

Poetic Forms & Inspiring Minds

4th ELA Course Overview

[Example](#)

Module <i>Clarification: This is the name of the module for EL-ELA</i>	Poetic Forms and Inspiring Minds (8weeks) Link to Materials Lessons Broken down to Standards and ALL Block Support		
Author	EL		
Statement of Outcome <i>Clarification: This is a general statement of what a student will learn in this unit</i>	In Unit 1, students begin to build their close reading skills by reading the novel in verse Love That Dog by Sharon Creech and analyzing how the main character, Jack, responds to events that happen in the story. Alongside Love That Dog, students analyze the poems Jack reads and describes, including “The Red Wheelbarrow” by William Carlos Williams, “Stopping by Woods on a Snowy Evening” by Robert Frost, and other poems selected to provide a diverse array of authorship and content. They analyze the poems and identify characteristics of poetry to effectively share their responses to the poems and understand how and why Jack’s feelings about poetry change alongside their own.	In the first half of Unit 2, students read A River of Words by Jen Bryant, and a biography of William Carlos Williams, learning about what inspired him to write his poetry. Students look for evidence of his inspirations in his poems, citing evidence and explaining the connection between his life and written works. Then, students select a poet of their choice from Unit 1 to study and learn more about. In expert groups, students read their selected poet’s biography, focusing on what inspired them to write poetry and citing evidence of these inspirations in their poems. Using the information they gathered in expert groups, students work with a partner to write a four-paragraph informative/explanatory essay about what inspired their selected poet to write poetry. Students then apply this learning to independently plan and write another essay about a new poet.	In Unit 3, students move from considering what has inspired the poets they have been reading about to write poetry to thinking about what inspires them to write poetry. They begin the unit by writing original poems, focusing on the precise language, meaning, and emotion of their poem through the use of concrete words and phrases, sensory details, and punctuation. Students also practice reading new poems aloud for fluency. In the second half of the unit, students write a presentation explaining what inspired them to write their original poem and where the reader can see evidence of this in their poem. The unit and module conclude with Performance Task: Poetry Presentation. Students participate in a poetry presentation in which they read aloud an original poem and then explain to the audience, with the use of visuals and evidence from the poem, why they were inspired to write their poem.
Unit Name & Timeframe <i>Clarification: What is the name of your unit or module? Approximately how long will it last?</i>	Unit 1: Begin Our Poetry Journey 15 Lessons, Weeks 1–3	Unit 2: Evidence of Inspiration 15 Lessons, Weeks 4–6	Unit 3: Find Our Inspiration 10 Lessons, Weeks 7–8
Topic(s) and driving questions <i>Clarification: This is stuff or “content” you will use to teach the GP indicators and GX</i>	- What inspires people to write poetry? - People find inspiration to write poetry from a variety of places, including their personal experiences and beliefs, the world around them, and the work of others. - What makes a poem a poem? - Poems are unique in their use of language, structure, and ability to break standard writing rules to express ideas and emotions creatively.		
Heart/GX Focus <i>Clarification: These are the HEART agreements or dimensions of the GXs you plan to pay particular attention to.</i>			
GP- Content Indicators <i>Clarification: These are the performance indicators you will teach, assess and report on.</i>	Mid Unit Literacy.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. Literacy.RL.4.6 Compare and contrast the point of view from	Mid Unit Literacy.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.	Mid Unit (This is adapted from L.4.5 and should be used in place of EL’s identified standards.) Write creatively using figurative language, word relationships, and nuances in word meanings to convey ideas.

4th ELA Course Overview
[Example](#)

	which different stories are narrated, including the difference between first- and third-person narrations. End of Unit Literacy.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. W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	End of Unit W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	End of Unit Literacy.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
Summative Assessment Clarification: This is a brief description of the task and or product you will use to assess student proficiency on the performance indicators you identified above.	Mid Unit W Mid-Unit 1 Assessment: Describe Jack and Explain Elemen. Reread “Jazzy Duet/Dueto de jazz,” and write a paragraph that explains your response to the poem. (RL.4.1, RL.4.5, L.4.5) Your paragraph should include • your thoughts or feelings that happened while reading the poem; • two elements of poetry and how they impact your understanding; and • how + a complete idea to explain the details of a poem. End of Unit W End of Unit 1 Assessment: Write an Informative/Explanato Throughout this unit, you have been reading and discussing poetry and Jack’s thoughts about it. For this assessment, write an informative/explanatory paragraph that responds to the following question: How and why did Jack’s thoughts about poetry change over the course of Love That Dog?	Mid Unit W Mid-Unit 2 Assessment: Explain Inspiration and Connect to Write a paragraph of three to five sentences to explain what inspired Rhina Espaillat as a poet and how this inspiration is evident in her poem “Bilingual/Bilingüe.” End of Unit W End of Unit 2 Assessment: Write an Independent Informati Context: Throughout Units 1 and 2, you have read texts and learned about what inspires people to write poetry. In Unit 1, you read Love That Dog by Sharon Creech and learned about what inspired Jack to write poetry. At the beginning of this unit, you read A River of Words by Jen Bryant and learned about what inspired William Carlos Williams to write poetry. Task: Write an informative/explanatory essay about what inspired your chosen poet to write poetry and how this inspiration is evident in their poetry.	Mid Unit W Mid-Unit 3 Assessment: Write an Original Poem-Teacher.do Write an original poem about something meaningful to you. End of Unit W End of Unit 3 Assessment: Decode Words and Read with Fl... When prompted by the teacher, read the poem aloud. If you make a mistake in pronouncing or recognizing a word, you can correct the word and say it again.
Link to Unit Clarification: This is the link to your unit plan.	https://access.openupresources.org/curricula/el-k5-2025/grade-4/module-lessons/module-1/unit-1/index.html	https://access.openupresources.org/curricula/el-k5-2025/grade-4/module-lessons/module-1/unit-2/index.html	https://access.openupresources.org/curricula/el-k5-2025/grade-4/module-lessons/module-1/unit-3/index.html

Deep Sea Discoveries

Module <i>Clarification: This is the name of the module for EL-ELA</i>	Explorers at the Limit: Deep Sea Discoveries (Link to Materials)		
Author	EL		
Statement of Outcome <i>Clarification: This is a general statement of what a student will learn in this unit</i>	In Unit 1, students begin by using text and images to define the module topic. Students move forward in their role as researchers by listening closely as the teacher reads aloud from The Last Unexplored Place on Earth, taking running notes of information from the text and synthesizing their running notes to paraphrase the text. They use vocabulary strategies to determine the meaning of unfamiliar words, which helps create meaning and assist comprehension of complex texts. Students closely read an excerpt of the anchor text to identify a main idea and explain how key details in the text support that main idea. The mid-unit assessment gauges students’ progress of paraphrasing, using vocabulary strategies, determining main ideas, and explaining how key details support a main idea. The unit continues with students extending the skills of determining a main idea and its supporting details to composing a summary paragraph. They continue using vocabulary strategies to determine the meaning of unfamiliar words that assist text comprehension. Students practice interpreting a diagram within From Shore to Ocean Floor and explain how the diagram contributes to their understanding of the text. The end of unit assessment gauges students’ progress with all of the aforementioned skills.	In Unit 2, students dive deeper into specific deep sea discoveries through research. Students work with their teacher through guided research practice on plate tectonics. They then work in small groups on their deep sea discovery to research with both print and digital sources. For the mid-unit assessment, students demonstrate the skills they’ve learned to read and conduct research on a new deep sea discovery, hydrothermal vents. For their end of unit assessment, they compile their research into a presentation about their deep sea discovery.	In Unit 3, students apply what they have learned about deep sea discoveries throughout the module to create a narrative that both entertains and informs the reader. Students analyze a model narrative about hydrothermal vents, in which several scientists encounter a vent while exploring deep below the water’s surface. They make a checklist of the most important elements in this narrative before planning and writing a collaborative narrative based on information about plate tectonics, which they first encountered in Unit 1. For the mid-unit assessment, students write individual narratives about their group discovery from Unit 2. For their end of unit assessment, they revise their narratives with a focus on punctuating dialogue and correcting fragments and run-on sentences. The unit and module conclude with a performance task: Publish and Present Deep Sea Discovery Narrative. Students publish their work, including a cover page with visuals, a fact sheet, and a narrative based on their research. They then share their work with the class and the larger community.
Unit Name & Timeframe <i>Clarification: What is the name of your unit or module? Approximately how long will it last?</i>	Unit 1: Build Background Knowledge: Deep Sea Exploration 13 Lessons, Weeks 1–3	Unit 2: Research Deep Sea Discoveries 13 Lessons, Weeks 3–5	Unit 3: Write to Entertain and Inform: Tell a Story about a Deep Sea Discovery 14 Lessons, Weeks 6–8
Topic(s) and driving question. <i>Clarification: This is stuff or “content” you will use to teach the GP indicators and GX</i>	- How have scientists used technology for deep sea exploration? - Scientists have used technology to discover new things through deep sea exploration. - Scientists have invented new technology, such as the Alvin submersible, in order to explore the depths of the ocean. - How have scientists navigated the dangers of deep sea exploration? - Humans have experienced a variety of thoughts and emotions when encountering the dangers of deep sea exploration.https://docs.google.com/document/d/1wNLH5gTXy-kqVzHNleYFZWpdNWIKVVyR/edit - Humans have responded to the dangers of deep sea exploration through a variety of actions. - What is the significance of discoveries made in deep sea exploration? - The discoveries made in deep sea exploration have added to our knowledge of the ocean. - The discoveries made in deep sea exploration have impacted the health of the oceans. - How can writers inform and entertain in one writing piece? How can writers tell a story about a deep sea discovery by informing and entertaining their audience? - Writers can tell fictional stories that are based on real people, places, or events through narrative writing. - Writers use the knowledge they have gained from research to include facts and engaging details.		
GX/HEART Focus			

Clarification: These are the dimensions of the GX’s you plan to pay particular attention to.			
GP- Content Indicators Clarification: These are the performance indicators you will teach, assess and report on.	Mid Unit SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. End of Unit Literacy.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. Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Mid Unit Literacy.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. End of Unit Literacy.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. (SL.3.4) Report on a topic or text , tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking <u>clearly at an understandable pace</u> .	Mid Unit W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. End of Unit <i>*This assessment focuses on editing the narrative started in the mid unit assessment. The standards for this assessment are all language standards. Please use the Narrative writing rubric to score the edited piece.</i> W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Summative Assessment Clarification: This is a brief description of the task and or product you will use to assess student proficiency on the performance indicators you identified above.	W Mid-Unit 1 Assessment: Paraphrase After Listening and De... Take notes as you listen to your teacher read aloud “Crazy Critters” from page 53 of The Last Unexplored Place on Earth three times. Then write a paraphrase of the excerpt. W End of Unit 1 Assessment: Determine Word Meanings, Inte... Write a summary of “Sunken Cities.” Be sure to include the prepositional phrase by + verb + -ing to describe the discovery of sunken cities and a series of adjectives in the appropriate order to describe sunken cities. Refer to the Criteria for an Effective Informational Summary Anchor Chart.	Mid Unit W Mid-Unit 1 Assessment: Paraphrase After Listening and De... Take notes as you listen to your teacher read aloud “Crazy Critters” from page 53 of The Last Unexplored Place on Earth three times. Then write a paraphrase of the excerpt. End of Unit W End of Unit 2 Assessment: Deep Sea Discovery Presentatio... You will share your research with the rest of your peers. In your presentation, you will report on your expert group’s deep sea discovery and the technology used during exploration, the scientists involved, the dangers of it, and its significance. You will also include visuals to help your audience better understand the descriptions and facts about your discovery.	Mid Unit W Mid-Unit 3 Assessment: Write Independent Narrative-Teac... Write a narrative using a combination of the facts you learned and your own imagination to describe your group’s deep sea discovery. End of Unit W End of Unit 3 Assessment: Edit Independent Narrative-Tea... <i>*This assessment focuses on editing the narrative started in the mid unit assessment. The standards for this assessment are all language standards. You should assess these standards formatively.</i> <i>Please use the Narrative writing rubric to score the edited piece.</i>
Link to Unit Clarification: This is the link to your unit plan.	https://access.openupresources.org/curricula/el-k5-2025/grade-4/module-lessons/module-2e/unit-1/index.html	https://access.openupresources.org/curricula/el-k5-2025/grade-4/module-lessons/module-2e/unit-2/index.html	https://access.openupresources.org/curricula/el-k5-2025/grade-4/module-lessons/module-2e/unit-3/index.html

Developing Brains Changing Minds

Module <i>Clarification: This is the name of the module for EL-ELA</i>	Developing Brains and Changing Minds (Link to Materials)		
Author	EL		
Statement of Outcome <i>Clarification: This is a general statement of what a student will learn in this unit</i>	In Unit 1, students read informational texts to build foundational knowledge of the brain and nervous system. Through <i>This Book Is Full of Brains</i> and <i>The Brain Book</i> , students learn about the brain’s structure and function. They explore how the brain receives messages from nerves, interprets information, and transmits chemical and electrical signals in response. Students also acquire complex, domain-specific vocabulary such as <i>axon</i> , <i>neuron</i> , <i>cerebellum</i> , and <i>myelin sheath</i> , and apply this knowledge as they explain how the brain controls not just physical actions but also decision-making, logic, and emotions. Students analyze text structures, such as cause and effect, compare and contrast, and chronological order, and zero in on linking words such as <i>however</i> , <i>but</i> , <i>which</i> , and <i>while</i> to understand how language signals a text’s organizational structure. Students then use these structures to explain the brain’s complex processes in their own words.	In Unit 2, students learn that the term <i>intelligence</i> applies to all processes by which one gains knowledge and uses it to accomplish tasks. Students begin the unit by analyzing a model informative/explanatory essay about how machines and plants exhibit intelligence. Then, they use the Painted Essay® writing model to draft collaborative informational/explanatory essays about how animals use their senses and nervous systems to interpret signals and demonstrate intelligence. Finally, students independently plan, draft, revise, and edit essays about how humans demonstrate intelligence. Their essays describe the different lobes of the brain and their functions, the five senses, and the general workings of the nervous system, leading to a broader understanding of what intelligence means and how it can be demonstrated. The rich informational texts from Unit 1 provide the necessary text evidence to complete the work of Unit 2.	In Unit 3, students deepen their understanding of the brain and nervous system through literary texts in which characters demonstrate their intelligence, perseverance, and creativity by navigating conflicts and considering multiple points of view. The unit is anchored by the graphic novel <i>Santiago!</i> , a biographical account of Santiago Ramón y Cajal, known as the father of modern neuroscience. The text highlights how Santiago’s childhood ingenuity and even stubbornness contributed to his eventual success. This text is supplemented by three traditional stories from different cultures, retold as plays. Students compare how each drama tackles similar topics and themes to <i>Santiago!</i> and share their thinking both in writing and through oral discussions. The module concludes with the performance task, where students reflect on an experience when they changed their mind about something meaningful and create a visual representation of this experience. Students write a paragraph about how new information, others’ perspectives, and the brain’s physical processes contributed to their change in thinking.
Unit Name & Timeframe <i>Clarification: What is the name of your unit or module? Approximately how long will it last?</i>	Unit 1: Explain Scientific Concepts: The Brain and Nervous System 11 Lessons, Weeks 1–2	Unit 2: Write to Explain: How the Brain Demonstrates Intelligence 11 Lessons, Weeks 3–4	Unit 3: Discuss Multiple Perspectives: Changing Minds Literally and Figuratively 14 Lessons, Weeks 5–7
Topic(s) and driving question. <i>Clarification: This is stuff or “content” you will use to teach the GP indicators and GX</i>	• What are the basic functions of the nervous system? ◦ The nervous system is made up of the brain, spinal cord, and nerves. The brain sends chemical and electrical signals through the nervous system to help you see, hear, smell, taste, and feel. ◦ The brain is where your thoughts and emotions come from, where you solve problems, and where you make memories. • What is intelligence and how is it demonstrated? ◦ Intelligence is the ability to gather information from the senses, combine it with memories, and make decisions. It is the ability to gain and apply knowledge. ◦ Many things demonstrate intelligence besides humans, such as machines, plants, and animals. Both plants and machines are able to sense their environment and communicate information to others. Animals demonstrate their intelligence by solving problems and protecting themselves. ◦ Humans demonstrate their intelligence by using their senses and making memories. We can create language, determine what is safe, and think before making decisions. • How do multiple points of view help us to better understand ourselves and others? ◦ Multiple points of view help us to see the same situation or idea from different perspectives. ◦ Understanding different points of view can make us better at cooperating and finding solutions. ◦ When we hear other people’s stories, we can understand the challenges they face and learn to be more compassionate. ◦ Different points of view can help us understand our own strengths and weaknesses, making us more self-aware and empathetic toward others.		
GX Focus <i>Clarification: These are the dimensions of the GX’s you plan to pay particular</i>			

attention to.			
GP- Content Indicators Clarification: These are the performance indicators you will teach, assess and report on.	Mid Unit 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. W.4.2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). End of Unit 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. W.4.2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	Mid Unit W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. End of Unit W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Mid Unit .RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. End of Unit 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. 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. (The following standards are not currently part of our progression) 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. 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. Performance Task 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. W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Summative Assessment Clarification: This is a brief description of the task and or product you will use to assess student proficiency on the performance indicators you identified above.	W Mid-Unit 1 Assessment: Determine Main Idea and Explain ... Using pages 48–49 in <i>This Book Is Full of Brains</i>, write three to five sentences that explain how to improve a skill and how a skill is committed to memory. Use evidence from the text and at least one relative pronoun to add detail to your response. (RI.4.1, RI.4.3, W.4.2c, L.4.1a) W End of Unit 1 Assessment: Explain Ideas and Describe Text... Write a three- to five-sentence response that explains how computers can be more capable than humans yet are still not as complex as the human brain. Use evidence from the text and at least one connecting word (<i>that, when, however, but</i>) to add detail to your response. (RI.4.1, RI.4.3, W.4.2c, W.4.10, L.4.1)	W Mid-Unit 2 Assessment: Write an Informative/Explanatory... Prompt: How do humans demonstrate intelligence? W End of Unit 2 Assessment: Revise and Edit an Informative/... Directions: Revise and edit your informative/explanatory essay on human intelligence. As you revise, be sure to link ideas using words and phrases—including <i>however</i>—and use precise language and vocabulary to explain your ideas. Be sure to check your spelling of confused words and the way you have punctuated quotations. Use the following resources to guide your revisions and edits: • Informative/Explanatory Writing Checklist • Linking Words and Phrases • Frequently Confused Words Note-Catcher • Quoting Text Anchor Chart	W Mid-Unit 3 Assessment: Describe Characters and Compare Based on these excerpts, how does Santiago’s point of view about art differ from his father’s point of view? Write a response of three to five sentences. (RL.4.6, W.4.10) W End of Unit 3 Assessment, Part 1: Compare Themes and Ex... W End of Unit 3 Assessment, Part 2: Compare Themes and E... Directions: During this unit, you have read four texts: read <i>Santiago!</i>, “How Ma-ui Fished Up the Great Island,” “Cao Chong Weighs An Elephant,” and “The Three Brothers.” Use your Compare Texts: <i>Santiago!</i> and “How Ma-ui Fished Up the Great Island” Note-Catcher and Compare Texts: <i>Santiago!</i> and “Cao Chong Weighs an Elephant” Note-Catcher from previous discussions to fill out the following tables. After completion, you will participate in a brief discussion with your peers. Prompt: Fill out the tables with similarities and differences of the texts in their structures, themes, and elements. (RL.4.1, RL.4.5, RL.4.9, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d, L.4.2c)

			W Performance Task: Visual Representations of Changing Poi... Describe a time when you changed your point of view. Create a visual representation to show how new information and perspectives contributed to a change in your thinking.
Link to Unit Clarification: This is the link to your unit plan.	https://access.openupresources.org/curricula/el-k5-2025/grade-4/module-lessons/module-3i/unit-1/index.html	https://access.openupresources.org/curricula/el-k5-2025/grade-4/module-lessons/module-3i/unit-2/index.html	https://access.openupresources.org/curricula/el-k5-2025/grade-4/module-lessons/module-3i/unit-3/index.html

Equal Rights & the 19th Ammendment

Module <i>Clarification: This is the name of the module for EL-ELA</i>			
Statement of Outcome <i>Clarification: This is a general statement of what a student will learn in this unit</i>	•	•	•
Unit Name & Timeframe <i>Clarification: What is the name of your unit or module? Approximately how long will it last?</i>			
Topic(s) and driving question. <i>Clarification: This is stuff or “content” you will use to teach the GP indicators and GX</i>			
GX Focus Clarification: These are the dimensions of the GX’s you plan to pay particular attention to.			
GP- Content Indicators Clarification: These are the performance indicators you will teach, assess and report on.	•	•	•
Summative Assessment Clarification: This is a brief description of the task and or product you will use to assess student proficiency on the performance indicators you identified above.			
Link to Unit Clarification: This is the link to your unit plan.			