http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf) and reading of related leveled readers (not an easier version of the whole-class text); for on-level readers—continued support for students in reading the whole-class text (i.e., additional readings of specific passages with scaffolding text-dependent questions); or for advanced readers—extension work with more challenging texts. Students should also engage in regular independent reading of self-selected texts and books written at their independent reading level. Click [**here**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?Status=Temp&sfvrsn=2) for guidance on determining text complexity. [↑](#footnote-ref-1)
2. For support in integrating and centering standards around the reading of complex texts, refer to the [Grade 4 ELA/Literacy PARCC Model Content Framework](http://www.parcconline.org/mcf/english-language-artsliteracy/model-content-framework-elaliteracy-grade-4). For support in selecting which standards to teach with each text, refer to the [Appendix of the Grade 4 Unit One Sample Plan in the Louisiana Believes Teacher Toolbox](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/unit-plan---english-language-arts-grade-4-sample-(pdf).pdf?sfvrsn=4). For information about how these standards will be assessed statewide in 2013-14, refer to the [Grade 4 Assessment Guidance 2013-2014 document](http://www.louisianabelieves.com/docs/assessment-2013-2014/guide-assessment-structure-13-14-grade-4-english-language-arts.pdf?sfvrsn=11). [↑](#footnote-ref-2)
3. The listed Reading Standards: Foundational Skills are suggested for whole-class instruction using portions of the whole-class texts. Systematic and explicit instruction of the reading foundational skills based on student needs should occur through small-group instruction and be formally assessed at various points throughout the year. [↑](#footnote-ref-3)
4. “Sample Research” refers to student-led inquiry activities (as recommended with [each module/unit on the PARCC Model Content Frameworks](http://www.parcconline.org/mcf/english-language-artsliteracy/research-project-0)). These extension tasks allow students to make connections with texts and should be done AFTER students have read, written, and spoken about each individual text and demonstrated their understanding of the text. Multiple text-dependent reading and writing performance tasks are expected prior to the Sample Research task. [↑](#footnote-ref-4)
5. For support in integrating and centering standards around the reading of complex texts, refer to the [Grade 4 ELA/Literacy PARCC Model Content Framework](http://www.parcconline.org/mcf/english-language-artsliteracy/model-content-framework-elaliteracy-grade-4). For support in selecting which standards to teach with each text, refer to the [Appendix of the Grade 4 Unit One Sample Plan in the Louisiana Believes Teacher Toolbox](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/unit-plan---english-language-arts-grade-4-sample-(pdf).pdf?sfvrsn=4). For information about how these standards will be assessed statewide in 2013-14, refer to the [Grade 4 Assessment Guidance 2013-2014 document](http://www.louisianabelieves.com/docs/assessment-2013-2014/guide-assessment-structure-13-14-grade-4-english-language-arts.pdf?sfvrsn=11). [↑](#footnote-ref-5)
6. The listed Reading Standards: Foundational Skills are suggested for whole-class instruction using portions of the whole-class texts. Systematic and explicit instruction of the reading foundational skills based on student needs should occur through small-group instruction and be formally assessed at various points throughout the year. [↑](#footnote-ref-6)
7. For support in integrating and centering standards around the reading of complex texts, refer to the [Grade 4 ELA/Literacy PARCC Model Content Framework](http://www.parcconline.org/mcf/english-language-artsliteracy/model-content-framework-elaliteracy-grade-4). For support in selecting which standards to teach with each text, refer to the [Appendix of the Grade 4 Unit One Sample Plan in the Louisiana Believes Teacher Toolbox](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/unit-plan---english-language-arts-grade-4-sample-(pdf).pdf?sfvrsn=4). For information about how these standards will be assessed statewide in 2013-14, refer to the [Grade 4 Assessment Guidance 2013-2014 document](http://www.louisianabelieves.com/docs/assessment-2013-2014/guide-assessment-structure-13-14-grade-4-english-language-arts.pdf?sfvrsn=11). [↑](#footnote-ref-7)
8. The listed Reading Standards: Foundational Skills are suggested for whole-class instruction using portions of the whole-class texts. Systematic and explicit instruction of the reading foundational skills based on student needs should occur through small-group instruction and be formally assessed at various points throughout the year. [↑](#footnote-ref-8)
9. For support in integrating and centering standards around the reading of complex texts, refer to the [Grade 4 ELA/Literacy PARCC Model Content Framework](http://www.parcconline.org/mcf/english-language-artsliteracy/model-content-framework-elaliteracy-grade-4). For support in selecting which standards to teach with each text, refer to the [Appendix of the Grade 4 Unit One Sample Plan in the Louisiana Believes Teacher Toolbox](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/unit-plan---english-language-arts-grade-4-sample-(pdf).pdf?sfvrsn=4). For information about how these standards will be assessed statewide in 2013-14, refer to the [Grade 4 Assessment Guidance 2013-2014 document](http://www.louisianabelieves.com/docs/assessment-2013-2014/guide-assessment-structure-13-14-grade-4-english-language-arts.pdf?sfvrsn=11). [↑](#footnote-ref-9)
10. The listed Reading Standards: Foundational Skills are suggested for whole-class instruction using portions of the whole-class texts. Systematic and explicit instruction of the reading foundational skills based on student needs should occur through small-group instruction and be formally assessed at various points throughout the year. [↑](#footnote-ref-10)