

Grade 4 ELA Curriculum

Subject	Language Arts		
Grade/Course	Grade 4		
Unit of Study	Unit 2: Reading the Weather, Reading the World (Book 2)/Boxes and Bullets: Personal and Persuasive Essays (Book 2)		
Pacing	<p>October-November</p> <p>The reading & writing topics unfold over 21 sessions, respectively, with a suggested timeline of approximately 4 uninterrupted weeks of instruction. In order to ensure that all students master unit/lesson objectives, the actual pacing may vary to include appropriate embedded enrichment/intervention. Teachers should plan for 2-3 days of additional time for schedule interruptions and run-over in order to address all teaching points.</p>		
Unit CT Core Content Standards			
<u>Reading Foundational Skills</u>			
<p>RF.4.3: Phonics & word recognition: Use combined knowledge to accurately read unfamiliar multisyllabic words in and out of context</p> <p>RF.4.4: Fluency: purpose, understanding, accuracy, rate, expression, confirm or self-correct</p>			
Reading: <u>Literature and Informational</u> Texts	<u>Writing</u>	<u>Speaking/Listening</u>	<u>Language</u>
<p>RI.4.4 General academic & domain-specific words for grade</p> <p>RI.4.5 Describe overall structure of ideas, events, concepts in text</p> <p>RI.4.6 Compare first & secondhand accounts</p> <p>RI.4.7 Interpret information presented visually, orally, quantitatively</p> <p>RI.4.8</p>	<p>W.4.1 Introduce, state opinion, create organizational structure with reasons, linking words/phrases concluding statements grouped to support purpose</p> <p>W.4.8 Recall experiences or gather information from print or digital take notes, categorize, list sources.</p>	<p>SL.4.1 Collaborative discussions, prepared, agreed upon rules, pose/respond to questions, review ideas expressed explain own ideas</p> <p>SL.4.5 Add audio recording and visuals to enhance as appropriate</p> <p>SL.4.6 Differentiate when to use formal and informal English appropriate to situation</p>	<p>L.4.1 Conventions: relative pronouns, progressive, model auxiliaries, order adjectives, prepositional phrases, complete sentences, correctly use frequently confused words</p> <p>L.4.2 Correct capitalization, commas in direct speech and coordinating conjunctions, consult references for spelling as needed</p> <p>L.4.3</p>

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<p>Explain how author uses reasons and evidence</p>			<p>Choose words/phrases precisely, punctuation for effect, differentiate between contexts for formal, informal English</p> <p>L.4.6 Use words/phrases acquired through conversation/reading conversational, academic, domain-specific words for actions, emotions, states of being particular to a topic</p>
<p>Essential Questions</p>		<p>Corresponding Big Ideas</p>	
<p>1. How do readers determine importance and synthesize in expository nonfiction?</p> <p>2. How do writers organize opinion/persuasive writing to clearly convey their thesis (topic) and supporting ideas?</p>			<p>1. Readers determine importance in expository nonfiction by paying attention to text features such as the table of contents, diagrams, charts, graphic organizers, photos, and captions. Readers synthesize expository nonfiction by being alert to the visual features of expository texts and to anticipate particular content. Readers synthesize what they are learning across texts when they research. Readers figure out the text's structure and use it to determine importance.</p> <p>2. Writers develop strong opinions that become persuasive essays. Boxes and bullets are used to organize their writing into a thesis with supporting ideas. A variety of strategies support the cultivation of seed ideas: free writing, elaboration prompts, mining their writing, collecting mini-stories.</p>

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Reading Bends	Writing Bends
<p>Bend 1: In the first bend, students will come to realize how much nonfiction reading there truly is in their lives, from directions to receipts to lists. Students will tackle increasingly challenging texts using various strategies, including summarizing.</p> <p>Bend 2: The second bend launches a research project that will span the entire unit. The students will learn the importance of working within research teams, and review the skills of researching, such as previewing texts and organizing subtopics. As they research they will learn to locate and synthesize information from a variety of texts. This bend will culminate with time for research teams to teach each other what they have learned about their topics.</p> <p>Bend 3: In the third and final bend, teams will trade topics and broaden their study from a specific subtopic to a broader issue or topic. They will be noticing patterns in relationships across texts, pushing themselves to grow deep ideas. Students will also check the credibility of their sources.</p>	<p>Bend 1: This unit begins with a quick immersion into an “essay boot camp,” in which students learn the basic structure of an opinion essay. Students gather ideas for opinion essays, writing long about important things in their lives. Students grow ideas, and learn how freewriting plants the seed for finished products.</p> <p>Bend 2: In the second bend, students will turn their freewriting into an essay. They will collect mini-stories to support reasons, how to write an engaging introduction, and how to conclude with a final thought-provoking idea. They will self-assess to determine how much they have grown, and will revise with goals in mind.</p> <p>Bend 3: Bend three is about raising the quality of work. Students will develop persuasive opinions and a plan for a persuasive essay. They will again, self-assess, reflecting on their work across the unit, and set future goals. Students will edit using all they have learned about conventions. They will publish their pieces in a final celebration.</p>
Teaching Points	
Reading	Writing
<p>Bend 1:</p> <ol style="list-style-type: none"> 1. Making connections between what they already know and care about and the text. 2. Previewing the text by surveying the headings and topic sentences 3. Noticing the structures in the text (problem/solution, compare/contrast, cause/effect, chronological) and use structures to determine what information is most important. 	<p>Bend 1:</p> <ol style="list-style-type: none"> 1. Using boxes and bullets to structure your essay into a thesis statement, your idea- and your reasons for your thesis statement. 2. Using strategies for growing ideas including thinking of important people, places, and objects, listing ideas about them and writing an entry about that idea. 3. Guided inquiry: What is good freewriting?

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<ol style="list-style-type: none"> 4. Tackling the hard parts of nonfiction reading 5. Guided inquiry: What signals do authors give to readers to let you know when a part of a text should be read through the lens of story and when a part should be read through the lens of reading for information? 6. Looking in and around unknown words to figure out meaning 7. Summarizing nonfiction includes writing, in your own words, the writer’s main idea and key supporting details 	<p>and-What, exactly, does a writer do to do a great job at this kind of writing?</p> <ol style="list-style-type: none"> 4. Using elaboration prompts to grow ideas (In other words..., That is..., This is giving me the idea that...) 5. Mining our writing for “jewels” that we can use as ideas for our stories 6. Using boxes and bullets to plan your thesis and supporting reasons 7. Returning to writing bootcamp: reminding writers that essays are strong in both content and structure (like a baking a cake)
<p>Bend II:</p> <ol style="list-style-type: none"> 8. Getting ready for a research project by planning out who will get information about the topic and coming up with an action plan 9. Researching includes taking notes about a subtopic from multiple sources and asking, “Does this add to what I’ve already learned? Does it change what I learned?” 10. Investigation: “ In what ways do authors write nonfiction articles differently from nonfiction books?” 11. Writing to grow your own ideas about a topic 12. Tackling complex, hard parts of text by reading and rereading, pausing after chunks of text, thinking and writing to develop your ideas 13. Being an expert on a topic means teaching others in the community about what you know 	<p>Bend II:</p> <ol style="list-style-type: none"> 8. Composing (previous drafts) and sorting mini-stories of similar topics and unpacking various information across them to glue together in order to support a claim 9. Using lists to build essays: using precise words and making sure your examples match your reason 10. Organizing yourself for drafting: reread a piece of evidence, look for parts that match your reason (underline) checking that evidence is supportive and varied, decide if you need to cut or revise 11. Using techniques to organize materials by: arranging writing in an order for a reason, using transitional words, repeating key words from your thesis or topic statement 12. Using charts and your own writing to make a plan for the upcoming parts of your writing 13. Writing introductions and conclusions (charts on Ways to Start an Essay/Ways to End an Essay) 14. Pausing, reviewing your work and setting
<p>Bend III:</p> <ol style="list-style-type: none"> 14. Studying multiple examples of something and thinking about, “How is this similar to 	

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<p>what I already know? How is it different?”</p> <ol style="list-style-type: none"> 15. Developing expertise means looking across subtopics (droughts, tornadoes, hurricanes) of related topics (extreme weather) 16. Moving from one subtopic to another sparks new questions 17. Bringing your own agenda to your purpose for reading 18. Evaluating sources for trustworthiness and credibility (ex. When was it published? Who reviewed the material? Is the person who wrote this qualified?) 19. Thinking about how an author wants us to think or feel about a topic (Tiger Rising-deep sadness) 	<p>goals using checklists and charts</p> <ol style="list-style-type: none"> 15. Editing work with a focus on correcting run-on sentences and sentence fragments <p>Bend III:</p> <ol style="list-style-type: none"> 16. Developing strong opinions that will become persuasive topics 17. Recognizing the similarities in opinion and persuasive writing 18. Gathering broader evidence that can apply to many people to substantiate opinion 19. Editing to make sure that every piece of evidence is connected to the thesis 20. Editing for spelling, punctuation, and other conventions 21. Display final drafts in a whole-class celebration
Word Study Topics	
<p>Words Their Way Scope and Sequence</p> <p>This chart shows the skills presented in Words Their Way®: Word Study in Action. The first column lists the word features. The subsequent columns indicate the Words Their Way level or levels at which the word features are covered.</p> <p>When implementing word study in the classroom, it is important to understand the progression of the stages of spelling development. It will help teachers determine which word study activities are most appropriate for students. The methodology of the professional development book Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction is based on the progression of these developmental stages. Please click on the following link for more information on these stages in relation to Words Their Way Words Their Way: Word Study in Action</p> <p>Discrete foundational reading skills are also practiced during reading and writing instruction. Student assessments will be used to determine foundational skills that need to be taught, re-taught and/or reinforced to individual students from the previous units during conferring and small group instruction workshop time.</p>	
<p>Evidence of Learning - Assessment</p> <p>TC High Leverage Reading Assessment</p> <p><i>*See Heinemann Online Resources for copies. District may designate the use of another version of assessment.</i></p>	
<p>Smarter Balanced Assessment Resources</p> <p>The following links will provide rubrics to use in the holistic scoring of narrative, opinion, and informational writing:</p>	

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[Smarter Balanced Brief Write Rubrics](#) (3-11)

[Smarter Balanced Narrative Performance Task Writing Rubric](#) (Grade 3-8)

[Smarter Balanced Informational Performance Task Writing Rubric](#) (Grade 3-5)

[Smarter Balanced Opinion Performance Task Writing Rubric](#) (Grade 3-5)

Smarter Balanced Interim Blocks

Interim assessment blocks may be used for a variety of assessment purposes, including: pre/post, interim and formative (additional evidence of learning).

The items on the interim assessments are developed under the same conditions, protocols, and review procedures as those used in the summative assessments. Therefore, they assess the same Common Core State Standards, adhere to the same principles of Universal Design in order to be accessible to all students, and provide evidence to support Smarter Balanced claims in mathematics and ELA/literacy. The interim assessment items are non-secure but non-public. This means that educators may view the items, however, they should not be made public outside of classroom, school or district use.

Unit-aligned Smarter Balanced Interim Assessment Block (IAB)*:

IAB - ELA Grade 4- Read Informational Text

[CSDE Comprehensive Assessment Portal](#) (Click on *Smarter Balanced Assessment* - tab on left; then, click on *Assessment Viewing Application*)

**Some interim blocks show clear, strong alignment to priority standards within the unit. Other blocks have been placed in one specific unit but could be aligned to the priority standards of several units. Blocks have been spread out over the course of all units for a more balanced approach to assessment throughout the school year. These interim blocks, used in partnership with the [Style Guide](#), will support the creation of unit- and standard-aligned items for instructional use.*

Pre/Post Assessment	Interim Assessment	Additional Evidence of Learning
Reading: <ul style="list-style-type: none"> ● Teacher Instructions* ● Preassessment* ● Preassessment Sample Responses* ● Preassessment Student Rubric* ● Postassessment* ● Postassessment Sample Responses* ● Postassessment Student Rubric* ● Learning Progression* Writing: <ul style="list-style-type: none"> ● On-Demand Performance 	<ul style="list-style-type: none"> ● Running Records* (including Checklist of Reading Behaviors) ● WPM rate benchmark chart ● Informational Reading Learning Progression* ● Opinion Writing Learning Progression* 	Reading: <ul style="list-style-type: none"> ● Conferring notes ● Observation of small group work ● F&P Continuum of Literacy Question Stems by GRL ● Exit tickets ● Daily reading log sheet ● Homework for sessions Writing: <ul style="list-style-type: none"> ● Student work: One or more student work samples for each writing session* ● Conferring notes

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<p>Assessment Prompt*</p> <ul style="list-style-type: none"> • <i>Writing Pathways</i> performance assessments for Opinion*: <ul style="list-style-type: none"> -writing rubrics -checklists -student writing sample -writing developed through the progression 		<ul style="list-style-type: none"> • Opinion Writing Conferring Scenario Chart* • Observation of small group work • Opinion Writing Checklist*
Learning Plan		
Researched-based Instructional Resources and Methods		
<p>The Reading and writing workshop model is a researched-based instructional model:</p> <p>See <i>A Guide to the Reading Workshop Model: Primary Grades</i>, (2015), Calkins et. al. and <i>A Guide to the Common Core Writing Workshop</i>, 2012, Calkins et. al. included in the series component bundle.</p> <p>The Heinemann Online Resources includes a study guide for the <i>Units of Study for Teaching Reading</i> under “Latest News and General Information.” This resource provides step by step instructions for implementing the workshop model, including guiding questions and detailed explanations of:</p> <ul style="list-style-type: none"> • The Architecture of the Mini-lesson: connection (teaching point), direct instruction and active engagement, link • The Architecture of a Conference and small group work: mid-workshop teaching • Share/whole group processing • Setting up and Provisioning the Reading Workshop <p>The Heinemann Online Resource also contains a video orientation that guides teachers through “unpacking the unit” and offers specific tips and demonstrations of best practices associated with delivering reading and writing workshop.</p>		
Anchor Charts		
<p><i>Commercially developed Anchor Chart Notes are one of the series components included with the Units of Study bundles for both reading and writing. Teachers may prefer to construct their own or co-construct these charts with students to serve as a reference of summarized, illustrated teaching points.</i></p>		
Reading	Writing	
<p>To Read Nonfiction Well... Color / B&W</p> <p>To Research Well... Color / B&W</p> <p>Researching a Second Example</p>	<p>Strategies for Generating Essay Entries Color / B&W</p> <p>Qualities of Good Freewriting Color / B&W</p>	

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Color / B&W	
Instructional Moves	
Bauman, L.; Burke, James (Jim) R. (Robert). 2014. <i>The Common Core Companion: The Standards Decoded, Grades 3-5: What They Say, What They Mean, How to Teach Them</i> (Corwin Literacy). SAGE Publications.	
Possible Student Challenges	Teacher Moves
Determine the meaning of words and phrases as they are used in a text:	Generate a vocabulary chart at the outset of a new nonfiction unit or chapter. Don't be afraid to explicitly teach key words up front, with the idea that students will take ownership of figuring out plenty of challenging words in the subsequent reading.
Determine the meaning of general academic and domain-specific words in a text:	<ul style="list-style-type: none"> • Show students how to make use of any textual features—sidebars, captions, typography (is the word in bold and thus in the glossary), diagrams, footers, or glossaries in the chapter or in the appendix. • Teach students, when appropriate, the root words or etymology of certain subject-specific words (bio = life, ology = study of) as part of the study of any discipline.
Draw on information from multiple print or digital sources:	<ul style="list-style-type: none"> • Give a question to students and then provide them with a graphic organizer divided into two columns—one for “print” and one for “digital source.” Have students find the answer to the question using both print and digital sources and recording their answers on the organizer.
Integrate information from two texts on the same topic:	<ul style="list-style-type: none"> • Assign students a topic (or they can self-select). Students read one text on that topic, taking notes or annotating important information. Then they read a second text on the same topic (this may take a couple of days to complete), again taking notes. After reading both, students write what they now know about the topic. • Use two content-area texts and students take notes on each (on a graphic organizer, etc.) After reading both, have students make a key statement and then back it up with reasons and details from their notes.
Have students use linking words, phrases, and clauses to link ideas and create cohesion:	<p>Give students a copy of a sample text and highlight the linking words, phrases, and clauses. Annotate how these help create cohesion.</p> <ul style="list-style-type: none"> • Generate with students a list of linking words, phrases, or clauses.

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	<ul style="list-style-type: none"> • Have students go through their papers once they have a complete draft and highlight their linking words.
To help students use precise language and academic vocabulary:	<ul style="list-style-type: none"> • Direct them to circle any words in their papers that are abstract, too general, or otherwise ineffective; then have them replace weaker words or phrases. • Generate with the class words they might or should use when writing about a specific subject, procedure, event, or person.
Mentor, Demonstration, Read-aloud, Shared Texts <small>*Included in the Grade 4 Trade Pack</small>	
Reading	Writing
<p>May include other similar texts of the appropriate grade level band</p> <p>Demonstration Texts <i>Everything Weather</i> by Kathy Furgang “Phoenix Zoo: The Phoenix Zoo Saves the Arabian Oryx” video from YouTube “A Sport” Transcript from “Droughts 101” (National Geographic video) <i>The Big Thirst</i> by Charles Fishman “A Summer Scorcher” by Jennifer Marino Walters “In the Grip of Epic Drought” by Alysa Goethe “Fire making with sticks Andrew Newton” video “Drought Rearranges Kingdoms” by Susan Kegel from <i>Calliope: Exploring World History</i> <i>Tornadoes</i> by Seymour Simon</p> <p>Read-Aloud Texts <i>*Hurricane & Tornado</i> by Jack Challoner “Fast-Moving Water” by Kathiann M. Kowalski from <i>Cobblestone</i> (March 2012) “Katrina Strikes” from <i>Cobblestone</i> (March 2012)</p>	<p>Exemplars Student exemplar essay, “A True Friend” (Online resources Session 1) Student exemplar freewriting by Jonah (Online resources Session 3) Student exemplar freewriting, “Civilization” by Miles (Online resources Session 3) Student exemplar notebook entry by Alejandro (Online resources Session 5) Student exemplar essay, “Parents Fighting” by Andy (Online resources Session 7) Teacher exemplar essay, “My Father is My Most Important Teacher” (original version) (Online resources Session 11) Exemplar essay, “No Uniforms!” (Online resources Session 17) Teacher exemplar essay, “My Father is My Most Important Teacher” (revised version) (Online resources Session 19)</p> <p>Suggested Texts and Resources <i>Resources for Teachers Creating Classrooms for Authors and Inquirers</i> by Jerome C. Harste and Kathy G. Short <i>Writing Tools: 50 Essential Strategies for Every Writer</i> by Roy Peter Clark</p>

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Read-Aloud & Shared Reading	
<p>Read-Aloud goals Internalize reading behaviors (preview, make predictions, anticipate) Monitor for sense and re-reading Process the text Whole-class book talk</p> <p>Read-Aloud process: Before You Read (introduce book, title, author, wonder about the title) As You Read (look at pictures, read with prosody, retell) After You Read (whole class book talk)</p> <p>Shared reading goals Practice using meaning, structure, visuals (MSV) to solve new words</p> <p>Shared reading process: Introduce the book and key concepts Cross-checking sources of information Word Study Fluency</p>	
Vocabulary	
<p><i>*Vocabulary identified in Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy</i></p>	
Tier 2 (Academic Vocabulary)	Tier 3 (Domain Specific Vocabulary)
agenda cause/effect chronological order compare/contrast evaluating unknown words	boxes and bullet broad evidence conclusions * credibility elaboration prompts essay structure introduction lens of reading a story lens of reading for information opinion writing * problem/solution subtopic supporting evidence supporting reasons text structures thesis
Suggestions for Differentiation, Scaffolding and Intervention	
<p>CT Dept. of Education Evidence-based Practice Guides – These guides provide links to “evidence-based</p>	

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activities, strategies and interventions (collectively referred to as 'interventions')."

Up the Ladder: Assessing Grades 3-6 Writing Units of Study books and [online resources](#)

- There are three units in the *Up the Ladder* series, and each contains 20-22 sessions. These books have been designed for children in grades 3-6 who may not yet have had many opportunities to practice writing narrative, information, and opinion/argument pieces, or might have not had those experiences in workshop-style classrooms. The units aim to support students in writing with increasing volume and with growing skill and sophistication. Sessions in the *Up the Ladder* series are shorter and simpler than those in the writing Units of Study.

Use individual student performance data to inform intervention in small group and conferring work.

[Effective Intervention Strategies for Teachers](#)

- Use grouping
- Use feedback, reinforcement and recognition
- Use similarities and differences
- Use advanced organizers such as graphic organizers
- Provide feedback
- Use summary and note taking
- Use hands-on, non-linguistic representations

[Meeting Students' Needs Through Scaffolding](#)

- Identify, bold, and write in the margins to define words that cannot be understood through the context of the text
- Chunk long readings into short passages (literally distributing sections on index cards, for example), so that students see only the section they need to tackle
- Encourage/enable students to annotate the text, or—if they can't write directly on the text—providing sticky notes or placing texts inside plastic sleeves
- Supply sentence starters so all students can participate in focused discussion
- Place students in heterogeneous groups to discuss the text and answer text-dependent questions
- Provide task cards and anchor charts so that expectations are consistently available
- Highlight key words in task directions

[Supporting Struggling Readers](#)

- Pre-expose students to the selected text with support (audio recording, read-aloud, peer tutor etc.)
- Have students read a simple article, watch a video, or read student-friendly explanations of key information to help build background knowledge that will aid in comprehension
- Reformat the text itself to include visuals or definitions of key vocabulary
- Provide picture cues with text-dependent questions
- Provide oral rehearsal time (with buddies, small group, or a teacher) prior to writing, and/or provide writing/thinking time prior to oral presentations

[Assistive Technology](#)

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Writing:

- Use different paper (wide lined, raised lines or darker lines) to increase awareness of lines.
- Use the dry erase board and pens, which requires less force than a pencil (photocopy the results if they need to be turned in)
- Use a copy machine to enlarge worksheets to be completed to provide a larger area to write.
- If computers and internet are available: use free text-to-speech software or use spell/grammar check to edit and revise

Reading:

- Increase space between words/lines
- Color code words in text
- Use tools to modify the visual presentation of text
- Use highlighters, color-coding dots, and post-its to identify the main idea, supporting details, and other key words or ideas

English Learners**[Colorin Colorado](#)****[CT English Learner Proficiency Standards, Linguistic Supports](#)**

- Use visual supports: pictures, illustrations, videos, models, gestures, pointing, realia, graphic organizers (before, during, and after reading or viewing), and acting out/role playing
- Provide explicit academic vocabulary (see glossary) instruction: word walls, personal dictionaries, bilingual dictionaries/glossaries, picture/video dictionaries, graphic organizers, word cards with pictures, word sorts, etc.
- Make connections to students' prior experiences
- Build background knowledge
- Use scaffolding techniques: jigsaws, think-alouds, graphic organizers, sentence starters/sentence frames

Enrichment strategies

P. Wood, 2008. "Reading Instruction with Gifted & Talented Readers."

- Use of more advanced trade books
- Independent reading and writing choices
- Focus on developing higher level comprehension skills, along with higher level questioning
- Opportunities for book discussions – critical reading & creative reading
- Use of technology and the web

Interdisciplinary Connections

Social Students Grade 4: United States Geography as it relates to the regional cultural, economic, and political development of the United States, including but not limited to exploring the following compelling questions:

- How does where we live affect how we live?
- How and why do places change over time?
- What characteristics make groups of people unique?
- What role does climate play in people's lives?
- Why do people move from one region to another?

Consider opportunities to read, write and communicate about related topics.

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NGSS Grade 4 Science topics include Energy; Waves: Waves and Information; Structure, Function and Information Processing; and Earth's systems: Processes that Shape the Earth. Consider opportunities to read, write, and communicate about related topics.

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