**Dear 4th grade family,**

This week, your child will start a new Elementary Literacy Unit in the classroom. We’d like to share more information and explain what they will be learning, how they will be learning, and provide ideas for how you can support their learning at home.

**Guiding Questions and Big Ideas**

* What can we learn from the process of ratifying the 19th Amendment?
* *In 1920, the U.S. Constitution was amended to give women the right to vote; however, this did not allow African American women to vote.*
* *When people take action against inequality, they can cause social change.*

**What will your student be doing at school?**

In Unit 1, students are introduced to the topic, “Responding to Inequality: Ratifying the 19th Amendment,” and begin reading *The Hope Chest* by Karen Schwabach1. Students read chapters of this text in triads to practice reading fluency and greater independence. They analyze characters’ reactions to events in which equal rights are compromised or violated, compare artwork inspired by the book, and answer questions about vocabulary. For the mid-unit assessment, students read a new chapter of *The Hope Chest* and compare art inspired by the chapter to details in the text. They also read aloud a new excerpt for fluency.

In the second half of the unit, students continue to read chapters of *The Hope Chest*. They are introduced to idioms, adages, and proverbs through the text, and they closely read and then compare and contrast firsthand and secondhand informational accounts of events connected to those described in *The Hope Chest*. For the end-of-unit assessment, students read a firsthand account of an event in order to compare and contrast it with the secondhand account read in the previous lesson.

**Working to become an ethical person** is a habit of character that is emphasized in this unit. Students practice showing respect, empathy, and compassion for one another as they read about sensitive topics in *The Hope Chest*.

The Language standards that students will focus on in this unit require them to:

* Recognize and explain the meaning of common idioms, adages, and proverbs.
* Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

**Idioms, Adages, and Proverbs**

Idiom: An expression whose meaning is not predictable from the words

Adage and Proverb: A traditional saying expressing a common experience or observation

**How can you support your student at home?**

* Research and discuss social justice issues in the United States and in home countries, and how people have taken action and made a difference in support of social justice.
* Practice finding synonyms and antonyms of unfamiliar words to fully understand the meaning of words.
* Discuss common idioms, adages, and proverbs and their meaning.

Please let me know if you have any questions or would like for me to connect you to your classroom teacher regarding this information. Thank you for partnering with us on your child’s learning!