

## Grade 4 Parent's Guide to Year-Long Enriched Literacy Curriculum (ELC) Learning

During Grade 4, students receive instruction on the concepts and skills described below.

### ELC READING

Marking Period 1	Marking Period 2
<p>Students explore the theme of strength and being strong by reading several Junior Great Books Series 4 literature selections and a <i>Nonfiction Inquiry</i> text. Close reading, use of shared inquiry, and engagement in extension activities help students analyze, synthesize, and comprehend more deeply.</p> <p>Students read informational texts related to topics of study in social studies and science to identify organizational and text structures, text features, domain-specific vocabulary, and to learn how to take notes effectively and efficiently for use in developing an informational book. Discussion models, specific teaching strategies, and multimedia texts are used for students to develop and refine their critical and creative thinking skills.</p>	<p>Students explore the theme of communication by reading several Junior Great Books Series 4 literature selections and two <i>Nonfiction Inquiry</i> texts. Students engage in extension activities after each selection to strengthen and deepen their understanding of the text and its connection to the concept of communication.</p> <p>The informative texts integrate the topic of environmental studies from science instruction and economics in social studies, as well as the impact of human activity on Maryland economy. First- and second-hand accounts are read along with many different news stories that focus on headlines, leads, organizational structures, tone, and concluding conjectures to support the journalism writing experience.</p>
Marking Period 3	Marking Period 4
<p>Students engage in full implementation of <i>William and Mary Autobiographies and Memoirs English Language Arts Unit</i>. Students read and respond to a collection of fiction and nonfiction texts and engage in specific teaching models to analyze texts, examine key vocabulary, develop critical thinking skills, and write short and long-term products. Students read autobiographical literature and investigate diverse authors through intensive study of novels, short stories, poetry, artwork, and music.</p> <p>Three Junior Great Books selections are read to further analyze the works of authors in the William and Mary unit as well as paying particular attention to the process of close reading. The informational texts lessons support the work in the Calkins unit and frontload the research project in the William and Mary unit.</p>	<p>Students continue to engage in full implementation of <i>William and Mary Autobiographies and Memoirs English Language Arts Unit</i>. Students read short stories and poems, and complete vocabulary webs, literature webs, and write short stories in response to reading. In addition, students will finish reading fictional works from their self-selected authors.</p> <p>Students read a nonfiction Junior Great Books selection paired with a literature selection to frontload skills needed for issue-based research and writing historical fiction as part of conglomerate informational book(s). Students read historical fiction novels, research subtopics, and take notes during small group instruction and independent study to support the writing.</p>

## ELC WRITING

Marking Period 1	Marking Period 2
<p>Students practice writing on a daily basis and engage in on demand writing and writing in response to reading throughout the unit.</p> <p>Students produce a personal narrative and engage in the writing process to develop an understanding of the unit theme. Narrative writing skills are further developed in Lucy Calkins Unit 1 in Writing: <i>The Arc of Story</i>. Students learn about characterization through the thoughts, actions, and dialogue of characters to help a plot evolve.</p> <p>There are also opportunities to experience extended writing projects throughout the marking period.</p>	<p>Unit 2, <i>Boxes and Bullets</i>, of Calkins Units of Study in Writing, teaches students to write personal and persuasive essays through flash-drafts, developing thesis statements, gathering and organizing evidence, developing strong introductions and conclusions, and evaluating clarity through self-reflection.</p> <p>Students move into a short unit on journalism at the end of the unit and work to produce a mini newspaper or newscast.</p>
Marking Period 3	Marking Period 4
<p>Students engage in full implementation of <i>William and Mary Autobiographies and Memoirs English Language Arts Unit</i> and write an autobiographical piece and create an oral presentation.</p> <p>A grammar study is integrated into the unit where students learn about the eight parts of speech and how to analyze Greek and Latin roots to apply to unknown or unfamiliar words and apply new knowledge to their own writing.</p> <p>The Calkins Unit of Study in Writing, <i>The Literary Essay</i>, emphasizes how to move from opinion essays to informative/explanatory essays, and highlights compare/contrast text structure.</p>	<p>Students learn about the elements of reasoning and standards of reasoning to evaluate issue-based texts. Using these skills, students engage in the William and Mary Research Model to produce a report and an oral presentation on a topic of their choice.</p> <p>Students conclude the William and Mary unit by writing persuasive essays and completing the post assessment to reflect on their growth and learning throughout the <i>Autobiographies and Memoirs English Language Arts Unit</i>.</p> <p>Students engage in a final Calkins Unit of Study in Writing: <i>Bringing History to Life</i> where students compose one to two conglomerate informational books containing chapters of various genres. The writing focus comes from a topic of study in social studies, such as the American colonies. Students use prior learning and skills in all three text types to create their book(s). They begin by planning and using specific text structures to outline the format of their book(s). They also use student and published mentor texts to analyze effective writing techniques. The unit ends with a celebration of publishing their works.</p>