

The Fourth Grade Team  
Welcomes You to:

Curriculum Afternoon  
2020-2021

# Agenda

- Writing
- Reading
- Math
- Research

# Writing Video

<http://somup.com/cY6YF9I7oq>

# Writing Units

## Unit 1: The Arc of the Story: Writing Realistic Fiction

In this unit students create coherent characters with characteristics that fit together in ways that seem believable. Writers start by gathering entries that develop the character thinking especially about a character's wants and needs. Usually a storyline emerges out of the intersection of a character's motivation and the obstacles that get in the way.

## Unit 2: The Literary Essay: Writing about Fiction

This unit focuses on the idea that to become strong writers, students not only need to learn more about *writing*: they also need to learn more about *reading*. They'll learn to notice the details in a text, to appreciate that authors choose the setting, objects, words, metaphors, and characters they put into their texts for reasons, and therefore, readers are wise to read, asking, "*Why might this author have made this decision?*" Students will make claims about their books and learn to create structured, compelling essays that support those claims.

## Unit 3: Boxes and Bullets: Personal & Persuasive Essays

This unit is designed to help students with the difficult and exhilarating work of learning to write well within an expository structure. Organization is the focus from day 1. Children will learn that chapters in nonfiction books often pose an idea and then elaborate on that idea in parallel categories, each introduced by a subhead. Then, too, children learn that the "boxes-and-bullets" format helps construct a mental model comprised of main ideas and supporting information.

## Unit 4: Genre Study

In this unit students will generate a number of writing pieces responding to literature. The unit builds on the "writing-about-reading" work done in Readers' Workshop and the previous writing unit, "The Literary Essay." Nothing is more important than the ability to distinguish between the different parts of an essay. Students perfect that skill here in the genre study unit.

## Unit 5: Bringing History to Life: American Revolution

This unit goes hand-in-hand with the aforementioned 5th reading unit. Here, in Writers' Workshop, students will write informational texts on the American Revolution. They'll begin by writing an overview about the American Revolution, and drafting chapters on one focused topic that we've already taught into within our research instruction (i.e. the Boston Tea Party or Boston Massacre). As the unit progresses students narrow in on a subtopic of their choice, creating a new book that draws on what they learned previously to draft, revise, and edit with more independence.

## Unit 6: Historical Fiction Writing

Here we provide an opportunity for students to stretch their writing skills by writing about fictional characters within a historical setting. Keep in mind that students will strengthen their skills as narrative writers while simultaneously writing through the lens of history. They will use read alouds to build background knowledge about the time period thus helping them understand the historical time period, historical details, and develop realistic plot lines.

# Writing: Word Study, Spelling and Writing Conventions

- Making Words
  - Parts of words (e.g., prefixes, suffixes, roots)
- Grammar
- Vocabulary
- Spelling

# Reading Units

## Unit 1: Launch: Interpreting Characters

Students will think and write analytically about fiction texts ("Writing-About-Reading"). Readers will start by studying characters. Then they will turn their ideas about their characters into full-blown interpretations that are supported across a whole text. Students will learn to understand that there is no one and only way to interpret literature. In fact, there is just as much value in proving yourself wrong as there is in proving your initial idea was right.

## Unit 2: Details & Synthesis: Close Reading of Fiction

Students will further develop their fiction reading skills in this unit. They will take their interpretations a step farther by studying the characters' traits and relationships and examining how the characters change over time. They learn to study details that seem unrelated. They will work on deepening their inferences about a text. They will think metaphorically and use empathy and imagination to form deep connections with a character and follow a complex plot with multiple subjects.

## Unit 3: Reading the Weather: Reading the World

Students will focus on the various ways nonfiction texts become more complex. We'll advance the notion that some texts are organized in a problem-solution structure, some in a chronological structure, and some in a pro-con contrasting structure. Eventually they will dig into research projects that revolve around a class topic of extreme weather and natural disasters.

## Unit 4: Genre Study

During this unit of study, student's metacognitive work will intensify. They will be asked to consider what type of genre they are reading. They will independently think about what things readers of that genre should consider (i.e. when reading nonfiction, you should think about text structure and what type of text it is (compare & contrast, chronological, etc.))

## Unit 5: Reading History: The American Revolution

This unit goes hand-in-hand with our 5th writing unit ("Bringing History to Life"). Reading complex non-fiction requires an emphasis on the crucial skills of synthesis, main idea, and summarization. This unit aims to teach not just reflective reading but also the special challenges inherent in the reading of history texts (i.e. paying attention to the time, place, and relationships between people)

## Unit 6: Historical Fiction Clubs

Students will receive support for their reading and writing. They will have access to a...



Slide 3 | 11.1 | Home | Focus | Capture | Text | 100%

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## **Unit 6: Historical Fiction Clubs**

This unit is organized so that children read in the company of friends, reading shared historical fiction from a particular era with support from a book club. Essential reading tools, such as timelines, graphic organizers, and lists of characters, which readers may not have needed for a time, now become become important tools again.

# Reading Assessment

- Level determined through ongoing assessments
- Formal using Teachers College Running Records
- Informal assessments during reader's workshop

<b>Grade 4:</b> 1=N or below 2=O 3=P 4=Q or above	<b>Grade 4:</b> 1=N or below 2=O/P 3=Q/R 4=S or above	<b>Grade 4:</b> 1=O or below 2=P 3=Q/R 4=T or above	<b>Grade 4:</b> 1=O or below 2=P/Q 3=R/S 4=T or above	<b>Grade 4:</b> 1=P or below 2=Q/R 3=S 4=T or above
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# Reading Instruction: Strategies and Skills

- Using Prior Knowledge
- Main Idea and Details
- Questioning
- Vocabulary Acquisition
- Retell
- Story Elements
- Connections
- Reactions
- Theme
- Character Analysis
- Symbolism
- Elements of Poetry
- Theme
- Figurative Language
- Text Structure
- Visualizing
- Inference

# Math: Major Concepts and Ideas

- Place Value, Rounding, Addition and Subtraction
- Multiplication and Division
- Fraction Equivalence
- Decimals

Click [here](#) for video

# Math: Major Concepts and Ideas

- **Place Value, Rounding, Addition and Subtraction**
  - ❑ Students will compare multi-digit numbers based on place value using  $<$ ,  $>$ ,  $=$
  - ❑ Use place value to round multi-digit whole numbers to any place
  - ❑ Read, write multi-digit whole numbers using number names, expanded form, base ten numerals
  - ❑ Recognize that in multi-digit whole numbers, a digit in one place represents ten times what it represents in the place to its right

# Math: Major Concepts and Ideas

- **Multiplication and Division**

- ❑ Solve multi-step word problems with whole numbers using four operations
- ❑ Solve division problems in which remainders must be interpreted
- ❑ Represent problems using equations with a letter standing for the unknown quantity

# Math: Major Concepts and Ideas

- **Fraction Equivalence**

- ❑ Use visual fraction models to explain why a fraction is equivalent to another fraction
- ❑ Recognize and generate equivalent fractions
- ❑ Compare fractions with different numerators and denominators

# Math: Major Concepts and Ideas

- **Decimals**

- ❑ Use decimal notation for fractions with denominators 10 or 100
- ❑ Express a fraction with denominator 10 as an equivalent fraction with denominator 100
- ❑ Add two fractions with denominators 10 and 100
- ❑ Compare two decimals to hundredths by reasoning about their size

# Research

- Integrated curriculum units
- Studies:
  - Geography of New York State
  - Indigenous People of New York
  - Encounters: Worlds Meeting
  - Freedom: Colonial America and the American Revolution



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***Thank You!***