



Dubai International Private School - BR.

DIPS, in partnership with parents and community, strives to ensure all students are digitally literate, lifelong learners, productive citizens and nurture their well-being in an inclusive learning environment.

"Empowering Minds, Inspiring Hearts, Shaping the Future"

"تمكين العقول، إلهام القلوب، تشكيل المستقبل"



English Department

Semester: 1

2026-2027

Grade Level		Grade 4	Subject: English			
Teacher(s) Name		Lana Hasweh / Egy Metwally				
Textbook		HMH Into Reading				
Week #	Dates		Lesson Title / Pages		CCSS / NGSS Code / MOE	
1	Aug 31	Sept 4	Orientation Week Ice Breaking Activity (1 session) -Classroom Rules (1 session) -Book/ Digital Orientation (2 sessions) -Writing activity to set personal goals and objectives (1 session). - Language: Nouns (1 session)		<u>CCSS:</u> SL.4.1 L.4.4 RI.4.2 W.4.1 <u>IXL Activities:</u> KK. 1.Which word is a noun? 2. Identify nouns.	
2	Sept 7	Sept 11	Reading Literary Text: Module 1 Topic: What Makes Us Who We Are? Text: The story of you. Skills: Story structure Language (Grammar): Verbs		<u>CCSS:</u> L.4.4.a RF.4.4 RI.4.2 RL.4.10 SL.4.1.C RL.4.1	

			Vocabulary based on CCSS): context clues: Identity, experience, pursuit, wisdom Prefixes: un- in- Writing: Narrative Writing/ Personal Narrative (Introduction) Speaking: Collaborative discussion Listening: Listening comprehension Work Collaboratively	W.4.3.e W.4.7 <u>IXL Activities:</u> F. Text structure 5. Identify and analyze text structures. 4. Match problems with their solutions. MM. Verb types 2. Identify action verbs Y. Prefixes and suffixes 1. Identify base words, prefixes, and suffixes
3	Sept 14	Sept 18	Reading Literary Text: Module 1 Topic: What Makes Us Who We Are? Text: Flora and Ulysses: The Illuminated Adventures. <u>Journal Writing:</u> 1. Imagine you discover an ordinary animal with an extraordinary ability. How would your life change? Do you think one unexpected event can completely change a person's life? Explain your opinion and give reasons. 2. Do you have a favorite animal or pet? Write about why you like it. 2. If you found a hurt animal, what would you do to help it? <u>Respond to Reading:</u> 1. What is the author's purpose for writing Flora & Ulysses? Explain how the characters and events help achieve that purpose. Support your answer with evidence from the text. How does the relationship between Flora and Ulysses change throughout the story? Explain how the events help develop the characters and support your response with evidence from the text.	<u>CCSS</u> L.4.4.a RF.4.4 RI.4.2 RL.4.10 SL.4.1.C RL.4.1 W.4.3.e W.4.7 <u>IXL Activities:</u> F. Text structure 5. Identify and analyze text structures. 4. Match problems with their solutions. JJ. Sentences

			2. Why did the author write Flora & Ulysses? Use one detail from the story to explain your answer. Write one event from the beginning, and one from the end of the story. Skills: Text structure (Story Structure) Language (Grammar): Complete subject and predicate Vocabulary based on CCSS): Critical Vocabulary: cynic, defiance, profound, inadvertently, consumed, descended, obliged, mundane, considered, disdain. Prefixes: im- re Writing: Narrative Writing, Prewriting II: Narrative Structure Speaking: Collaborative discussion Listening: Listening comprehension Work Collaboratively NGRT Form A	Identify the complete subject of a sentence Y. Prefixes and suffixes 1. Identify base words, prefixes, and suffixes
4	Sept 21	Sept 25	Reading Literary Text: Module 1 Topic: What Makes Us Who We Are? Text: Flora and Ulysses: The Illuminated Adventures. <u>Journal Writing:</u> 1. Imagine you discover an ordinary animal with an extraordinary ability. How would your life change? Do you think one unexpected event can completely change a person's life? Explain your opinion and give reasons. 2. Do you have a favorite animal or pet? Write about why you like it. 2. If you found a hurt animal, what would you do to help it? <u>Respond to Reading:</u> 1. What is the author's purpose for writing Flora & Ulysses? Explain how the characters and events help achieve that purpose. Support your answer with evidence from the text. How does the relationship between Flora and Ulysses change throughout the story? Explain how the events help develop the characters and support your response with evidence from the text.	CCSS: L.4.2.d L.4.2.b L.4.4.a RF.4.3 RF.4.4 RL.4.2 RL.4.3 W.4.4 W.4.10 SL.4.1.C <u>IXL Activities:</u> D. Author's purpose 1. Identify the purpose of a text

			2. Why did the author write Flora & Ulysses? Use one detail from the story to explain your answer. Write one event from the beginning, and one from the end of the story. Skills: Author's Purpose Language (Grammar): Complete subject and predicate Vocabulary based on CCSS): Critical Vocabulary: cynic, defiance, profound, inadvertently, consumed, descended, obliged, mundane, considered, disdain. Prefixes: mis- pre- dis- Writing: Narrative Writing, Prewriting II: Narrative Structure (Writing the introduction) Speaking: Collaborative discussion	JJ. Sentences Identify the complete subject of a sentence
5	Sept 28	Oct 2	Reading Literary Text: Module 1 Topic: What Makes Us Who We Are? Text: Kitoto the Mighty Journal Writing: 1. Think about a time when you had to be brave or take responsibility for something important. What happened? How did you feel before and after? What did you learn from the experience? Students write short journal entry and share with a partner. 2. <i>Write about a time you helped someone. How did you help? What does it mean to be brave? Write about a time you were brave.</i> Respond to Reading: 1. Write a paragraph explaining how Kitoto changes throughout the story. Identify two-character traits, support each trait with evidence from the text, and explain the lesson or theme the story teaches. 2. <i>What is one character trait that describes Kitoto? Use one event from the story to explain your answer. 2. What lesson did Kitoto learn? Write 2–3 sentences using an example from the story.</i> Skill: Sequence of events.	CCSS: L.4.4.a L.4.2b RL.4.1 SL.4.1.C L.4.2.d RF.4.3 RF.4.4 RL.4.2 RL.4.3 W.4.4 W.4.10 IXL Activities: F. Text structure

			Language (Grammar): Declarative and Interrogative Sentences. Vocabulary based on CCSS): Critical Vocabulary: <i>cautiously, trickle, marveled, mighty, distant, proclaimed, majestic, sumptuous, hoard.</i> Suffixes: -ness -ment Writing: Personal Narrative, Writing the first draft. Speaking: Collaborative discussion Fall MAP -Language -Reading (September 28 - October 23) <u>Inquiry and Research Project</u> What stories do students want to learn about their community? What is the best way to get people to share these types of stories?	Determine the order of events in informational texts B. Inference and theme New! Determine the themes of short stories. JJ. Sentences Is the sentence declarative, interrogative, imperative, or exclamatory? Y. Prefixes and suffixes
6	Oct 5	Oct 9	Reading Literary Text: Module 1 Topic: What Makes Us Who We Are? Text: Kitoto the Mighty <u>Journal Writing: Journal Writing:</u> 1. Think about a time when you had to be brave or take responsibility for something important. What happened? How did you feel before and after? What did you learn from the experience? Students write short journal entry and share with a partner. 2. <i>Write about a time you helped someone. How did you help? What does it mean to be brave? Write about a time you were brave.</i> <u>Respond to Reading:</u> 1. Write a paragraph explaining how Kitoto changes throughout the story. Identify two-character traits, support each trait with evidence from the text, and explain the lesson or theme the story teaches. 2. <i>What is one character trait that describes Kitoto? Use one event from the story to explain your answer. 2. What lesson did Kitoto learn? Write 2–3 sentences using an example from the story.</i>	<u>CCSS:</u> L.4.4.a L.4.2b RL.4.1 SL.4.1.C L.4.2.d RF.4.3 RF.4.4 RL.4.2 RL.4.3 W.4.4 W.4.10 <u>IXL Activities:</u> F. Text structure

			Skill: Theme Language (Grammar): Exclamatory and command Sentences Vocabulary based on CCSS): Critical Vocabulary: <i>cautiously, trickle, marveled, mighty, distant, proclaimed, majestic, sumptuous, hoard.</i> Writing: Personal Narrative, Evaluating the first draft. Speaking: Collaborative discussion Fall MAP -Language -Reading (September 28 - October 23) <u>Inquiry and Research Project</u> What stories do students want to learn about their community? What is the best way to get people to share these types of stories?	Determine the order of events in informational texts. B. Inference and theme New! Determine the themes of short stories JJ. Sentences Is the sentence declarative, interrogative, imperative, or exclamatory?
	Oct 12	Oct 16	1st Semester Break	
7	Oct 19	Oct 23	Reading Literary Text: Module 1 Topic: What Makes Us Who We Are? Text: Kitoto the Mighty <u>Journal Writing: Journal Writing:</u> 1. Think about a time when you had to be brave or take responsibility for something important. What happened? How did you feel before and after? What did you learn from the experience? Students write short journal entry and share with a partner. 2. <i>Write about a time you helped someone. How did you help? What does it mean to be brave? Write about a time you were brave.</i> <u>Respond to Reading:</u> 1. Write a paragraph explaining how Kitoto changes throughout the story. Identify two-character traits, support each trait with evidence from the text, and explain the lesson or theme the story teaches. 2. <i>What is one character trait that describes Kitoto? Use one event from the story to explain your answer. 2. What lesson did Kitoto learn? Write 2–3 sentences using an example from the story.</i>	<u>CCSS:</u> L.4.4.a L.4.2b RL.4.1 SL.4.1.C L.4.2.d RF.4.3 RF.4.4 RL.4.2 RL.4.3 W.4.4 W.4.10 <u>IXL Activities:</u> F. Text structure

			Skill: Character Traits (Describing characters) Language (Grammar): Exclamatory and command Sentences Vocabulary based on CCSS): Critical Vocabulary: <i>cautiously, trickle, marveled, mighty, distant, proclaimed, majestic, sumptuous, hoard.</i> Suffixes: - ful -ous -less Writing: Personal Narrative: Writing the second draft Speaking: Collaborative discussion Fall MAP -Language -Reading (September 28 - October 23)	Determine the order of events in informational texts. B. Inference and theme New! Determine the themes of short stories JJ. Sentences Is the sentence declarative, interrogative, imperative, or exclamatory? Y. Prefixes and suffixes
8	Oct 26	Oct 30 End of quarter 1	Reading Literary Text: Module 2 Topic: Come to Your Senses Text: What are the Five senses? The Science Behind Sight? Journal Writing: 1. Imagine you could only use one of your five senses for a day. Which one would you choose? Explain why. How do your five senses help you stay safe and learn about the world? Give two examples. 2. Which of your five senses do you use the most every day? Why? Write about something you like to see, hear, smell, taste, or touch. Respond to Reading: 1. Which sense do you think is the most important? Use facts from the texts to explain your opinion. How do the texts help you understand how your senses work? Use at least two facts from the reading in your response. 2. Choose one of the five senses. Write two new facts you learned about it.	CCSS: SL.4.1.d SL.4.1.a RI.4.4 SL.4.1.C SL.4.1.d RI.4.1 RI.4.2 RI.4.3 L.4.1.f L.4.4.a L4.6 W.4.3.e W.4.4 W.4.9.b IXL Activities: A: Main idea

			Skill: Main Idea Language (Grammar): Sentence Fragments and Run-ons. Vocabulary based on CCSS): <u>context clues</u> perception, aroma, distinguish, tactile Writing: Description, Introduction Speaking: Work Collaboratively	Use key details to determine the main idea. JJ. Sentences, fragments, and run-ons
9	Nov 2	Nov 6	Module 2 Topic: Come to Your Senses Text: Blind Ambition <u>Journal Writing:</u> 1. What does it mean to never give up? Describe a time when you kept trying even though something was difficult. Do challenges make people stronger? Explain your opinion with an example from your life. 2. Write about something that was hard for you to learn. How did you keep trying? Who helps you when something is difficult? Write about how they help you. <u>Respond to Reading:</u> 1. Choose a simile or metaphor from the text. Explain how it helps the reader understand the author's message. 2. Write a short paragraph about the main idea of Blind Ambition. Include your own simile or metaphor to describe the person's determination or success. 2. Find one simile or metaphor in the text. Draw or explain what it means in your own words. What lesson did you learn from Blind Ambition? Use one fact from the text in your answer. Skill: Text Structure/ Figurative Language Language (Grammar): Quotation Marks with Direct Speech Vocabulary based on CCSS): <u>Critical Vocabulary:</u> accept, obstacle, command, denying, adapt, comfort Latin roots: vis, aud, spec	CCSS: SL.4.1.D SL.4.1.A RI.4.4 SL.4.1.C SL.4.1.d RF.4.4. RI.4.1 RI.4.2 RI.4.3 L.4.1.f L.4.4.a L4.6 W.4.3.e W.4.4 W.4.9.b IXL Activities: H. Literary devices 1. Identify similes and metaphors. 2. Similes and metaphors with pictures. XX. Formatting Punctuating dialogue

10	Nov 9	Nov 13	Module 2 Topic: Come to Your Senses Text: Blind Ambition Journal Writing: 3. What does it mean to never give up? Describe a time when you kept trying even though something was difficult. Do challenges make people stronger? Explain your opinion with an example from your life. 4. Write about something that was hard for you to learn. How did you keep trying? Who helps you when something is difficult? Write about how they help you. Respond to Reading: 2. Choose a simile or metaphor from the text. Explain how it helps the reader understand the author's message. 2. Write a short paragraph about the main idea of Blind Ambition. Include your own simile or metaphor to describe the person's determination or success. 2. Find one simile or metaphor in the text. Draw or explain what it means in your own words. What lesson did you learn from Blind Ambition? Use one fact from the text in your answer. Skill: Text Structure/ Figurative Language Language (Grammar): Quotation Marks with Direct Speech Vocabulary based on CCSS): Critical Vocabulary: accept, obstacle, command, denying, adapt, comfort Writing: Description, Drafting: Completing the graphic organizer and the first draft. <u>Inquiry and Research Project</u> What invention might be helpful to people or animals who have challenges with using one of their five senses?	CCSS: SL.4.1.D SL.4.1.A RI.4.4 SL.4.1.C SL.4.1.d RF.4.4. RI.4.1 RI.4.2 RI.4.3 L.4.1.f L.4.4.a L4.6 W.4.3.e W.4.4 W.4.9.b IXL Activities: H. Literary devices 1. Identify similes and metaphors. 2. Similes and metaphors with pictures. XX. Formatting Punctuating dialogue Y. Prefixes and suffixes

11	Nov 16	Nov 20	Module 2 Topic: Come to Your Senses Text: Blind Ambition <u>Journal Writing:</u> 5. What does it mean to never give up? Describe a time when you kept trying even though something was difficult. Do challenges make people stronger? Explain your opinion with an example from your life. 6. Write about something that was hard for you to learn. How did you keep trying? Who helps you when something is difficult? Write about how they help you. <u>Respond to Reading:</u> 3. Choose a simile or metaphor from the text. Explain how it helps the reader understand the author's message. 2. Write a short paragraph about the main idea of Blind Ambition. Include your own simile or metaphor to describe the person's determination or success. 2. Find one simile or metaphor in the text. Draw or explain what it means in your own words. What lesson did you learn from Blind Ambition? Use one fact from the text in your answer. Skill: Identify Claim Language (Grammar): Capitalization Vocabulary based on CCSS): <u>Critical Vocabulary:</u> accept, obstacle, command, denying, adapt, comfort Writing: Description, Drafting: Completing the Draft <u>Inquiry and Research Project</u> What invention might be helpful to people or animals who have challenges with using one of their five senses?	CCSS: SL.4.1.D SL.4.1.A RI.4.4 SL.4.1.C SL.4.1.d RF.4.4. RI.4.1 RI.4.2 RI.4.3 L.4.1.f L.4.4.a L4.6 W.4.3.e W.4.4 W.4.9.b IXL Activities: U. Developing and supporting arguments Identify an author's statement of opinion VV. Capitalization 1.Capitalizing the names of people and pets and titles of respect. 2.Capitalizing days, months, and holidays.

				3. Capitalizing the names of places and geographic features.
12	Nov 23	Nov 27	Reading Literary Text: Module 3 Topic: Rise to the Occasion Text: Rent Party Jazz <u>Journal Writing:</u> - How can music bring people together during happy or difficult times? Explain your ideas. 2. Write a simile or metaphor to describe music. Explain what it means. - Have you ever been to a family or community celebration? What made it special? Music can make people feel happy. Write about a song or type of music you enjoy and why you like it. <u>Respond to Reading:</u> - What is the theme of Rent Party Jazz? Use two details from the story to explain your answer. Choose a simile or metaphor from the story. Explain how it helps the reader understand the characters, setting, or events. - What lesson did the characters learn? Use one detail from the story. Skills: Theme Language (Grammar): Capitalizing Languages, People's Names, and Nationalities Vocabulary based on CCSS: auction, drifting, damp, spare, chorus, brimming, verses. Speaking & Listening: Summarizing and Paraphrasing Writing: Description, Drafting: Evaluating the Draft	CCSS: RI.4.8 RL.4.1 RL.4.10 L.4.2.d L.4.4.a RF.4.3. RL.4.2 RL.4.3 SL.4.1.c RL.10a W.4.10 W.4.3.e W.4.4 IXL Activities: B. Inference and theme Determine the themes of short stories Y. Prefixes and suffixes
13	Nov 30	Dec 4 Dec. 2-4 National Day Holiday	Reading Literary Text: Module 3 Topic: Rise to the Occasion Text: Rent Party Jazz <u>Journal Writing:</u>	CCSS: RI.4.8 RL.4.1 RL.4.10 L.4.2.d L.4.4.a

			1. How can music bring people together during happy or difficult times? Explain your ideas. 2. Write a simile or metaphor to describe music. Explain what it means. 2. Have you ever been to a family or community celebration? What made it special? Music can make people feel happy. Write about a song or type of music you enjoy and why you like it. <u>Respond to Reading:</u> 1. What is the theme of Rent Party Jazz? Use two details from the story to explain your answer. Choose a simile or metaphor from the story. Explain how it helps the reader understand the characters, setting, or events. 2. What lesson did the characters learn? Use one detail from the story. Skills: Identify Claim Vocabulary based on CCSS: auction, drifting, damp, spare, chorus, brimming, verses. Speaking & Listening: Summarizing and Paraphrasing	RF.4.3. RL.4.2 RL.4.3 SL.4.1.c RL.10a W.4.10 W.4.3.e W.4.4 IXL Activities: B. Inference and theme Determine the themes of short stories U. Developing and supporting arguments Identify an author's statement of opinion
14	Dec 7	Dec 11	Reading Literary Text: Module 3 Topic: Rise to the Occasion Text: Rent Party Jazz <u>Journal Writing:</u> 1. How can music bring people together during happy or difficult times? Explain your ideas. 2. Write a simile or metaphor to describe music. Explain what it means. 2. Have you ever been to a family or community celebration? What made it special? Music can make people feel happy. Write about a song or type of music you enjoy and why you like it. <u>Respond to Reading:</u> 1. What is the theme of Rent Party Jazz? Use two details from the story to explain your answer. Choose a simile or	CCSS: RI.4.8 RL.4.1 RL.4.10 L.4.2.d L.4.4.a RF.4.3. RL.4.2 RL.4.3 SL.4.1.c RL.10a W.4.10 W.4.3.e W.4.4

			metaphor from the story. Explain how it helps the reader understand the characters, setting, or events. 2. What lesson did the characters learn? Use one detail from the story. Skills: Identify Claim Vocabulary based on CCSS: auction, drifting, damp, spare, chorus, brimming, verses. Speaking & Listening: Summarizing and Paraphrasing Language (Grammar): Verb Tenses (Present, Past, Future) Writing: Description, writing the final draft.	IXL Activities: B. Inference and theme Determine the themes of short stories U. Developing and supporting arguments Identify an author's statement of opinion OO. Verb tense Is the sentence in the past, present, or future tense?
	Dec 14	Jan 1	Winter Break for All Students	
15	Jan 4	Jan 8	Reading Literary Text: Module 5 Topic: Art Everywhere Text: <i>Why Art Centers Matter</i> Journal Writing: 1. Why do you think communities need places where people can make and enjoy art? Explain your ideas. How can art help people learn, share ideas, or bring a community together? 2. What is your favorite kind of art (drawing, painting, music, or dance)? Why do you like it? Respond to Reading: 1. Do you think every community should have an art center? Use information from the text to support your opinion. 2. What did you learn about art centers? Write two facts from the text. Skill: Text Feature Language (Grammar): <i>Irregular Verbs.</i>	CCSS: L.4.2.d RF.4.4.a RI.4.1 RI.4.2 RI.4.3 RI.4.4 W.4.4 SL.4.1.c IXL Activities:

			Vocabulary based on CCSS): inspiration, expressive, creativity, sculpture. Writing Activity: - Reflection on Semester 1 Writing Activities and set personal milestones, goals, and objectives for semester 2.	K. Text features Select and use text features OO. Verb tense 1. Form and use the irregular past tense: set 1 2. Form and use the irregular past tense: set 2
16	Jan 11	Jan 15	Revision week	
17	Jan 18	Jan 22	Semester 1 Exams	
18	Jan 25	Jan 29	Semester 1 Exams	