

EL Education’s Grades 3-8 English Language Arts Curriculum Second Edition Enhancements: 4th Grade, Module 1

This document describes the most significant changes in our 2nd edition Grades 3-5 ELA curriculum: global changes across modules and specific changes for 4th Grade, Module 1.

We have been inspired by the national interest in EL Education’s Grades 3-8 English Language Arts curriculum since we created it with a team of teachers in 2012. The first edition was originally commissioned by New York State, which required a total of 6 modules per grade, aligned to the state’s Social Studies and Science standards. Though the curriculum was initially designed with New York teachers as the primary audience, we were pleasantly surprised when the curriculum was downloaded over 6 million times.

The second edition broadens the curriculum’s relevance to schools nationally and incorporates feedback from teachers across the country. We prioritized four modules per grade that had the most nationally relevant topics and had received the highest praise from teachers. For Grade 4, the second edition (2-hour block) includes the following four modules:

Module 1B, Module 2B, Module 3B, Module 4

What is the same in the first and second edition of our Grades 3-5 ELA curriculum?

The second edition modules still

- Focus on the same topic (e.g., 4th Grade Module 1 is still about poetry)
- Use the same central text(s) (e.g., 4th Grade Module 2 students still read *Love That Dog*)
- Teach and assess at least the same standards (we often folded in more standards as well)
- Teach and assess the same type of writing (e.g., Module 4 still includes opinion writing)

What’s new in the second edition?

The second edition is comprehensive: it explicitly teaches and formally assesses all standards and strands of the new standards. It includes:

- A brand new second hour of instruction: Additional Language and Literacy (ALL) block
- An explicit emphasis on habits of character (working to become an effective learner, working to become an ethical person, working to contribute to the community)
- Robust supports for English language learners: focuses on diversity and inclusion, levels of support, language dives, and conversation cues
- Supports aligned to the Universal Design for Learning (UDL) framework in module lessons

Reading enhancements:

- Language dives: 10-20 minute conversations about the meaning and purpose of a complex sentence from a compelling text (several times per unit for all students; almost daily for ELLs)
- Explicit vocabulary instruction (e.g., using affixes to determine the meaning of unfamiliar words)

Writing enhancements:

- Explicit writing instruction, particularly formulating paragraphs and essays, and on expository writing
- Models for student analysis and as teacher exemplars
- Increased rigor aligned to standards for all three writing types: opinion, informative and narrative (e.g., By Module 4, Grade 4 now write scaffolded four-paragraph essays)

Speaking and Listening enhancements:

- Conversation cues: questions teachers can ask students, and students can ask each other, to promote productive and equitable conversation
- Checklists for informal assessment of speaking and listening
- Formal speaking and listening assessments
- Emphasis on discussion norms

Language enhancements:

- Explicit grammar, punctuation and spelling instruction (within module lessons and in ALL block)

Assessment enhancements:

- All standards explicitly taught and formally assessed in module lessons (including RF and L standards)
- Writing Rubrics (for W.1 opinion, W.2 informative/explanatory, W.3 narrative)
- Improved alignment between standards, texts, and assessment questions
- Priority standards assessed in multiple modules (e.g., R.1, R.2, R.4, W.2, SL.1, L.4)
- Improved support for students to track and assess their own progress
- More time for assessments

Materials:

- Updated Required Trade Book list (some new texts one per classroom to increase inclusion)
- Updated Recommended Texts for Independent Reading list
- Answer keys for everything, including homework
- Letter to families (simple overview of the learning for each specific module)

Performance Task (scaffolded for high quality work)

First Edition:	Second Edition:
<p>Poet’s Performance: Poetry Reading and Biographical Essay Presentation</p> <p>This performance task consists of three parts. First, students fluently read aloud a poem that has inspired them as a writer. They then share an essay about the author of the poem based on the following prompt: “Write an essay about the poet who inspired you, explaining who this poet is and how she or he has inspired you as a writer.” Finally, students read aloud their original poem inspired by their studied poet. This performance task will focus on RI.4.9, W.4.2, W.4.11, and SL.4.4.</p>	<p>Poetry Presentation</p> <p>In this performance task, students synthesize their learning about what inspires poets to write poetry by presenting their own original poems inspired by something meaningful, along with a speech, including supporting visuals, about what inspired their poem and where you can see evidence of this in their poem. Their speech answers the question: What inspired you to write poetry, and where can you see evidence of this in your poem? This task centers on CCSS ELA SL.4.4 and SL.4.5.</p>
Rationale	
<p>The structure of this performance task remains the same, a poetry performance and presentation; however, the content is slightly different based on the work students complete throughout the revised module. Rather than focusing on the work of other poets, in performance task presentations, students perform original poems inspired by something meaningful, which could include the work of a famous poet, and describe what inspired them. This change of content was designed to engage and invest students in creating high-quality work products.</p>	

On-demand Assessments (completed independently, often under test conditions)

MID-UNIT 1

First Edition:	Second Edition:
<p>Text-Dependent Questions: <i>Love That Dog</i> Pages 20–24 and “The Pasture” by Robert Frost</p> <p>This assessment centers on NYSP12 ELA CCLS RL.4.1 and RL.4.3. Students will independently read pages 20–24 of <i>Love That Dog</i> and the poem “The Pasture” by Robert Frost. Then, students will determine the meaning of key terms from the context and explain Jack’s thoughts about poetry based on details from the text.</p>	<p>Summarizing a Poem and Comparing Prose and Poetry</p> <p>This assessment centers on CCSS ELA RL.4.1, RL.4.2, RL.4.5, and W.4.9a. Students apply what they have learned about reading poems to a familiar poem as well as to a new poem. In Part I, they reread “Stopping by Woods on a Snowy Evening” and compare the poem to a prose version of the same event by completing a chart. They then show their understanding of the elements of poetry by answering selected response questions about the poem. In Part II, students read a new poem and write a summary, demonstrating their ability to use details from the poem to determine a theme and summarize the text.</p>
Rationale	
<ul style="list-style-type: none">• As themes in poetry are often very clear, the reading of the individual poems in <i>Love That Dog</i> gives students multiple opportunities to practice determining the theme and summarizing. As a result, this standard is assessed in the revised assessment.• Comparing poetry to prose at this early stage in the module helps students to gain a deeper understanding of what poetry actually is, particularly if they have never read poetry before. As a result, comparing poetry and prose is included in this assessment.	

END OF UNIT 1

First Edition:	Second Edition:
<p>Extended Response: <i>Love That Dog</i> Pages 1–41: What Has Jack Learned about Poetry?</p> <p>This assessment centers on NYSP12 ELA CCLS RL.4.3, W.4.4, and W.4.9. Students will refer to their notes, class co-constructed anchor charts, and pages 1–41 of <i>Love That Dog</i> to plan and craft an extended written response that answers the question: What has Jack learned about poetry? Students will use a Topic Expansion graphic organizer to plan. Then they will write a complete paragraph that contains a topic sentence that explains the main idea, details, and examples from notes and the text in support of the main idea, and a concluding statement. <i>(Note: Students will be formally assessed on W.4.2 in both Unit 2 and Unit 3 of this module. While this Unit 1 assessment is not a formal assessment of W.4.2, it does provide teachers with formative assessment information towards this standard.)</i></p>	<p>Analyzing Changes in Jack’s Character</p> <p>This assessment centers on CCSS ELA RL.4.1, RL.4.3, W.4.9a, SL.4.1a, SL.4.1b, and SL.4.1c. Students complete two tasks in which they describe Jack’s character in depth, drawing on specific details in the text. In Part I, students use notes prepared in the previous lesson to discuss the change in Jack’s feelings about poetry. They question each other to check for understanding and to gather additional information, demonstrating their ability to participate actively and respectfully in collaborative discussions. In Part II, students answer selected response and short constructed response questions to show their understanding of Jack’s thoughts, feelings, and actions and how his character has developed.</p>
Rationale	
<ul style="list-style-type: none">• In the original module, there wasn’t sufficient time for students to read and analyze <i>Love That Dog</i> and all of the poems accompanying it, as well as receive explicit writing instruction to write a good quality extended response. As a result, the extended response was moved from this assessment to unit 2 where there is time for explicit writing instruction.• A new formal speaking and listening assessment was included in this unit in order to provide purpose to generating discussion norms that students could then refer to throughout the rest of the module. It also functions as a baseline assessment for students and teachers to see how students progress over the course of the year.• The purpose of Part II of the revised assessment is to ensure thorough assessment of RL.4.3, which can be challenging through discussion.	

MID-UNIT 2

First Edition:	Second Edition:
<p>Writing a Summary of the Full Novel <i>Love That Dog</i></p> <p>This assessment centers on NYSP12 ELA CCLS standards RL.4.2, W.4.2a and b, and W.4.9. For this assessment, students will write an informative paragraph that summarizes the full novel.</p>	<p>Writing an Informative Paragraph about What Inspired Jack</p> <p>This assessment centers on CCSS ELA RL.4.1, RL.4.3, W.4.2a, W.4.2b, W.4.2e, and W.4.9a. Students use notes from earlier in the unit to write an informative paragraph that answers the question: What inspired Jack to write poetry, and where can you see evidence of this in his poetry? Students use what they have learned about explanatory writing to show a deep understanding of characters and events in the text.</p>
Rationale	
<ul style="list-style-type: none">• In order to begin to build stamina in preparation for writing an essay in the second half of the unit, students receive explicit instruction and assessment in writing a paragraph. This also serves as a baseline assessment for teachers to determine common issues to address before students write an essay.• The content of the writing has changed in the revised assessment to guide students to analyze what inspired Jack to write poetry in <i>Love That Dog</i>. This is to support students in connecting and applying what they learn through textual analysis to their own creative writing. In this assessment and the instruction leading up to it students begin to build the understanding that poets often write about things meaningful to them.• The questions students respond to in this assessment about Jack, they respond to again later in this unit about a famous poet, and then again in unit 3 about themselves and their own poetry. This repetition provides a thread through the module that connects reading and textual analysis to their own poetry writing.	

END OF UNIT 2

First Edition:	Second Edition:
<p>Reading and Analyzing a New Poem</p> <p>This assessment centers on NYSP12 ELA CCLS standards RL.4.5 and L.4.5a. For this assessment, students will read and analyze a new poem by William Carlos Williams, “Metric Figure,” by giving the gist of the poem and then answering text-dependent questions about the meaning and structure of the poem.</p>	<p>Revising a Literary Essay</p> <p>This assessment centers on CCSS ELA W.4.2a, W.4.5, L.4.1f, and L.4.2b and has two parts. Students revise the drafts of their literary essays with a focus on organizing relevant text evidence, writing in complete sentences and correctly punctuating quotations. In an optional Part II, students revise a sample paragraph to more thoroughly assess targeted language standards.</p>
Rationale	
<ul style="list-style-type: none">• As students analyze many poems in unit 1, and the standards assessed in the original assessment are assessed thoroughly there, this assessment was revised to be a writing assessment.• To ensure adequate rigor in this module, explicit instruction in essay writing has been added to this unit. As this is the first module of the year, students are not required to write an on-demand essay for the assessment. Instead they continue to build essay-writing skills through revision of their essays.• The content of this essay builds on the paragraph written for the mid-unit assessment, as students now write about what inspired a famous poet to write poetry and where they see evidence of this inspiration in his/her poetry.	

MID-UNIT 3

First Edition:	Second Edition:
<p>Reading and Answering Questions about Informational Text</p> <p>This assessment centers on NYSP12 ELA CCLS standards RI.4.1, RI.4.2, and RI.4.3. For this assessment, students will read a new biography about another poet. Students will answer text-dependent questions and write a short response to a focusing question.</p>	<p>Revising a Poem</p> <p>This assessment centers on CCSS ELA W.4.4, L.4.3a–c. Students revise their poems to choose words and phrases to convey ideas precisely and to choose punctuation for effect. They then complete a revisions form to show what they have revised and the rationale for the choice they have made.</p>
Rationale	
<ul style="list-style-type: none">• Rather than students writing poems inspired by the work of other poets, this unit was revised for students to write poems about things that are meaningful to them. This was to engage students more in the poetry writing process and to provide time for them to write about things of interest to them.• The original assessments in this unit did not adequately prepare students to create high-quality work products for the performance task. To emphasize the importance of the performance task at the end of a module, the assessments in this unit were revised to contribute to the performance task to help students recognize the performance task as the culminating event of their learning across the entire module.• To highlight the purpose and real world context of the skills required by the L.4.3 language standards, these are the focus of the revision process.	

END OF UNIT 3

First Edition:	Second Edition:
<p>Part 1: Writing a Conclusion Paragraph This assessment centers on NYSP12 ELA CCLS standards RI.4.9 and W.4.2 e. In this first part of the two-part assessment, students complete a concluding paragraph for their poet essay.</p> <p>Part 2: Revising Poet Essays Based on Feedback This assessment centers on NYSP12 ELA CCLS standards W.4.2 c and d, W.4.5, and L.4.2 a and d. In this part of the two-part assessment, students revise their essay based on feedback from their peers and teacher on linking words, precise vocabulary, and conventions.</p>	<p>Reading a New Poem Aloud for Fluency This assessment centers on CCSS ELA RF.4.4a–c. Students are given an excerpt of a new poem to read aloud and are assessed on their fluency and accuracy.</p>
Rationale	
<ul style="list-style-type: none">• Essay writing was moved to unit 2 in order to provide adequate time for explicit instruction and scaffolding.• Explicit teaching and assessment of reading fluency was added to this assessment to prepare students to perform their poems and presentations for the performance task and to address field feedback.	

EL Education’s Grades 3–8 English Language Arts Curriculum Second Edition Enhancements: 4th Grade, Module 2

This document describes the most significant changes in our second edition Grades 3–5 ELA curriculum: global changes across modules and specific changes for Grade 4, Module 2.

We have been inspired by the national interest in EL Education’s Grades 3–8 English Language Arts curriculum since we created it with a team of teachers in 2012. The first edition was originally commissioned by New York State, which required six modules per grade, aligned to the state’s Social Studies and Science standards. Though the curriculum was initially designed with New York teachers as the primary audience, we were pleasantly surprised when the curriculum was downloaded more than 6 million times.

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Module 1B, Module 2B, Module 3B, Module 4

What is the same in the first and second editions of our Grades 3–5 ELA curriculum?

The second edition modules still

- Focus on the same topic (e.g., Grade 4, Module 2 is still about animal defense mechanisms)
- Use the same central text(s) (e.g., Grade 4, Module 2 students still read *Animal Behavior: Animal Defenses*)
- Teach and assess at least the same standards (we often folded in more standards as well)
- Teach and assess the same type of writing (e.g., Module 4 still includes opinion writing)

What’s new in the second edition?

The second edition is comprehensive. It explicitly teaches and formally assesses all standards and strands of the new standards. It includes:

- A brand-new second hour of instruction: Additional Language and Literacy (ALL) block
- An explicit emphasis on habits of character (working to become effective learners, working to become ethical people, working to contribute to the community)
- Robust supports for English language learners (ELLs): focuses on diversity and inclusion, levels of support, Language Dives, and Conversation Cues
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Reading enhancements:

- Language Dives: 10–20 minute conversations about the meaning and purpose of a complex sentence from a compelling text (several times per unit for all students; almost daily for ELLs)
- Explicit vocabulary instruction (e.g., using affixes to determine the meaning of unfamiliar words)

Writing enhancements:

- Explicit writing instruction, particularly formulating paragraphs and essays, and on expository writing
- Models for student analysis and as teacher exemplars
- Increased rigor aligned to standards for all three writing types: opinion, informative, and narrative (e.g., by Module 4, Grade 4 now writes scaffolded four-paragraph essays)

Speaking and listening enhancements:

- Conversation Cues: questions teachers can ask students, and students can ask one another, to promote productive and equitable conversation
- Checklists for informal assessment of speaking and listening
- Formal speaking and listening assessments
- Emphasis on discussion norms

Language enhancements:

- Explicit grammar, punctuation, and spelling instruction (within module lessons and in ALL block)

Assessment enhancements:

- All standards explicitly taught and formally assessed in module lessons (including RF and L standards)
- Writing Rubrics (for W.1 opinion, W.2 informative/explanatory, W.3 narrative)
- Improved alignment among standards, texts, and assessment questions
- Priority standards assessed in multiple modules (e.g., R.1, R.2, R.4, W.2, SL.1, L.4)
- Improved support for students to track and assess their own progress
- More time for assessments

Materials:

- Updated Required Trade Book list (some new texts one per classroom to increase inclusion)
- Updated Recommended Texts for Independent Reading list
- Answer keys for everything, including homework
- Letter to families (simple overview of the learning for each specific module)

Performance Task (scaffolded for high-quality work)

First Edition:	Second Edition:
<p>Choose-Your-Own-Adventure Animal Defense Narrative</p> <p>This performance task gives students a chance to blend their research of animal defense mechanisms with narrative writing. Students use their research about a specific animal as the basis for a choose-your-own-adventure story. The narrative opens with a short informational piece describing the student's animal and its defense mechanism. Then students write a narrative where their animal is featured as the main character that faces a dangerous predator and thus has to use a defense mechanism. The choose-your-own-adventure format lets students envision and write two different variations of the plot, with each variation featuring the use of a different defense mechanism. The first variation will be scaffolded during writing instruction throughout Unit 3, with students using teacher feedback and peer critique to improve and revise their work. The second variation will serve as the on-demand End of Unit 3 Assessment. After this assessment, students will complete a final revision of their work based on teacher feedback from the end of unit assessment, and then present their final narrative, with both plots, to the class or another audience. This task addresses NYSP12 ELA CCLS RI.4.9, W.4.2, W.4.3, W.4.7, W.4.8, and W.4.9b.</p>	<p>Choose-Your-Own-Adventure Animal Defense Mechanisms Narrative</p> <p>This performance task gives students a chance to blend their research of animal defense mechanisms with narrative writing. Students use their research about a specific animal as the basis for a choose-your-own-adventure story. The narrative opens with a short informational piece describing the student's animal and its defense mechanisms. Then students write a narrative in which their animal is featured as the main character facing a dangerous predator, thus having to use a defense mechanism. The choose-your-own-adventure format lets students envision and write two different variations of the plot, with each variation featuring a different defense mechanism. The first variation will be scaffolded during writing instruction throughout Unit 3, with students using teacher feedback and peer critique to improve and revise their work. The second variation will serve as the on-demand End of Unit 3 Assessment. After this assessment, students will compile and publish work from the module, including the informative writing on an expert group animal from Unit 2, as an introduction and the choose-your-own-adventure narrative with two choices of ending. This task addresses CCSS ELA RI.4.9, W.4.2, W.4.4, W.4.3, W.4.6, W.4.7, W.4.8, and W.4.9b.</p>
Rationale	
<ul style="list-style-type: none"> The second edition performance task is very similar to that of the first edition. The only additions are: <ul style="list-style-type: none"> Students are required to use technology to publish their work to provide them with the opportunity to practice W.4.6. The task, purpose, and audience are clear to enable students to practice writing for a specific audience to address W.4.4. 	

On-demand Assessments (completed independently, often under test conditions)

MID-UNIT 1

First Edition:	Second Edition:
<p>Reading about Caterpillars, Answering Questions, and Determining the Main Idea</p> <p>This assessment centers on NYSP12 ELA CCLS RI.4.2, RI.4.4, and RI.4.7. Students read an informational text (including diagrams) about an animal's defense mechanisms. They answer selected-response text-dependent questions that challenge them to interpret information presented in the diagrams and explain how the information in the diagrams contributes to an understanding of the text in which it appears. They then identify the main idea and supporting details of each section of the text.</p>	<p>Reading and Researching Animal Defense Mechanisms</p> <p>This assessment centers on CCSS ELA RI.4.2, RI.4.4, SL.4.2, and L.4.4a and c. Students watch a video and read a short text to learn about animal defense mechanisms. In Part I, they watch the video and take notes. Then they paraphrase the video. In Part II, students read a text about how some animals use their shells to protect themselves. They answer selected response text-dependent and short answer questions, demonstrating their ability to cite evidence, determine the main idea, identify supporting details, and determine the meaning of unknown words.</p>
Rationale	
<ul style="list-style-type: none"> The text was changed in order to more effectively assess RI.4.2. RI.4.7 was moved to the End of Unit 1 Assessment in the second edition because that assessment text provides more effective opportunities for assessment of this standard. In the second edition, SL.4.2 is assessed here rather than in the End of Unit 1 Assessment because the content of the video more closely aligns with the content of this assessment, and what students have read so far in the unit lessons. L.4.4a and c were added because where possible in the second edition of the modules, L.4.4 has been bundled with RI and RL.4.4, due to both of these standards requiring students to determine the meaning of unfamiliar words and phrases. 	

END OF UNIT 1

First Edition:	Second Edition:
<p>Answering Questions and Summarizing Texts about Animal Defense Mechanisms</p> <p>This two-part assessment centers on standards NYS ELA CCLS RI.4.1, RI.4.2, and SL.4.2. In the first part of the assessment, students read a new text on an animal and its defense mechanisms. They then answer multiple-choice text-dependent questions that include comprehension of key passages and vocabulary. Students then identify the main idea of the text before writing a text summary. In the second part of the assessment, students listen to a transcript read aloud and then write to paraphrase the information presented.</p>	<p>Answering Questions and Summarizing Texts about Animal Defense Mechanisms</p> <p>This assessment centers on CCSS RI.4.2, RI.4.4, RI.4.7, and L.4.4a, b, and c. Students read a new informational text (including diagrams) about animal defense mechanisms. They answer selected response text-dependent questions, demonstrating their ability to use a variety of strategies to define words in the passage, as well as their ability to interpret information presented in diagrams. Students also write a brief summary of the article, identifying the main idea and some of the supporting details used to develop it.</p>
Rationale	
<ul style="list-style-type: none"> • RI.4.7 was moved from the Mid-Unit 1 Assessment to the End of Unit 1 Assessment in the second edition because that assessment text provides more effective opportunities for assessment of this standard. • SL.4.2 was moved from the End of Unit 1 Assessment to the Mid-Unit 1 Assessment, because the content of the new media resource aligned more closely with the content of that assessment. • L.4.4 standards were added because where possible in the second edition of the modules, L.4.4 has been bundled with RI and RL.4.4, due to both of these standards requiring students to determine the meaning of unfamiliar words and phrases. 	

MID-UNIT 2

First Edition:	Second Edition:
<p>Reading and Researching the Defense Mechanisms of the Pufferfish</p> <p>This assessment centers on standards NYS ELA CCLS RI.4.1, RI 4.2, W.4.7, W 4.8, and L.4.4 a and b. In this assessment, students will read two texts on the puffer fish. They will answer text-dependent multiple choice and short answer questions demonstrating their ability to infer, summarize, and document what they have learned about a topic by taking notes.</p>	<p>Reading and Researching the Defense Mechanisms of the Pufferfish</p> <p>This assessment centers on CCSS ELA RI.4.1, RI 4.2, RI.4.10, W.4.7, and W.4.8. Students read two texts about the pufferfish. They answer text-dependent multiple choice and short answer questions, demonstrating their ability to cite evidence, determine the main idea, summarize, and organize their research.</p>
Rationale	
<ul style="list-style-type: none"> • The second edition of this assessment is very similar to the first edition. Some of the questions have been revised to more closely address the standards. 	

END OF UNIT 2

First Edition:	Second Edition:
<p>Writing an Informative Text about Pufferfish Defense Mechanisms</p> <p>This assessment centers on NYSP12 ELA CCLS RI.4.9, W.4.2, W.4.4, W.4.7, and W.4.8. In this assessment, students will write about the pufferfish and its defense mechanisms. Students will reread two texts from Unit 1 and synthesize information to plan a short, informative piece of writing that answers the question: “How does the pufferfish’s body and behavior help it survive?” In their writing, students must introduce the pufferfish and describe its defense mechanisms and use examples from both texts to support their description.</p>	<p>Writing an Informative Text about Pufferfish Defense Mechanisms</p> <p>This assessment centers on CCSS ELA CCSS RI.4.9, W.4.2a,b,d,e, W.4.4, W.4.7, W.4.8, W.4.9b, W.4.10, L.4.1c, L.4.2a,c,d, and L.4.3a and has three parts. In Part I, students answer selected response questions targeting assessment of language and writing standards. In Parts II and III, students plan and draft an informative writing piece on the pufferfish and its defense mechanisms. They reread two texts from the unit as well as a new text in order to synthesize information and plan a short, informative piece of writing that answers the question: “How does the pufferfish use its body and behaviors to help it survive?” In their writing, students introduce the pufferfish, describe its defense mechanisms, and use examples from the texts to support their description.</p>
Rationale	
<ul style="list-style-type: none"> The second edition of this assessment is very similar to the first; however, additional language standards have been added to this assessment because in general the second edition places more emphasis on explicitly teaching and formally assessing the language standards, and the skills they require of students align with what students are doing in the rest of the assessment. 	

MID-UNIT 3

First Edition:	Second Edition:
<p>Planning for and Drafting an Introduction for the Choose-Your-Own Adventure Animal Defense Narrative</p> <p>This assessment centers on NYSP12 ELA CCLS W.4.3a. In this assessment, students will write a first draft beginning to their choose-your-own-adventure narrative. Students will use their narrative graphic organizers to write a beginning that establishes their narrative by introducing their character, setting, and coming events of their story.</p>	<p>Planning for and Drafting a Narrative Introduction</p> <p>This assessment centers on CCSS ELA RI.4.9, W.4.3a,d, W.4.4, W.4.9b, W.4.10, L.4.3a, and L.4.6 and has two parts. In Part I, students answer selected response questions targeting assessment of language and writing standards. In Part II, students plan and write a first draft beginning to their choose-your-own-adventure narrative. Students use their Introduction Expansion graphic organizers to write a beginning that establishes their narrative by introducing their character, setting, and problem of their story, using carefully chosen words and phrases to describe the characters, experiences, and events precisely.</p>
Rationale	
<ul style="list-style-type: none"> The second edition of this assessment is very similar to the first; however, additional language standards have been added to this assessment because in general the second edition places more emphasis on explicitly teaching and formally assessing the language standards, and the skills they require of students align with what students are doing in the rest of the assessment. Additional writing standards have also been added because the skills they require of students align with what students are doing in the rest of the assessment. 	

END OF UNIT 3

First Edition:	Second Edition:
<p>Writing Choice 2 of the Choose-Your-Own-Adventure Animal Defense Narrative</p> <p>This assessment centers on NYSP12 ELA CCLS W.4.3b, c, d, e, W.4.4, L.4.1g, L.4.2a, b, and d, and L.4.3b. In this assessment, students will write the Choice 2 narrative of their choose-your-own-adventure narrative. In this piece, students will also feature another defense mechanism of their animal and include a scientific drawing illustrating this feature with a caption explaining the feature.</p>	<p>Writing Choice #2 of the Choose-Your-Own-Adventure Narrative</p> <p>This assessment centers on CCSS ELA RI.4.9, W.4.3b–e, W.4.4, W.4.9b, W.4.10, L.4.1d, L.4.2a,b, d, and L.4.3a–c, and L.4.6 and has two parts. In Part I, students answer selected response questions targeting assessment of language and reading standards. In Part II, students write Choice #2 for their choose-your-own-adventure narrative. In this narrative conclusion, students feature another defense mechanism of their animal.</p>
Rationale	
<ul style="list-style-type: none">• The second edition of this assessment is very similar to the first; however, additional language standards have been added to this assessment because in general the second edition places more emphasis on explicitly teaching and formally assessing the language standards, and the skills they require of students align with what students are doing in the rest of the assessment.	

EL Education’s Grades 3–8 English Language Arts Curriculum Second Edition Enhancements: 4th Grade, Module 3

This document describes the most significant changes in our second edition Grades 3–5 ELA curriculum: global changes across modules and specific changes for Grade 4, Module 3.

We have been inspired by the national interest in EL Education’s Grades 3–8 English Language Arts curriculum since we created it with a team of teachers in 2012. The first edition was originally commissioned by New York State, which required six modules per grade, aligned to the state’s Social Studies and Science standards. Though the curriculum was initially designed with New York teachers as the primary audience, we were pleasantly surprised when the curriculum was downloaded more than 6 million times.

The second edition broadens the curriculum’s relevance to schools nationally and incorporates feedback from teachers across the country. We prioritized four modules per grade that had the most nationally relevant topics and had received the highest praise from teachers. For Grade 3, the second edition (two-hour block) is based on the following four first edition modules:

Module 1B, Module 2B, Module 3B, Module 4

What is the same in the first and second editions of our Grades 3–5 ELA curriculum?

The second edition modules still

- Focus on the same topic (e.g., Grade 4, Module 3 is still about the American Revolution)
- Use the same central text(s) (e.g., Grade 4, Module 3 students still read *Divided Loyalties*)
- Teach and assess at least the same standards (we often folded in more standards as well)
- Teach and assess the same type of writing (e.g., Module 3 still includes opinion writing)

What’s new in the second edition?

The second edition is comprehensive. It explicitly teaches and formally assesses all standards and strands of the new standards. It includes:

- A brand-new second hour of instruction: Additional Language and Literacy (ALL) block
- An explicit emphasis on habits of character (working to become effective learners, working to become ethical people, working to contribute to the community)
- Robust supports for English language learners (ELLs): focuses on diversity and inclusion, levels of support, Language Dives, and Conversation Cues
- Supports aligned to the Universal Design for Learning (UDL) framework in module lessons

Reading enhancements:

- Language Dives: 10–20 minute conversations about the meaning and purpose of a complex sentence from a compelling text (several times per unit for all students; almost daily for ELLs)
- Explicit vocabulary instruction (e.g., using affixes to determine the meaning of unfamiliar words)

Writing enhancements:

- Explicit writing instruction, particularly formulating paragraphs and essays, and on expository writing
- Models for student analysis and as teacher exemplars
- Increased rigor aligned to standards for all three writing types: opinion, informative, and narrative (e.g., by Module 4, Grade 4 now writes four-paragraph on-demand essays)

Speaking and listening enhancements:

- Conversation Cues: questions teachers can ask students, and students can ask one another, to promote productive and equitable conversation
- Checklists for informal assessment of speaking and listening
- Formal speaking and listening assessments
- Emphasis on discussion norms

Language enhancements:

- Explicit grammar, punctuation, and spelling instruction (within module lessons and in ALL block)

Assessment enhancements:

- All standards explicitly taught and formally assessed in module lessons (including RF and L standards)
- Writing Rubrics (for W.1 opinion, W.2 informative/explanatory, W.3 narrative)
- Improved alignment among standards, texts, and assessment questions
- Priority standards assessed in multiple modules (e.g., R.1, R.2, R.4, W.2, SL.1, L.4)
- Improved support for students to track and assess their own progress
- More time for assessments

Materials:

- Updated Required Trade Book list (some new texts one per classroom to increase inclusion)
- Updated Recommended Texts for Independent Reading list
- Answer keys for everything, including homework
- Letter to families (simple overview of the learning for each specific module)

Performance Task (scaffolded for high-quality work)

First Edition:	Second Edition:
<p>American Revolution Broadside</p> <p>This performance task gives students a chance to blend their research of the perspectives on the American Revolution with opinion writing. In this task, students use their research about the Patriot perspective as the basis for a broadside. The students write a broadside justifying their opinion on the Revolution to someone with an opposing view. The broadside format lets students write in an authentic format for the time period studied. The process will be scaffolded during writing instruction throughout Unit 3, with students using teacher feedback and peer critique to improve and revise their work. At the end of the unit, students will complete a final revision of their work based on teacher feedback and then present their final broadsides to the class or another audience. This task addresses NYSP12 ELA CCLS W.4.1, W.4.2b and d, W.4.4, W.4.5, W.4.7, L.4.2a, c and d, and L.4.3.</p>	<p>Text-Based Discussion: American Revolution</p> <p>In this performance task, students discuss their opinion of the American Revolution. Students consider both the Loyalist and Patriot sides and decide which they would have supported if they lived in colonial times. They consider their reasons and gather evidence from their research across the module. They then participate in collaborative discussions stating their opinion, giving reasons and evidence to support their point. This task centers on CCSS ELA RI.4.9 and SL.4.1a-d.</p>
Rationale	
<ul style="list-style-type: none"> In the first edition, the End of Unit 3 assessment and the performance task were very similar. Rather than repeat the same assessment, and to build from the end of unit assessment, the performance task is revised in the second edition to be a discussion providing students with the opportunity to have their own opinion after thinking about the issue from both sides. As a result of this revision, the standards assessed are predominantly SL rather than W standards. 	

On-demand Assessments (completed independently, often under test conditions)

MID-UNIT 1

First Edition:	Second Edition:
<p>Researching Perspectives of the American Revolution: Patriots</p> <p>This assessment centers on CCSS ELA RI.4.1, RI.4.3, W.4.7, W.4.8, W.4.9b, and L.4.2b. Students apply what they have learned about reading and analyzing informational texts to answer selected response questions about what happened before the American Revolution and why this caused conflict between the colonists. They then use the same text as a research source on the Patriots, gathering information on a note-catcher. Finally, they use their research to write a short informative paragraph about the Patriots and their core beliefs.</p>	<p>Researching Perspectives of the American Revolution: Patriots</p> <p>This assessment centers on CCSS ELA RI.4.1, RI.4.3, W.4.7, W.4.8, W.4.9b, and L.4.2b. Students apply what they have learned about reading and analyzing informational texts to answer selected response questions about what happened and why in a new informational text. They then use the text to research to find out more about the Patriots, gathering information on a note-catcher, to write an informative paragraph about who the Patriots were and what they believed.</p>
Rationale	
<ul style="list-style-type: none"> The second edition of this assessment is very similar to the first edition, but uses a different text. 	

END OF UNIT 1

First Edition:	Second Edition:
<p>Reading and Answering Questions about the Declaration of Independence</p> <p>This assessment centers on NYSP12 ELA CCLS RI.4.1, RI.4.3, and RI.4.5. Students read the second half of an informational text about the writing of the Declaration of Independence (the first half of this same text is read closely during Lessons 9 and 10). They answer multiple-choice and selected response text-dependent questions that include comprehension of key passages and vocabulary. Students then complete a graphic organizer thinking about the main events in the article and the impact of these events.</p>	<p>Answering Questions about an Informational Text</p> <p>This assessment centers on CCSS ELA RI.4.1, RI.4.2, RI.4.4, RI.4.5, and L.4.1f. Students apply what they have learned about reading and analyzing informational texts to answer selected response questions about the main idea and overall structure of a new informational text. They then summarize the text.</p>
Rationale	
<ul style="list-style-type: none"> • The arc of this module was revised in the second edition to give students sufficient time to explore a number of different perspectives in the Revolutionary War. As a result of this, new texts were introduced to the unit leaving insufficient time to also read excerpts of the Declaration of Independence. Instead, these excerpts have been moved to Unit 2 where they are strategically introduced in conjunction with the text <i>Divided Loyalties</i>. • There is more explicit instruction for RI.4.5 in the second edition of this unit, which has resulted in some differences in the assessment questions for this standard. 	

MID-UNIT 2

First Edition:	Second Edition:
<p>Reading and Answering Questions about <i>Divided Loyalties</i></p> <p>This assessment centers on NYSP12 ELA CCLS RL.4.1, RL.4.5, L.4.4a, and L.4.4c. Students read a new scene from <i>Divided Loyalties</i>. They answer multiple-choice and selected response text-dependent questions that include comprehension of key passages and vocabulary. They also identify the parts of a drama.</p>	<p>Reading and Discussing <i>Divided Loyalties</i></p> <p>This assessment centers on CCSS ELA RL.4.1, RL.4.3, RL.4.4, W.4.9a, SL.4.1, SL.4.6, and L.4.4 and has two parts. In Part I, students read Act II, Scene III of <i>Divided Loyalties</i> and answer selected response and short constructed response questions about the text. They also write a descriptive paragraph about the character Mary in this scene of the play. In Part II, after closely reading a line of the Declaration of Independence, students participate in a text-based discussion during which they respond to the question, “In your opinion, what would the characters in <i>Divided Loyalties</i> think of this line? Would they agree with the ideas in this excerpt? Why or why not?”</p>
Rationale	
<ul style="list-style-type: none"> • To continue the focus of different perspectives of the Revolutionary War from Unit 1, the focus of reading <i>Divided Loyalties</i> has been on character analysis. As a result, in the second edition of this assessment, students read a new scene from <i>Divided Loyalties</i> and analyze a character. • To integrate speaking and listening and the Declaration of Independence meaningfully and purposefully, a second part of the assessment has been included during which students make connections between an excerpt of the Declaration of Independence and character perspectives in an act of <i>Divided Loyalties</i>. This is very similar to Part I of the end of unit assessment for this unit. 	

END OF UNIT 2

First Edition:	Second Edition:
<p>Part 1: Conducting a Literary Discussion and Part 2 and 3: Analyzing, Summarizing and Reading Aloud <i>Divided Loyalties</i> This three-part assessment centers on NYSP12 ELA CCLS RL.4.2, RL.4.3, RF.4.4, and SL.4.1 and takes place during Lessons 9 and 10. In the first part of the assessment, students prepare for and discuss the following question: Read the following line from the Declaration of Independence: “We, therefore, . . . solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States.” In your opinion, what would the characters in <i>Divided Loyalties</i> think of this line? Would they agree with the ideas in this excerpt? Why or why not? During their discussion, students must use evidence from the text to support their answers. Then in Parts 2 and 3 students answer questions to analyze a scene from the play. They then summarize this scene and read it aloud to demonstrate their fluency.</p>	<p><i>Divided Loyalties</i> First Person Narrative This two-part assessment centers on CCSS ELA RL.4.1, RL.4.3, RL.4.5, RL.4.6, RL.4.9, W.4.3, and L.4.1b. In Part I, students write a short first person narrative explaining in detail what a character from <i>Divided Loyalties</i> is thinking and feeling at a specific point in a scene. In Part II, students answer selected response and short answer questions about literary texts.</p>
Rationale	
<ul style="list-style-type: none"> • This assessment has been revised in the second edition to have a first-person point of view narrative focus to help students really understand character perspectives. This will prepare them to write an opinion piece about a given perspective in the next unit. • Part I of this assessment is now Part II of the mid-unit assessment. This ensures appropriate time for narrative writing in the assessment and for explicit writing instruction of first-person narratives in the second half of the unit. 	

MID-UNIT 3

First Edition:	Second Edition:
<p>Reading and Answering Questions about Opinion Pieces This assessment centers on NYSP12 ELA CCLS RI.4.1, RI.4.4, RI.4.8, W.4.9b. In this assessment, students will read and answer questions about an opinion piece with a focus on author’s craft.</p>	<p>Reading and Answering Questions about an Opinion Text This assessment centers on CCSS ELA RI.4.1, RI.4.2, and RI.4.8. Students apply what they have learned about reading and analyzing opinion texts to answer selected response and short answer questions about how an author supports a point with reasons and evidence.</p>
Rationale	
<ul style="list-style-type: none"> • The second edition of this assessment is very similar to the first edition assessment. 	

END OF UNIT 3

First Edition:	Second Edition:
<p>(Part I) Planning and Drafting a Broadside (Part II) Revising to Create a Polished Broadside</p> <p>This assessment centers on NYSP12 ELA CCLS W.4.1, W.4.2d, W.4.4, W.4.7, W.4.9, L.4.1a & b, L.4.2a, c, & d, and L.4.3. Students will plan, draft, and revise a new broadside about the American Revolution from the perspective of a Loyalist. In Part I, students will plan for their writing by rereading various texts from Unit 1 and revisiting notes in their research journals to develop reasons for their opinion and gather evidence to support these reasons. They then will complete a draft of their broadside. In Part II, students will revise to create a polished broadside based on the American Revolution Broadside rubric created in this module.</p>	<p>Writing Opinion Texts</p> <p>This assessment centers on CCSS ELA RI.4.9, W.4.1, W.4.5, W.4.9b, L.4.1e, and L.4.1g and has two parts. In Part I, students demonstrate what they have learned about writing an opinion piece by drafting a broadside from the Loyalist perspective. In Part II, students apply what they have learned about linking words, prepositional phrases, and frequently confused words to revise and edit the broadside. In an optional Part III, students answer selected response questions about prepositional phrases and frequently confused words.</p>
Rationale	
<ul style="list-style-type: none">• The second edition of this assessment is very similar to the first edition; however the scaffolding for this writing piece includes more explicit instruction in the second edition.	

EL Education’s Grades 3–8 English Language Arts Curriculum Second Edition Enhancements: 4th Grade, Module 4

This document describes the most significant changes in our second edition Grades 3–5 ELA curriculum: global changes across modules and specific changes for Grade 4, Module 4.

We have been inspired by the national interest in EL Education’s Grades 3–8 English Language Arts curriculum since we created it with a team of teachers in 2012. The first edition was originally commissioned by New York State, which required six modules per grade, aligned to the state’s Social Studies and Science standards. Though the curriculum was initially designed with New York teachers as the primary audience, we were pleasantly surprised when the curriculum was downloaded more than 6 million times.

The second edition broadens the curriculum’s relevance to schools nationally and incorporates feedback from teachers across the country. We prioritized four modules per grade that had the most nationally relevant topics and had received the highest praise from teachers. For Grade 4, the second edition (two-hour block) is based on the following four first edition modules:

Module 1B, Module 2B, Module 3B, Module 4

What is the same in the first and second editions of our Grades 3–5 ELA curriculum?

The second edition modules still:

- Focus on the same topic (e.g., Grade 4, Module 4 is still about voting rights)
- Use the same central text(s) (e.g., Grade 4, Module 4 students still read *The Hope Chest*)
- Teach and assess at least the same standards (we often folded in more standards as well)
- Teach and assess the same type of writing (e.g., Module 4 still includes opinion writing)

What’s new in the second edition?

The second edition is comprehensive. It explicitly teaches and formally assesses all standards and strands of the new standards. It includes:

- A brand-new second hour of instruction: Additional Language and Literacy (ALL) Block
- An explicit emphasis on habits of character (working to become effective learners, working to become ethical people, working to contribute to the community)
- Robust supports for English language learners (ELLs): focuses on diversity and inclusion, levels of support, Language Dives, and Conversation Cues
- Supports aligned to the Universal Design for Learning (UDL) framework in module lessons

Reading enhancements:

- Language Dives: 10–20 minute conversations about the meaning and purpose of a complex sentence from a compelling text (several times per unit for all students; almost daily for ELLs)
- Explicit vocabulary instruction (e.g., using affixes to determine the meaning of unfamiliar words)

Writing enhancements:

- Explicit writing instruction, particularly formulating paragraphs and essays, and on expository writing
- Models for student analysis and as teacher exemplars
- Increased rigor aligned to standards for all three writing types: opinion, informative, and narrative (e.g., by Module 4, Grade 4 now writes scaffolded four-paragraph essays)

Speaking and listening enhancements:

- Conversation Cues: questions teachers can ask students, and students can ask one another, to promote productive and equitable conversation
- Checklists for informal assessment of speaking and listening
- Formal speaking and listening assessments
- Emphasis on discussion norms

Language enhancements:

- Explicit grammar, punctuation, and spelling instruction (within module lessons and in ALL Block)

Assessment enhancements:

- All standards explicitly taught and formally assessed in module lessons (including RF and L standards)
- Writing Rubrics (for W.1 opinion, W.2 informative/explanatory, W.3 narrative)
- Improved alignment among standards, texts, and assessment questions
- Priority standards assessed in multiple modules (e.g., R.1, R.2, R.4, W.2, SL.1, L.4)
- Improved support for students to track and assess their own progress
- More time for assessments

Materials:

- Updated Required Trade Book list (some new texts one per classroom to increase inclusion)
- Updated Recommended Texts for Independent Reading list
- Answer keys for everything, including homework
- Letter to families (simple overview of the learning for each specific module)

Performance Task (scaffolded for high-quality work)

First Edition:	Second Edition:
<p>Public Service Announcement about the Importance of Voting Students will create a public service announcement (PSA) in which they present and support their opinion in response to the following prompt: “After researching the history of voting, create a public service announcement for high school seniors about why voting is important. State your opinion and support your opinion with reasons, facts, and details from texts you have read.” (By the end of Unit 3, students will have drafted their written opinion and will have practiced and received feedback on their actual PSA.) This task centers on NYSP12 ELA CCLS RI.4.9, W.4.1, W.4.4, SL.4.3, SL.4.4, SL.4.5, SL.4.6, L.4.1c and f, and L.4.3.</p>	<p>Taking Action Project Press Release In this performance task, students work as a class to share the results of their action plan by writing a press release. In the press release, students report on their plan, explaining what they did, when and where it occurred, the results, and the impact. This task addresses CCSS ELA W.4.2 and W.4.4.</p>
Rationale	
<p>Field feedback suggested that students should be able to decide for themselves whether they think voting is important, rather than having to adopt the opinion that voting is important. However, it was challenging to find age appropriate texts to expose students to the opposing point of view, so as a result, the Unit 3 assessments and this Performance Task were modified significantly. The new Performance Task reflects the new direction of Unit 3.</p>	

On-demand Assessments (completed independently, often under test conditions)

MID-UNIT 1

First Edition:	Second Edition:
<p>Answering Questions and Summarizing a Text about Frederick Douglass This assessment centers on standards NYS ELA CCLS RI.4.2 and RI.4.4. In this assessment, students read an informational text about Frederick Douglass and his fight against slavery in America. They answer selected-response text-dependent questions that include comprehension of key passages and vocabulary. They then identify the main idea of each section of the text before they write a summary of the whole text.</p>	<p>Answering Questions about a Literary Text This assessment centers on CCSS ELA RL.4.1, RL.4.3, RL.4.4, RL.4.7, RF.4.4, L.4.4, and L.4.5c, and has two parts. In Part I, students read aloud a new excerpt of text from <i>The Hope Chest</i> and are assessed on accuracy, appropriate rate, and expression. Students then orally summarize what they have read to assess basic understanding of the text. In Part II, students read Chapter 4 of <i>The Hope Chest</i> and answer selected and short response questions about the meanings of unfamiliar words and phrases, and their synonyms and antonyms. They also analyze artwork inspired by <i>The Hope Chest</i> to identify how it reflects and enhances specific descriptions in the text.</p>
Rationale	
<ul style="list-style-type: none"> • Due to the length of the first edition’s text and field feedback that students need to read the entire text in class rather than at home, students now begin Unit 1 by reading <i>The Hope Chest</i>. As a result, this assessment has been revised to assess literary standards using <i>The Hope Chest</i>. More opportunities to assess RF.4.4 have also been added to this assessment. • L.4.4 standards were added to this assessment. This is because where possible in the second edition of the modules, L.4.4 has been bundled with RI and RL.4.4, due to both of these standards requiring students to determine the meaning of unfamiliar words and phrases. • L.4.5c was also added because determining synonyms and antonyms of words is a good way to check student understanding of meaning when determining the meaning of unfamiliar words and phrases. • For the second edition, RL.4.7 was moved to be assessed here, as the artwork was inspired by the chapter of <i>The Hope Chest</i> read for this assessment. 	

END OF UNIT 1

First Edition:	Second Edition:
<p>Comparing Firsthand and Secondhand Accounts of Inauguration Day</p> <p>This assessment centers on standards NYSP12 ELA CCLS RI.4.2 and RI.4.6. In this assessment, students read a firsthand and secondhand account of the same historical event (the inauguration of Barack Obama). They then answer a series of multiple-choice text-dependent questions that include comprehension of key passages and vocabulary and complete a Venn diagram to compare the differences in both the information provided and the focus of the firsthand and secondhand accounts.</p>	<p>Comparing Firsthand and Secondhand Accounts of the Same Event</p> <p>This assessment centers on CCSS ELA RI.4.1, RI.4.4, RI.4.6, and L.4.4. Students read a new firsthand informational text and answer selected and short response questions about the meaning of words and phrases. They then compare it to the secondhand account of the same event they read previously.</p>
Rationale	
<ul style="list-style-type: none">• As students have been reading <i>The Hope Chest</i> throughout this unit, the firsthand and secondhand informational accounts they read are linked to events they read about in the text. As a result, the informational text read in the second edition of this assessment has been revised to connect to an event in <i>The Hope Chest</i>.• L.4.4 standards were added because where possible in the second edition of the modules, L.4.4 has been bundled with RI and RL.4.4, due to both of these standards requiring students to determine the meaning of unfamiliar words and phrases.	

MID-UNIT 2

First Edition:	Second Edition:
<p>Reading and Answering Questions about a New Chapter of <i>The Hope Chest</i></p> <p>This assessment centers on standards NYSP12 ELA CCLS RL.4.1, RL.4.2, RL.4.3, L.4.4, and L.4.5. In this assessment, students do an on-demand read of a new chapter in <i>The Hope Chest</i> by Karen Schwabach (the central text for this unit), the historical fiction novel about the women's suffrage movement and the 19th Amendment vote in Tennessee. Students will answer a series of selected-response questions centering on key academic and domain-specific vocabulary terms, as well as common figures of speech from that era. Students then will answer several text-dependent questions that assess comprehension of the main idea and key details from the text. Students will summarize the chapter using the "Somebody/In/Wanted/But/So/Then" strategy practiced throughout the first half of the unit. Finally, students will write a short essay from a prompt: "How does Violet's thinking about the suffrage movement change in Chapter 10?" This on-demand essay portion of the mid-unit assessment serves as a formative assessment of W.4.2 and W.4.9a. (Teachers will use this portion of the assessment to give students feedback toward these standards in the second half of the unit to help them prepare for Part II of the end of unit assessment, an essay analyzing how one character's actions contribute to the theme of the novel.)</p>	<p>Summarizing Events in a Chapter</p> <p>This assessment centers on CCSS ELA RL.4.1, RL.4.2, L.4.1a, and L.4.5a and b. Students read a chapter of <i>The Hope Chest</i> and answer selected and short response questions about similes, metaphors, idioms, adages, proverbs, relative pronouns, and relative adverbs. They then summarize events in the chapter showing evidence of a theme, citing evidence to support the chosen theme.</p>
Rationale	
<ul style="list-style-type: none">• As students have been reading <i>The Hope Chest</i> throughout Unit 1, the chapter they read for the second edition of this assessment is different from that of the first edition.• As multiple themes are evident in each chapter of <i>The Hope Chest</i>, summarizing a chapter was overly complex to assess the RL.4.2 standard. As a result, in the second edition of this assessment, students summarize an event in which a theme is evident.• Additional language standards have been added to this assessment. This is because in general, the second edition places more emphasis on explicitly teaching and formally assessing the language standards, and the skills they require of students align with what students are doing in the rest of the assessment.	

END OF UNIT 2

First Edition:	Second Edition:
<p>Reading and Answering Questions about Characters and Theme (Part I); Writing an Essay about the Theme of <i>The Hope Chest</i> (Part II)</p> <p>This assessment centers on standards NYSP12 ELA CCLS RL.4.2, RL.4.3, RL.4.4, RL.4.6, RL.4.7, W.4.2, W.4.9a, and W.4.11. In this assessment, students answer a series of text-dependent short-answer questions and write an on-demand essay from a prompt: “How did Violet make a difference in <i>The Hope Chest</i>? After reading <i>The Hope Chest</i>, write an essay that describes how some of Violet’s actions contribute to the theme ‘making a difference.’ Make sure to provide at least two examples from the text to support your analysis.”</p>	<p>Writing a Literary Essay about a Theme in <i>The Hope Chest</i></p> <p>This assessment centers on CCSS ELA RL.4.1, RL.4.2, W.4.2, W.4.4, W.4.6, W.4.9a. Students write an on-demand literary essay to respond to the prompt, “<i>The Hope Chest</i> explores several themes. Write an essay that explains one of the major themes of the book. Use evidence and examples from the text to support your interpretation.”</p>
Rationale	
<p>The second edition of this assessment is similar to the first; however, the focus of the second edition of the assessment is on theme, in order to conclude all of the work that students have been doing throughout the second half of Unit 1 and this unit.</p>	

MID-UNIT 3

First Edition:	Second Edition:
<p>Reading New Informational Texts about Voting</p> <p>This assessment centers on standards NYSP12 ELA CCLS RI.4.5 and RI.4.8. In this assessment, students will read two new informational texts about voting. They are asked a series of selected response and text-dependent questions that ask them to identify the structure of the texts (chronology, comparison, cause/effect, problem/solution) and compare the information in both texts. Students will use a graphic organizer to organize their analysis of how the authors used reasons and evidence to support particular points in the texts.</p>	<p>Researching How Kids Have Taken Action</p> <p>This assessment centers on CCSS ELA RI.4.1, RI.4.4, RI.4.7, W.4.7, W.4.8, SL.4.3, L.4.4a, and L.4.4c, and has two parts. In Part I, students work with new texts to add to their research from throughout the first half of the unit about how kids can take action. They first watch a video of a speech made by 14-year old Kayla Abramowitz. They identify reasons and evidence Kayla gives to support the point that kids can make a difference. They then read a new text about fourth-grader Jessica Carscadden and how she took action and made a difference in her community. After watching the video and reading this text, students take and categorize their notes into research categories focused on how kids can take action to make a difference.</p>
Rationale	
<ul style="list-style-type: none"> • Due to field feedback about the first edition Performance Task, this unit changed significantly. In the second edition, students now complete a community service project in Unit 3. To prepare for this project, in this assessment students research how other students around the world have taken action to make a difference, and therefore research standards are assessed. • L.4.4 standards were added because where possible in the second edition of the modules, L.4.4 has been bundled with RI and RL.4.4, due to both of these standards requiring students to determine the meaning of unfamiliar words and phrases. • As students are researching using videos, SL.4.3 was moved to be assessed in this assessment in the second edition. 	

END OF UNIT 3

First Edition:	Second Edition:
<p>Public Service Announcement about the Importance of Voting This assessment centers on standards NYSP12 ELA CCLS W.4.1, W.4.4, SL.4.3, SL.4.4, SL.4.5, SL.4.6, L.4.1 c and f, and L.4.3. In this two-part assessment, students will first draft a script for their public service announcement, then deliver their PSA verbally. In Part I of this assessment, students will write a script for their PSA. In the script, students will state their opinion about the importance of voting, with reasons supported by evidence from texts they have read during the unit. This part of the assessment will assess W.4.1, L.4.1c and f, and L.4.3a. In Part II of the assessment, students deliver their spoken PSA for an assessment of SL.4.3, SL.4.4, SL.4.5, SL.4.6, and L.4.3b and c.</p>	<p>Writing a PSA This assessment centers on CCSS ELA W.4.1a,b,d and W.4.4. In this assessment, students draft a script for a new PSA about the importance of kids taking action. In their script, they clearly state the opinion that it is important for kids to take action to make a difference in one's community and provide reasons to support their opinion with facts and details from their research.</p>
Rationale	
As a result of the revisions to Unit 3, the second edition of this assessment focuses on writing the script of the PSA, the topic of which is different from the topic in the first edition.	