

## ADNY EngageNY Grade 4 ELA Modules At-A-Glance 2015-2016

The information below is intended to guide your planning in use of the EngageNY ELA modules. Seven ELA modules have been created for grade 4, however, only four of the ELA Modules are to be taught. Teachers should begin the school year teaching ELA Module 1 and may choose between modules 1A and 1B. Teachers should also choose between modules 2A and 2B and 3A and 3B and should end the year teaching module 4. Each module provides eight weeks of instruction, broken into three shorter units. Each Unit includes a Mid and End Unit Assessment as well as a Final Performance Task.

GRADE 4	Choose Module 1A or 1B		Choose Module 2A or 2B		Choose Module 3A or 3B		Teach Module 4
	<u>Module 1A</u>	<u>Module 1B</u>	<u>Module 2A</u>	<u>Module 2B</u>	<u>Module 3A</u>	<u>Module 3B</u>	<u>Module 4</u>
<b>Focus</b>	Becoming A Close Reader and Writing to Learn	Becoming A Close Reader & Writing to Learn	Researching to Build Knowledge and Teaching Others	Researching to Build Knowledge and Teaching Others	Considering Perspectives and Supporting Opinions	Considering Perspectives and Supporting Opinions	Gathering Evidence and Speaking to Others
<b>Module Title</b>	Oral Tradition, Symbolism, and Building Community	Poetry, Biography and Writers Identity	Interdependent Roles in Colonial Times	Animal Defense Mechanisms	Simple Machines: Force and Motion	Perspectives on the American Revolution	Susan B. Anthony, the Suffrage Movement and the Importance of Voting
<b>Number of Weeks</b>	8 Weeks	8 Weeks	8 Weeks	8 Weeks	8 Weeks	8 Weeks	8 Weeks
<b>Module Priority Standards</b>	<b>RL.4.3</b> , RL.4.9 RL.4.10, RL.4.11	<b>RL.4.1</b> , <b>RL.4.2</b> <b>RL.4.3</b> , <b>RL.4.5</b> RL.4.9, RL.4.10 RL.4.11	RL.4.9, RL.4.10 RL.4.11	RL.4.9, RL.4.10 RL.4.11	<b>RL.4.1</b> , <b>RL.4.5</b> RL.4.9, RL.4.10 RL.4.11	<b>RL.4.1</b> , <b>RL.4.2</b> <b>RL.4.3</b> , <b>RL.4.5</b> RL.4.9, RL.4.10 RL.4.11	<b>RL.4.1</b> , <b>RL.4.2</b> <b>RL.4.3</b> , <b>RL.4.4</b> <b>RL.4.6</b> , RL.4.7 RL.4.9, RL.4.10 RL.4.11
<b>*State assessment ELA priority standards are indicated in bold</b>	<b>RI.4.1</b> , <b>RI.4.2</b> <b>RI.4.3</b> , RI.4.10	<b>RI.4.1</b> , <b>RI.4.2</b> <b>RI.4.3</b> , RI.4.9 RI.4.10	<b>RI.4.1</b> , <b>RI.4.2</b> <b>RI.4.4</b> , RI.4.7 RI.4.9, RI.4.10	<b>RI.4.1</b> , <b>RI.4.2</b> <b>RI.4.4</b> , RI.4.7 RI.4.9, RI.4.10	<b>RI.4.1</b> , <b>RI.4.2</b> <b>RI.4.3</b> , <b>RI.4.4</b> RI.4.8, RI.4.10	<b>RI.4.1</b> , <b>RI.4.2</b> <b>RI.4.3</b> , <b>RI.4.4</b> <b>RI.4.5</b> , RI.4.8 RI.4.10	<b>RI.4.2</b> , <b>RI.4.4</b> <b>RI.4.5</b> , <b>RI.4.6</b> RI.4.8, RI.4.9 RI.4.10
	<b>W.4.2a &amp; b</b> W.4.5, W.4.6 W.4.8, <b>W.4.9</b> W.4.10 W.4.9b	<b>W.4.2</b> , a, b, c, d, e W.4.4, W.4.5 W.4.6, W.4.8 <b>W.4.9</b> , a, W.4.10 W.4.11	<b>W.4.2 b &amp; d</b> W.4.3, a, b, c, d, e W.4.4, W.4.5 W.4.6, W.4.8 <b>W.4.9</b> , b, W.4.10	<b>W.4.2a</b> W.4.3, a, b, c, d, e W.4.4, W.4.5 W.4.6, W.4.7 W.4.8, <b>W.4.9b</b> W.4.10	W.4.1, a, b, c, d <b>W.4.2b &amp; d</b> W.4.4, W.4.5 W.4.6, W.4.7 W.4.8, <b>W.4.9b</b> W.4.10	W.4.1, a, b, c, d <b>W.4.2</b> , b, d W.4.4, W.4.5 W.4.6, W.4.7 <b>W.4.9</b> , b, W.4.10	W.4.1, a, b, c, d <b>W.4.2</b> , a, b, c, d, e W.4.4, W.4.5 W.4.6, <b>W.4.9a</b> W.4.10, W.4.11

	SL.4. 1b, c, d	SL.4.1	SL.4.2	SL.4.2		SL.4.1, a, b, c, d, e	SL.4.3, SL.4.4 SL.4.5, SL.4.6
	L 4.3a, L.4.6	L.4.2a, d L.4.5a, L.4.6	L.4.2a, b,d L.4.3a, L4.6	L4.1g L.4.2., a, b, d L.4.3.b L.4.4 a& b, L.4.6	L.4.1f, L4.2a, c, d L.4.3, a, b L.4.4a & c, L4.6	L.4.1a, b L.4.2a, c, d L.4.3, a, b, c L.4.4a &c, L.4.6	L.4.1c & f L.4.3, a, b, c L.4.4, a, b, c L.4.5, a, b, c, L.4.6
<b>Performance Task Standards</b> <b>State assessment ELA priority standards are indicated in bold</b>	<b>W.4.2, W.4.5</b> W.5.9 L.43	RI.9 <b>W.4.2, W.11</b> SL.4.4	RI.4.9 W.4.3, W.4.4 W.4.5, W.4.6 W.4.9b L.4.2a,b,d, L.4.3a L.4.6	RI.4.9 <b>W.4.2, W.4.3</b> W.4.7, W.4.8 W.4.9b	<b>RI.4.1, RI.4.3</b> W.4.1, W.4.4 W.4.5, W.4.7 <b>W.4.9</b> L.4.3a	W.4.1, <b>W.4.2b,d,</b> W.4.4, W4.5, W.4.7 L.4.2a, c, d, L.4.3	<b>RI.4.9</b> W.4.1, W.4.4 SL.4.3, SL.4.4 SL.4.5, SL.4.6 L.4.1c, f, L.4.3
<b>Catholic Connections</b>	Respect God’s creations: ( <i>Guidelines for Catechesis</i> , 198, 237, 341) Discuss how we can gain respect for God’s creations through folktales. What can be done to protect God’s creations in their natural habitat?	How can the Beatitudes help us to see each other as children of God? ( <i>Guidelines for Catechesis</i> , 1716-1718). The Beatitudes emphasize seeing the commonalities in one another. They are matters of the heart; these blessings are the opening of the <i>Sermon on the Mount</i> , the very first sermon of our Lord. Connect one of the beatitudes to one of the characters discussed in class.	What impact have American Saints had in history? ( <i>Guidelines for Catechesis</i> , 459, 1785, 230-2033) Study American Saint Isaac Joques.	We must protect and appreciate all of God’s creation, including animals. ( <i>Guidelines for Catechesis</i> , 2258 & 2401). Were the rights of the animals in the texts protected and respected? Were their homes/habitats protected? Why is it important to respect all forms of life, including animals? How would Jesus feel if He saw how animals were treated in the texts? Readings: Genesis (story of creation), Ten Commandments (Thou shall not steal – only using your share of the Earth’s resources; Thou shall not kill – hunting, destroying forests and habitats).	Select a character from a story the students have read and discuss how that character’s behavior reflects God’s image. Further, students examine how that character did or did not make a good moral choice ( <i>Guidelines for Catechesis</i> , 1700, 1730)	What impact have American Saints had in history? Study American Saints Pierre Toussaint and Bishop Carroll ( <i>Guidelines for Catechesis</i> , 459, 1785, 230-2033).	Religious heroes: What are the characteristics of Jesus and the saints that make them heroic? What Works of Mercy (Spiritual and Corporal) did the heroes about which we read portray? How are the Beatitudes portrayed through the lives of those we consider to be heroes? Introduce the canonization process and what it means to be a saint. Additional vocabulary words: Spiritual Works of Mercy, Corporal Works of Mercy, Saint, Beatitudes ( <i>Guidelines for Catechesis</i> , 2447).

## ADDITIONAL IMPORTANT INFORMATION FOR GRADE 4 ELA TEACHERS

**Common Core Band Level Text Difficulty Ranges for Grades 4-5:** 740-1010L

For further explanation on the 4<sup>th</sup> Grade Curriculum Map, please go to: <https://www.engageny.org/resource/grade-4-ela-curriculum-map>

**Links to the EngageNY 4<sup>th</sup> Grade ELA Modules:**

**Module 1A:** <https://www.engageny.org/resource/grade-4-ela-module-1a>

**Module 1B:** <https://www.engageny.org/resource/grade-4-ela-module-1b>

**Module 2A:** <https://www.engageny.org/resource/grade-4-ela-module-2a>

**Module 2B:** <https://www.engageny.org/resource/grade-4-ela-module-2b>

**Module 3:** <https://www.engageny.org/resource/grade-4-ela-module-3a>

**Module 3B:** <https://www.engageny.org/resource/grade-4-ela-module-3b>

**Module 4:** <https://www.engageny.org/resource/grade-4-ela-module-4>

**Grade Level Text List:** <https://www.engageny.org/resource/text-list-for-p-12-ela>

**State Assessment ELA Priority Standards:** R.L.4.1-6, R.I.4.1-6, W.4.2 & W.4.9. *(Please note these standards are noted in **BOLD** on the chart above.)*

**Interim Assessment Dates:**

- **Interim 1** - October 19-30, 2015
- **Interim 2** - January 25-February 5, 2016