

Subject and Grade:	ELA 4th Grade	School Year:	24-25
Unit Title:	Personal Narratives	Author/s:	CKLA

NYS Next Gen Learning Standards								Essential Question/Big Ideas	
Standards Instructed				Standards Assessed					
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language		
RI.4.1	W.4.1	SL.4.1	L.4.1	RI.4.1	W.4.1	SL.4.1	L.4.2b	<ul style="list-style-type: none"> • Writers of personal narratives incorporate a variety of literary elements and an intentional point of view into their writing. • Students can increase their literal comprehension and ability to make text-based inferences through critical and close reading. • Personal narratives are a genre that students can use to create a sense of meaning out of their life's experiences. 	
RI.4.2	W.4.3	SL.4.1b	L.4.2	RI.4.2	W.4.3	SL.4.1c	L.4.3a		
RI.4.3	W.4.3a	SL.4.1c	L.2.b	RI.4.5	W.4.3a	SL.4.2	L.4.5a		
RI.4.4	W.4.3b	SL.4.2	L.4.3a	RI.4.6	W.4.3b	SL.4.3	L.4.6		
RI.4.5	W.4.3c	SL.4.3	L.4.4		W.4.3c	SL.4.4			
RI.4.6	W.4.3d	SL.4.4	L.4.4c		W.4.3				
RI.4.7	W.4.3e		L.4.5a		W.4.3a				
RI.4.8	W.4.4		L.4.5c		W.4.3b				
RI.4.9	W.4.5		L.4.6		W.4.3c				
RI.4.10	W.4.8				W.4.3e				
	W.4.9				W.4.4				
	W.4.10				W.4.5				
					W.4.8				
					W.4.9				

Brief Unit Summary	Content Vocabulary
<p>This unit examines the genre of personal narratives, which consists of works of nonfiction written by a first person narrator involved in the events being described. Students read five personal narratives, identifying the elements of the genre and, throughout the unit, using these elements in writing a variety of their own personal narratives. These elements include events proceeding in a logical sequence, dialogue that shows character, vivid descriptive language, characters with defining traits, sensory details, figurative language, and writing strong introductions and conclusions. Students also take a Beginning-of-Year assessment to evaluate their preparedness for Grade 4 instruction.</p>	<p>Listed at beginning of each lesson in Teacher Manuals</p>

Content Skills or Learning Targets	Assessments (Pre-Assessments, Formative, and Summative)	Timeframe
<ul style="list-style-type: none"> ● Identify features of personal narrative genre ● Identify literary devices in Personal Narratives including similes and metaphors, dialogue, transition words, sensory details, and point of view ● Demonstrate understanding of cause and effect 	<ul style="list-style-type: none"> ● Beginning-of-the-Year Assessment 	15 days for lessons 2 days for Assessments

Differentiation/Enrichment	Materials	Resources
RADD Writing Strategy Instruction & Practice	Anchor Text: Personal Narratives Text Type: Informational Lexile: 800L Unit 1 Workbook	Personal Narrative Writing Video Series Personal Narrative Series

Subject and Grade:	ELA 4th Grade	School Year:	24-25
Unit Title:	Empires in the Middle Ages	Author/s:	CKLA

NYS Next Gen Learning Standards				Essential Question/Big Ideas																																																																																																																																																								
<table border="1"> <thead> <tr> <th colspan="4">Standards Instructed</th> <th colspan="4">Standards Assessed</th> </tr> <tr> <th>Reading</th> <th>Writing</th> <th>Speaking & Listening</th> <th>Language</th> <th>Reading</th> <th>Writing</th> <th>Speaking & Listening</th> <th>Language</th> </tr> </thead> <tbody> <tr><td>RL.4.2</td><td>W.4.1</td><td>SL.4.1</td><td>L.4.1</td><td>RL.4.2</td><td>W.4.1</td><td>SL.4.1</td><td>L.4.1</td></tr> <tr><td>RL.4.9</td><td>W.4.1a</td><td>SL.4.1a</td><td>L.4.1b</td><td>RI.4.1</td><td>W.4.1b</td><td></td><td>L.4.2</td></tr> <tr><td>RL.4.10</td><td>W.4.1c</td><td>SL.4.1b</td><td>L.4.1e</td><td>RI.4.3</td><td>W.4.1c</td><td></td><td>L.4.2b</td></tr> <tr><td>RI.4.1</td><td>W.4.1d</td><td>SL.4.1c</td><td>L.4.1f</td><td>RI.4.7</td><td>W.4.2</td><td></td><td>L.4.2d</td></tr> <tr><td>RI.4.2</td><td>W.4.2</td><td>SL.4.1d</td><td>L.4.1g</td><td>RF.4.3</td><td>W.4.3</td><td></td><td>L.4.3</td></tr> <tr><td>RI.4.3</td><td>W.4.2a</td><td>SL.4.2</td><td>L.4.2a</td><td>RF.4.3a</td><td>W.4.8</td><td></td><td>L.4.4</td></tr> <tr><td>RI.4.4</td><td>W.4.2b</td><td>SL.4.3</td><td>L.4.2b</td><td></td><td>W.4.9</td><td></td><td>L.4.4b</td></tr> <tr><td>RI.4.5</td><td>W.4.2c</td><td>SL.4.4</td><td>L.4.2d</td><td></td><td></td><td></td><td></td></tr> <tr><td>RI.4.7</td><td>W.4.2d</td><td>SL.4.5</td><td>L.4.3</td><td></td><td></td><td></td><td></td></tr> <tr><td>RI.4.8</td><td>W.4.2e</td><td>SL.4.6</td><td>L.4.3a</td><td></td><td></td><td></td><td></td></tr> <tr><td>RI.4.10</td><td>W.4.3</td><td></td><td>L.4.3c</td><td></td><td></td><td></td><td></td></tr> <tr><td>RF.4.3</td><td>W.4.4</td><td></td><td>L.4.4</td><td></td><td></td><td></td><td></td></tr> <tr><td>RF.4.3a</td><td>W.4.5</td><td></td><td>L.4.4a-c</td><td></td><td></td><td></td><td></td></tr> <tr><td>RF.4.4</td><td>W.4.7</td><td></td><td>L.4.5b</td><td></td><td></td><td></td><td></td></tr> <tr><td>RF.4.4a</td><td>W.4.8</td><td></td><td>L.4.5c</td><td></td><td></td><td></td><td></td></tr> <tr><td>RF.4.4b</td><td>W.4.9</td><td></td><td>L.4.6</td><td></td><td></td><td></td><td></td></tr> <tr><td>RF.4.4c</td><td>W.4.10</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>				Standards Instructed				Standards Assessed				Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language	RL.4.2	W.4.1	SL.4.1	L.4.1	RL.4.2	W.4.1	SL.4.1	L.4.1	RL.4.9	W.4.1a	SL.4.1a	L.4.1b	RI.4.1	W.4.1b		L.4.2	RL.4.10	W.4.1c	SL.4.1b	L.4.1e	RI.4.3	W.4.1c		L.4.2b	RI.4.1	W.4.1d	SL.4.1c	L.4.1f	RI.4.7	W.4.2		L.4.2d	RI.4.2	W.4.2	SL.4.1d	L.4.1g	RF.4.3	W.4.3		L.4.3	RI.4.3	W.4.2a	SL.4.2	L.4.2a	RF.4.3a	W.4.8		L.4.4	RI.4.4	W.4.2b	SL.4.3	L.4.2b		W.4.9		L.4.4b	RI.4.5	W.4.2c	SL.4.4	L.4.2d					RI.4.7	W.4.2d	SL.4.5	L.4.3					RI.4.8	W.4.2e	SL.4.6	L.4.3a					RI.4.10	W.4.3		L.4.3c					RF.4.3	W.4.4		L.4.4					RF.4.3a	W.4.5		L.4.4a-c					RF.4.4	W.4.7		L.4.5b					RF.4.4a	W.4.8		L.4.5c					RF.4.4b	W.4.9		L.4.6					RF.4.4c	W.4.10							<ul style="list-style-type: none"> • The decline and fall of the Roman Empire led to the Islamic Empire and the western European empire, influenced by the role of the Christian Church. • The Crusades were religious and political wars fought by both empires to gain control of The Holy Land. • Advances made in the fields of knowledge, philosophy, and science moved from Greek roots to Arabic to Latin cultures. • We must understand the past origins of these cultures in order to make sense of our current political climate.
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Brief Unit Summary	Content Vocabulary
<p>The Empires in the Middle Ages unit covers the history of both the Middle Ages in Europe and the Islamic Medieval Empires. While part 1 deals primarily with the events of western Europe and the relationship between the Christian Church and the rulers of the region, the concurrent part 2 looks at events in another part of the world (particularly in what is now called the Middle East). Students practice taking notes from informational text, writing an informative, explanatory paragraph, and writing a persuasive paragraph. They describe the functions of and relationship between nouns and adjectives as well as between adverbs and verbs, form and use prepositional phrases, identify parts of speech, correctly use subject and predicate, and correct sentence fragments or run-on sentences by revising</p>	<p>Listed at beginning of each lesson in Teacher Manuals</p>

them into complete sentences. They practice writing the four different kinds of sentences and using the progressive verb tense. Students work with the prefixes un-, non-, and en-, the root words arch and graph, and the suffix -y.

Content Skills or Learning Targets	Assessments (Pre-Assessments, Formative, and Summative)	Timeframe
<ul style="list-style-type: none"> ● Demonstrate understanding of key vocabulary ● Write an informative paragraph using details from the text ● Determine importance through note taking ● Write an opinion piece with evidence to support that opinion ● Utilize paraphrasing to create an explanatory paragraph 	End of Unit Assessment	12 days for lessons 2 days for assessments

Differentiation/Enrichment	Materials	Resources
Only doing Part 1 of the Unit	Anchor Text: Empires in the Middle Ages Text Type: Informational/Literary Lexile: 910L Unit 2 Workbook	

Subject and Grade:	ELA 4th Grade	School Year:	24-25
Unit Title:	Poetry	Author/s:	CKLA

NYS Next Gen Learning Standards				Essential Question/Big Ideas																																																																																																																			
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Brief Unit Summary	Content Vocabulary
<p>This unit gives students tools and strategies for approaching poetry, training them in the methods and devices poets use and equipping them to read and interpret both formal and free verse poems. It gives them continual opportunities to create poems themselves, allowing them to practice what they have learned. The poems in this unit represent a wide variety of time periods, from Kshemendra's twelfth-century treatise on the responsibilities of poets to the work of living writers such as Harryette Mullen. The poets come from many backgrounds and nations; the poets included are European, Asian, African American, Native American, and Hispanic. The poems themselves are similarly diverse; some employ precise meter and rhyme schemes, while others use free verse. A key aspect of the Poetry unit is encouraging and equipping students to write original poems. This allows for creative and imaginative expression, but it also affords students the opportunity to implement the poetic devices they have learned in the reading</p>	<p>Listed at beginning of each lesson in Teacher Manuals</p>

components of each lesson. The writing portion of the unit allows students to apply their new poetry knowledge, further solidifying their understanding of the craft of poetry. Throughout this unit, students will practice using the poetic devices exemplified by each poem. They will compose rhymes, similes, and metaphors; use repetition, anaphora, and alliteration; and plan, draft, and revise several original poems inspired by the poems studied in this unit.

Content Skills or Learning Targets	Assessments (Pre-Assessments, Formative, and Summative)	Timeframe
<ul style="list-style-type: none"> ● Read text with the purpose of identifying details and evidence ● Explore imaginative possibilities of figurative language ● Identify and develop an understanding of poetic devices including rhyme, repetition, alliteration, meter, and tone ● Explore and identify extended metaphors in text ● Write original poems with colorful language and poetic devices 	End of Unit Assessment (from NYS Poetry Questions)	12 days for lessons 1 day for Assessment

Differentiation/Enrichment	Materials	Resources
	Anchor Text: Poetry Journal Text Type: Literary Lexile: N/A because poetry/verse Poetry Workbook	Sensory Poem Narrative Poem NYS Poetry Questions

Subject and Grade:	ELA 4th Grade	School Year:	24-25
Unit Title:	Styx Malone Novel Study	Author/s:	Kekla Magoon

NYS Next Gen Learning Standards	Essential Question/Big Ideas

Brief Unit Summary	Content Vocabulary

Content Skills or Learning Targets	Assessments (Pre-Assessments, Formative, and Summative)	Timeframe
	End of Novel Choice Board Project	16 days for lessons 3 days for project

Differentiation/Enrichment	Materials	Resources
Individual Project Choice for end of book	The Season of Styx Malone	Styx Malone Slides Google Form Questions Kahoot Questions Theme Question