

Thomaston Public Schools - Curriculum Overview and Pacing Guide

Directions - Each colored box below represents one curricular unit. In each box, complete as much of the required information as possible (unit title, unit pacing, unit overview, priority learning targets). On its own, this document will eventually become a public-facing and quick-reference curriculum guide. As suits our curriculum goals, we will eventually use the information you lay out here as the basis for building a fully-expanded curriculum.

A few important points:

1. Unit Title - Your unit title can be thematic (i.e. “The Power and Pain of Love”) or Skill-Based (i.e. Research and Argumentation) or Content-Driven (“Quadratic Functions and Operations”).
2. Unit Pacing - There are approximately forty instructional weeks in a school year, but due to testing, school events, etc., we build a curriculum to cover thirty-six weeks. A full curriculum should contain six units each a minimum of four weeks and maximum of eight weeks long. In total, the units should add up to thirty-six weeks of coverage. The only exception is ELA, which uses quarterly units each 9 weeks long.
3. Unit Overview - The unit overview is a “meaty” paragraph that provides a narrative description of the unit, including major themes, skills, and (possibly) content. Think: In this unit students will (read / do / experience / learn / understand / develop / consider /etc.)...
4. Compelling Questions - Compelling questions are essential. They reflect critical and important inquiries that help students make sense of the world around them through the lenses of specific themes, issues, and topics that connect to specific disciplines. Compelling questions are relevant. They engage students in inquiries that are of personal importance and that ask students to consider themes, issues, and topics that help them connect the content of specific disciplines to their own lives and to their world. For more information, click [here](#).
5. Priority Learning Targets - Each unit should contain three priority learning targets. These are effectively end-of-unit guarantees of what students will be able to do and demonstrate as a result of their learning. As priority learning targets, they are those “level three” learning targets on our eventual proficiency scales that we’ve been developing for a while now. The only exception to three targets per unit are for ELA (5-6 per unit) and history (six per unit, incl. three inquiry targets). These content areas have separate curriculum guide templates.

Course Title: Grade 4 English Language Arts		
School: Thomaston Center School	Grade: 4	Curriculum Pacing: 36 weeks
Unit One: Key Ideas and Details in Informational Text	Unit Two: Key Ideas and Details in Literature	Unit Three: Craft and Structure in Informational Texts
Unit Pacing: 6 weeks	Unit Pacing: 6 weeks	Unit Pacing: 6 weeks
<p>Unit Overview: Just as detectives ask questions in this unit, reading students will act like detectives. and hunt for clues, a good reader looks for key ideas and details when reading history, science, technical and informational texts. In this unit, students will recognize how one event leads to another and how one thing can cause another to happen. Sometimes the answers to questions about the main idea and details will be clear in the text. Other times they will have to read between the lines to find an answer.</p>	<p>Unit Overview: In this unit, students will discover that when reading realistic fiction, historical fiction, fables, folklore, and poetry it is important to pay attention to details about the characters, the setting, and the events of the story. Details about the character can come from the author, but more often come from the character's thoughts, words, and actions or how other characters interact with that character. The student will often have to infer about a character based on remarks by the author.</p>	<p>Unit Overview: In this unit, students will learn how to analyze craft and structure in informational texts. Texts will include historical documents and texts which depict the events leading up to and including the creation of the Declaration of Independence and its effect on America. Students will have opportunities to engage in critical thinking and discussion involving texts of various structures, such as chronology, cause and effect, problem and solution, and compare and contrast.</p>
<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. Why is it important to know how to determine the main idea of a text and summarize the text when reading texts about Connecticut's geography? 2. Why is it important to understand how to read and analyze technical, scientific, and historical texts about Connecticut? 3. How is a region shaped by its historical events? 	<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. How did the age of exploration impact the colonization of the area now known as Connecticut? 2. Was the colonization of Connecticut fair for everyone? 	<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. How did battles affect independence in the United States and Connecticut? 2. What causes regions of the country to interpret laws differently?

<p>Priority Learning Targets</p> <p>1. (Reading) Explain events, ideas, or concepts in a historical text and I can explain procedures, ideas, or concepts in a technical or scientific text including what happened and why based on specific information in the text. (CCSS.ELA-Literacy.RI.4.3)</p> <p>2. (Reading) I can use supporting details to explain the main idea of the text. I can summarize a text. (CCSS.ELA-Literacy.RI.4.2)</p> <p>3. (Writing) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. (CCSS.ELA-Literacy.W.4.1.a)</p> <p>4. (Writing) I can investigate a topic through research in order to build my knowledge. CCSS.ELA-Literacy.W.4.7</p> <p>5. (Speaking and Listening) I can clarify my understanding of information by asking and responding to specific questions.. (CCSS.ELA-Literacy.SL.4.1C)</p> <p>6. (Language) I can order adjectives in sentences according to conventional patterns. (CCSS.ELA-Literacy.L.4.1.d)</p>	<p>Priority Learning Targets</p> <p>1. (Reading) Describe in depth a character in a drama, a setting, or event in a story, drawing on specific details in the text (e.g., a character's thoughts, words, or actions) (CCSS.ELA-Literacy.RL.4.3)</p> <p>2. (Reading) I can determine the theme of and summarize a story, poem, or play. (CCSS.ELA-Literacy.RL.4.2)</p> <p>3. (Writing) I can introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. (CCSS.ELA-Literacy.W.4.2.a)</p> <p>4. (Writing) I can develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS.ELA-Literacy.W.4.2.b)</p> <p>5. (Speaking and Listening) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS.ELA-Literacy.SL.4.1.a)</p> <p>6. (Language) I can order adjectives in sentences according to conventional patterns. (CCSS.ELA-Literacy.L.4.1.d)</p>	<p>Priority Learning Targets</p> <p>1. (Reading) I can describe the overall structure (chronology, compare/contrast, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (CCSS.ELA-LITERACY.RI.4.5)</p> <p>2. (Reading) I can compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (CCSS.ELA-LITERACY.RI.4.6)</p> <p>3. (Writing) I can write a literary analysis essay that includes an introduction, a clearly stated claim. (CCSS.ELA-Literacy.W.4.9.a)</p> <p>4. (Writing) I can develop the essay with linking words and phrases that connect ideas, and a conclusion that restates the claim and offers thoughtful ideas about the text. (CCSS.ELA-Literacy.W.4.9.b)</p> <p>5. (Speaking and Listening) Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS.ELA-Literacy.SL.4.1.b)</p> <p>6. (Language) I can order adjectives in sentences according to conventional patterns. (CCSS.ELA-Literacy.L.4.1.d)</p>
<p>Unit Four: Craft and Structure in Literature</p>	<p>Unit Five: Integration of Knowledge and Ideas</p>	<p>Unit Six: Integration of Knowledge and</p>

	in Informational Text	Ideas in Literature
Unit Pacing: 6 weeks	Unit Pacing: 6 weeks	Unit Pacing: 6 weeks
Unit Overview: In this unit, students will develop a deep understanding of how a specific story, told from different points of view, can be similar and different from one another. Students will contrast poems, dramas, and prose as they relate to the historical developments in the Northeast and other regions in North America.	Unit Overview: In this unit, students will be afforded the opportunity to discover how authors persuade the reader to agree with their way of thinking about a topic by backing up their point with good reasons and evidence to support those reasons. Students will examine two texts and integrate information regarding the ways the improvements in transportation impacted the ability of Connecticut and the rest of the world to improve their lifestyles.	Unit Overview: In this unit, students will have the opportunity to examine historical events through print literature as well as visual and oral representations of those events. Themes in texts will be analyzed in order to compare and contrast different cultures.
Compelling Questions: 1. How has the availability of certain resources affected the way we live and interact with each other? 2. How can points of view be depicted throughout history in poems, prose, and dramas?	Compelling Questions: 1. How did the history of immigrants and how and why so many immigrants came to the United States and their role in Connecticut and American history. 2. How did the inventors of Connecticut and their important contributions help to shape the state.	Compelling Questions: 1. How did the introduction of performing and visual arts help to further the economic development in Connecticut? 2. How can the advances in technology spur economic growth in a region?
Priority Learning Targets 1. (Reading) Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (CCSS.ELA-Literacy.RL.4.6) 2. (Reading) Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse,	Priority Learning Targets 1. (Reading) Explain how an author uses reasons and evidence to support particular points in a text. (CCSS.ELA-Literacy.RI.4.8) 2. (Reading) Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS.ELA-Literacy.RI.4.9)	Priority Learning Targets 1. (Reading) Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. (CCSS.ELA-Literacy.RL.4.7) 2. (Reading) Compare and contrast the treatment of similar themes and topics (e.g.,

<p>rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. (CCSS.ELA-Literacy.RL.4.5)</p> <p>3. (Writing) I can create a blog post that states an opinion, and provides reasons that are supported by facts and details. (CCSS.ELA-Literacy.W.4.1.b)</p> <p>4. (Writing) I can link opinions and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). (CCSS.ELA-Literacy.W.4.1.c)</p> <p>5. (Speaking and Listening) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS.ELA-Literacy.SL.4.1.d)</p> <p>6. (Language) I can order adjectives in sentences according to conventional patterns. (CCSS.ELA-Literacy.L.4.1.d)</p>	<p>3. (Writing) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. While orienting the reader by establishing a situation and introducing a narrator and/or characters; organizing an event sequence that unfolds naturally. (CCSS.ELA-Literacy.W.4.3.a)</p> <p>4. (Writing) Use dialogue and description to develop experiences and events or show the responses of characters to situations. (CCSS.ELA-Literacy.W.4.3.b)</p> <p>5. (Speaking and Listening) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS.ELA-Literacy.SL.4.2)</p> <p>6. (Language) I can order adjectives in sentences according to conventional patterns. (CCSS.ELA-Literacy.L.4.1.d)</p>	<p>opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. (CCSS.ELA-Literacy.RL.4.9)</p> <p>3. (Writing) Use a variety of transitional words and phrases to manage the sequence of events and use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS.ELA-Literacy.W.4.3.c, d)</p> <p>4. (Writing) Provide a conclusion that follows from the narrated experiences or events. (CCSS.ELA-Literacy.W.4.3.e)</p> <p>5. (Speaking and Listening) Identify the reasons and evidence a speaker provides to support particular points. (CCSS.ELA-Literacy.SL.4.3)</p> <p>6. (Language) I can order adjectives in sentences according to conventional patterns. (CCSS.ELA-Literacy.L.4.1.d)</p>
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