



Dublin City Schools
K-12 English Language Arts
Graded Course of Study
2022

June 2022

K-12 English Language Arts Vision

Dublin City Schools is committed to the K-12 English Language Arts (ELA) education of every student. We believe all students can become proficient and passionate readers, writers, communicators, listeners, and thinkers. Through interdisciplinary connections, our English Language Arts instruction will develop students to be lifelong learners that can access information as global citizens.

We support students' curiosity and critical thinking skills by providing diverse and authentic literacy learning opportunities. We nurture creativity, compassion, and empathy through thoughtful collaborative learning and a rigorous curriculum to ensure that students have the literacy skills necessary for the future.

Instructional Agreements

- Teachers will cultivate a safe learning environment, where students are represented in their learning and have agency to design their learning experiences
- Learning occurs within a differentiated workshop with focused lessons, guided/shared/independent practice, and purposeful reflection.
- Students will have equitable access to high quality texts that meet student learning needs and represent a wide range of experiences and perspectives.
- Students will have opportunities to develop critical thinking and flexible thinking skills to become effective communicators and literate members of a diverse society
- Teachers will provide time for shared and independent reading practice that encourages student choice
- Students will engage with literacy in a way that honors the demands of a highly technological society

4th Grade

Course Goals:

Students will be introduced to a variety of strategies to enhance critical thinking, creativity, collaboration, and communication skills. Reading will be focused on a classroom library that will showcase a balance of genres including a higher emphasis on informational texts. A focus will be on comparing and contrasting firsthand and secondhand accounts of the same event. In addition, grade four students will focus on comparing and contrasting the treatment of similar themes and topics in stories, myths and traditional literature from different cultures. Students will continue to develop comprehension strategies in all academic areas. A focus will be on strengthening their thinking with providing evidence from texts. Building and applying key vocabulary in all areas of academics will be a critical focus. Producing organized writing appropriate to the task and purpose is a goal. Students will present their knowledge through formal and informal speaking, as well as writing and digital formats.

Strand	Key Features	Student Competencies
Reading Literature	Key Ideas and Details	RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.2. Analyze literary text development. a. Determine a theme of a story, drama, or poem from details in the text. RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
	Craft and Structure	RL.4.6. Explain the differences in the point(s) of view in a text and different perspectives of the characters.
Reading Foundational Skills	Phonics and Word Recognition	RF.4.3. (WS) Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context

Strand	Key Features	Student Competencies
		and out of context.
	Fluency	<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
Writing	Texts Types and Purposes	<p>W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
	Production and Distribution of Writing	<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)</p> <p>W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.</p>
	Range of Writing	W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day

Strand	Key Features	Student Competencies
		or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening	Comprehension and Collaboration	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. 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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. 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.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p>
	Presentation of Knowledge and Ideas	<p>SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate</p>

Strand	Key Features	Student Competencies
		(e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
Language	Conventions of Standard English	<p>L.4.1. (WS) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>L.4.2. (WS) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>
	Knowledge of Language	<p>L.4.3. (WS) Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Choose punctuation for effect.</p> <p>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).</p>
	Vocabulary Acquisition and Use	<p>L.4.4. (WS) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase</p>
		<p>L.4.5. (WS) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>c. Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical</p>

Strand	Key Features	Student Competencies
		<p>meanings).</p> <p>Building Meaning with Sounds (spelling) DUBLIN ADOPTED: Consonant Doubling</p> <p>DUBLIN ADOPTED: Dropping e, change y to i</p> <p>Building Meaning with Words (vocabulary) DUBLIN ADOPTED: Suffixes: ing, ed, s, es, ies</p>

Strand	Key Features	Student Competencies
Reading Informational	Key Ideas and Details	<p>RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2. Analyze informational text development. a. Determine the main idea of a text and explain how it is supported by key details. b. Provide a summary of the text that includes the main idea and key details, as well as other important information.</p> <p>RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>
	Craft and Structure	<p>RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>

Strand	Key Features	Student Competencies
		RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in perspective and the information provided.
	Integration of Knowledge and Ideas	RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Writing	Text Types and Purposes	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. 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.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>d. Use concrete words and phrases and sensory details to convey</p>

Strand	Key Features	Student Competencies
		experiences and events precisely.
	Research to Build and Present Knowledge	<p>W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.</p>
Language	Conventions of Standard English	<p>L.4.1. (WS) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).</p> <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p>
	Vocabulary Acquisition and Use	<p>L.4.4. (WS) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>

Strand	Key Features	Student Competencies
		<p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L.4.6. 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).</p>

Strand	Key Features	Student Competencies
Reading Literature	Key Ideas and Details	<p>RL.4.2. Analyze literary text development.</p> <p>b. Summarize the text, incorporating a theme determined from details in the text.</p>
	Craft and Structure	<p>RL.4.4. 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).</p> <p>RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>
	Integration of Knowledge and Ideas	<p>RL.4.7. 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.</p>

Strand	Key Features	Student Competencies
		RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
Reading Informational	Craft and Structure	RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
	Integration of Knowledge and Ideas	RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
Writing	Text Types and Purposes	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. c. Use a variety of transitional words and phrases to manage the sequence of events.</p>

Strand	Key Features	Student Competencies
	Research to Build and Present Knowledge	<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</p>
Language	Conventions of Standard English	<p>L.4.1. (WS) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. Form and use prepositional phrases.</p>
	Vocabulary Acquisition and Use	<p>L.4.5. (WS) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>DUBLIN ADOPTED: Prefixes: under, sub, col, com, inter, semi, pre, mis, anit, extra, super</p>

Strand	Key Features	Student Competencies
Reading Literature	Range of Reading and Level of Text Complexity	RL.4.10. 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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
Reading Informational	Integration of Knowledge and Ideas	RI.4.8. Explain how an author uses evidence to support particular points in a text.
	Range of Reading and Level of Text Complexity	RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4 & 5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Writing	Research to Build and Present Knowledge	W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
		(WS) DUBLIN ADOPTED: Latin Roots: uni, bi, tri, quadri, micro, multi, poly, mega, megalo, auto, tele, per, pon, pos, posit, ology, ologist