

Grade 4: Curriculum Guide Overview

*How to use this curriculum guide:*

*The Iowa Core Standards and the learner objectives listed on this district curriculum guide articulate our English Language Arts curriculum. These guides articulate what students need to know and be able to do during each unit of study at each grade level.*

**The *Journeys* Materials**

*Journeys* is a comprehensive English Language Arts program that supports the Iowa Common Core Standards by emphasizing explicit, systematic instruction in the areas of reading, fluency, writing, speaking and listening and language. This program will be used as our primary tool to support instruction and enhance students’ mastery of the Iowa Common Core Standards.

**Pacing**

The curriculum guide breaks the school year into six units of instruction. Each unit is six weeks in length (reference the pacing calendars for specific dates), and includes 5 “Lessons” within *Journeys*. The additional week can be distributed throughout the unit (i.e. 6-day cycles) or reserved for reteaching and extension in the final week.

**Organization**

Page 1 of each unit guide provides an overview of the unit, organized by weekly lesson in the *Journeys* materials. While this overview includes the skills and standards instructed each week, the “I Can” statements provided on pages 2-4 should be used to design instruction and determine student outcomes.

Page 2 of each unit guide contains the reading literature (left side) and reading informational (right side) standards, as well as an open space for “Focusing our Instruction”. This space should be used to organize your “I Can” statements created at the Data Team meeting. These team “I Can” statements will assist your team in creating focused Common Formative Assessments for each unit and in planning for instruction to support students in obtaining these “I Can” statements.

You will notice that there are not specific *Journeys* lessons tied to our reading literature and reading informational standards. The lessons are listed under the left or right column based upon the genre of the main selection (fiction or nonfiction). Instruction of your team “I Can” statements for reading literature and reading informational should occur across the lessons identified for this genre.

Pages 3-4 of each unit guide contain the writing, language, foundational and speaking and listening standards and “I Can” statements. While the language of the “I Can” statements can be modified to best serve your students, they should be considered a guide for what to expect of students in each standard.

The *Being a Writer* unit identified at the top of our writing standards column (pg. 3-left side) will be used as our primary tool to support instruction of the writing standards and “I Can” statements.

*Overarching Standards:*

The following standards have been identified as overarching standards, which means they are to be embedded within each unit of instruction over the course of the year.

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| **Overarching Standard** | **Learner Objectives** | **Instructional Support** |
| Literature 4:  Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). | I can determine the meaning of a word or phrase depending upon how it is used in a text. | Shared reading opportunities and explicit vocabulary instruction will support students in developing the vocabulary necessary to comprehend text and to communicate clearly. |
| Informational 4:  Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area.* | I can use context clues to help me determine the meaning of unfamiliar words or phrases. |
| I can use text features to help me determine the meaning of unfamiliar words or phrases. |
| Literature and Informational 10:  By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | I can challenge myself by reading books that increase in difficulty throughout the year. | Students will engage in text with increasing complexity throughout the year. Small group guided instruction will support student with developing accuracy and fluency while comprehending grade level texts. |
| I can apply what I know about reading to different types of text (ex. poetry, dramas, social studies, science, technical, etc.). |
| Language 2:  Demonstrate understanding of the conventions of standard English capitalization, punctuation, and spelling.  d. Spell grade-appropriate words correctly, consulting references as needed. | I can apply what I learn through word study in order to spell words correctly. | Students will be expected to write grade level spelling words correctly when producing a formal piece of writing. |
| Language 3:  a. Choose words and phrases to convey ideas precisely.  c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion). | I can explain how authors use specific words and phrases to convey ideas and apply this to my own writing. | Students will explore how authors use specific words and phrases and apply their knowledge in their writing throughout the year. |
| I can explain the difference between formal and informal uses of English including when to use each when writing and speaking. | Formal and informal speaking and writing opportunities will provide opportunities for students to gain an understanding of the purpose and use of each type of English. |
| Language 5:  a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. | I can recognize similes and metaphors when I read and explain their meaning in the text. | Use of poetry, songs, and stories will provide opportunities for students to gain an understanding of how authors use similes and metaphors and discuss their purpose in a text. |
| Language 6:  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered)* and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation). | I can learn and use new words and phrases when I read, write, and talk with my classmates. | Students will apply vocabulary acquisition through classroom conversations and writing opportunities throughout the year. |
| Writing 6:  With some guidance and support from peers and adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. | I can use technology to interact and collaborate with my peers. | Technology integration throughout the year for multiple purposes will increase students’ ability to understand and use essential 21st century skills. |
| I can use technology to produce and publish my original writing. |
| Speaking and Listening 1:   * 1. 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.   2. Follow agreed-upon rules for discussions and carry out assigned roles.   3. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.   4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | I can engage in collaborative discussions by expressing my own ideas and building upon the ideas of others. | Students will participate in small and large group discussions throughout the school day and year. The teacher will provide guidelines and student roles for these discussions in an effort to promote effective collaborative discussion.  Students will be provided multiple opportunities to collaborate with different students and to conduct themselves in a respectful manner. |
| I can come to a discussion prepared, having read and thought about the materials. |
| I can follow the rules of a discussion. |
| I can carry out my role in a group (i.e. listener, speaker, etc.). |
| I can pose questions for the group to consider. |
| I can paraphrase or summarize the key ideas of the group’s discussion. |