

Fourth Grade

Quarter 1

Essential Questions:

1. How can I prepare myself to be a good reader?
2. How can I use reading skills and strategies to comprehend text?
3. What strategies make me a good writer and reader?
4. How do the parts of the story help me understand it?
5. Where is there value in collecting and organizing my thoughts?

Common Core Standards:

Literature Skills

- 4.RL.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.RL.2:** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- 4.RL.3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts words, or actions.)
- 4.RL.4:** Determine the meaning of words and phrases as they are used in a text; including those that allude to significant characters found in mythology (e.g., Herculean).
- 4.RL.5:** Explain major differences between poems, drama, and prose and refer to the structural elements of poems (e.g., verse, rhythm, meter) descriptions, dialogue, stage directions) when writing or speaking about a text.
- 4.RL.6:** Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations.
- 4.RL.7:** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Informational Skills

- 4.RI.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.RI.2:** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RI.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

4.RI.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topics or subject area*.

4.RI.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

4.RI.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Foundational Skills

4.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

4.RF.4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

4.W.1: Write opinion pieces on topics, or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- b. Provide reasons that are supported by facts and details.

4.W.2: Write informative/explanatory texts to examine a topic and convey ideas, and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings) illustrations and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.

4.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.

- a. Orient the reader by establishing a situational introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experience and events or show the responses of characters to situations.

4.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)

4.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 28-29).

4.W.6: With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting.

Speaking and Listening

4.SL.1: Engage effectively in a range of collaborative discussions (one-on one, in groups and teacher-led) with diverse partners *on grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

4.SL.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

4.SL.3: Identify the reasons and evidence a speaker provides to support particular points.

Language

- 4.L.1:** Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
 - Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- 4.L.2:** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- Use correct capitalization.
 - Use commas and quotation marks to mark direct speech and quotation from a text.
 - Use hyphens to join words.
 - Spell grade-appropriate words correctly, consulting references as needed.
- 4.L.3:** Use knowledge of language and its conventions when writing, speaking, reading or listening.
- Choose words and phrases to convey ideas precisely.
 - Choose punctuation for effect.
- 4.L.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., definitions, examples, or restatement in text) as a clue to the meaning of a word or phrase.
 - Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech
- 4.L.5:** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- 4.L.6:** Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; including those that signal precise actions, emotions or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation and endangered when discussing animal preservation).

Essential Vocabulary:

predict	connect	summarize	context	reading rate	genre
fiction	fantasy	realistic fiction	historical fiction	poetry	folktale
non-fiction	biography	drama	moral	character	trait
illustration	main idea	details	sequence	multisyllable	decode
irregular	fluency	accuracy	volume	comprehension	self-correct
narrative	narrator	dialogue	revise	edit	technology
publish	collaborate	grammar	standard English	simple sentence	compound sentence
capitalization	punctuation	suffix	prefix	dictionary	definition
multiple-meaning word		root word	glossary	organization	

Students Will Be Able To:

1. Describe in depth a character, setting, or event in the story.
2. Identify the theme of a story.
3. Identify the role of the narrator and viewpoint.
4. Use details and examples to explicitly explain and draw inferences from text.
5. Determine meaning of words and phrases, including allusions to mythology.
6. Identify, compare and contrast poems, drama and prose.
7. Make connections between text and visual or oral presentation.
8. Use details and examples to explicitly explain and draw inferences from text.
9. Find main idea/details; and summarize a selection.
10. In historic/scientific texts explain events, procedures and ideas.
11. Determine text relevant vocabulary.
12. Describe overall structure of information of text.
13. Identify primary/secondary accounts; compare/contrast firsthand/secondhand accounts.
14. Explain an author's reasoning.
15. Use phonics and word analysis to decode words.
16. Read with accuracy and fluency to support comprehension.
17. Write opinion pieces with reasons and information.
18. Write informative/explanatory texts with domain-specific vocabulary.
19. Write narratives with clear event sequence.

20. Strengthen writing as needed by planning, revising and editing.
21. Use technology to produce and publish writing.
22. Engage effectively in a range of collaborative discussions.
23. Paraphrase portions of a text.
24. Identify reasons and evidence to support a speaker's point.
25. Demonstrate command of the conventions of Standard English grammar and usage.
26. Demonstrate command of capitalization, punctuation and spelling.
27. Use knowledge of language conventions when writing, speaking, reading and listening.
28. Demonstrate understanding of figurative language, word relationships and nuances in word meanings i.e. antonyms and synonyms.
29. Use grade appropriate words and phrases.
30. Determine or clarify the meaning of unknown or multi-meaning words using a range of strategies.

Fourth Grade

Quarter 2

Essential Questions:

1. Why is it important to be able to refer to details and examples in the text when explaining the text explicitly or drawing inferences?
2. How can we determine the theme of a story, drama, or poem?
3. What strategies can we use to summarize a text?
4. What are some different ways we can describe characters, setting, or events in a story or a drama?
5. What are some different ways we can determine the meaning of unknown words or phrases in the text?
6. How can we make connections between the text of a story or drama and a visual or oral presentation of the text?
7. What are some different strategies we can use to enhance our reading and comprehension skills?
8. Why is it important to be able to refer to details and examples in the text when explaining the text explicitly or drawing inferences?
9. How can we determine the main idea of a text and explain how it is supported by Key details?
10. Why is it important to be able to summarize a text?
11. Why is it important to be able to apply phonics and word analysis skills when we decode words as we read?
12. What are some important elements we need to include when writing an informative/explanatory text?
13. Why is it important to be able to write over an extended period of time for a wide range of tasks, purposes and audiences?
14. Why is it important to be able to correctly use English grammar when writing and speaking?

Common Core Standards:

Reading Literature

- 4.RL.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.RL.2:** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- 4.RL.3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- 4.RL.4:** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- 4.RL.7:** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

4.RL.8: (Not applicable to literature)

4.RL.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Informational Text

4.RI.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RI.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RI.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topics or subject area.

4.RI.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

4.RI.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Foundational Skills

4.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

4.RF.4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

4.W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

4.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

- 4.W.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 4.W.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 4.W.6:** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- 4.W.7:** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- 4.W.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- 4.W.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

- 4.SL.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon rules for discussions and carry out assigned roles.
 - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- 4.SL. 3:** Identify the reasons and evidence a speaker provides to support particular points.
- 4.SL.4:** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- 4.SL.5:** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- 4.SL.6:** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Language

- 4.L.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
 - Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
 - Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
 - Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
 - Form and use prepositional phrases.
 - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - Correctly use frequently confused words (e.g., *to, too, two; there, their*).
- 4.L.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use correct capitalization.
 - Use commas and quotation marks to mark direct speech and quotations from a text.
 - Use a comma before a coordinating conjunction in a compound sentence.
 - Spell grade-appropriate words correctly, consulting references as needed.
- 4.L.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose words and phrases to convey ideas precisely.
 - Choose punctuation for effect.
- 4.L.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
 - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- 4.L.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
 - Recognize and explain the meaning of common idioms, adages, and proverbs.
- 4.L.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

Essential Vocabulary:

questioning	imaging	summarize	connections	characters	setting	plot
author's message	author's purpose	images	prediction	exaggeration	fact	opinion
persuade	expository	linking words	conjunctions	research	source	eye
contact	complex sentence		plural	possessive	singular	
common noun	proper noun	fact	verb	adjective	adverb	
pronoun	base word	literal	non literal	visualizing		

Students Will Be Able To:

1. Determine a theme of a story, drama or poem from details in the text.
2. Summarize a given text.
3. Determine the meaning of words or phrases as they are used in a text.
4. Read and comprehend literature.
5. Determine the main topic of a text and explain how it is supported by key details.
6. Describe the chronology of events, ideas, concepts, on information in the text.
7. Able to read and comprehend informational texts.
8. Able to read with accuracy and fluency to support comprehension.
9. Write opinion pieces, supporting a point of view with reasons and information.
10. Write a concluding statement for opinion writing.
11. Use technology with guidance to produce and publish writing.
12. Use Standard English grammar when writing and speaking.
13. Use correct capitalization, punctuation and spelling when writing.
14. Use reference materials as needed to check spelling.
15. To choose words and phrases to convey ideas precisely.
16. Determine the meaning of an unknown word or phrase based on grade 4 reading and content.
17. Use dictionaries or glossaries as tools to determine or clarify meaning of key words or phrases.

Fourth Grade

Quarter 3

Essential Questions:

1. How is imaging used to enhance my understanding of the text?
2. How is inferring used to enhance my understanding of the text?
3. What strategies can I use to summarize a text??
4. How can I compare and contrast the experience of reading a text to the experience of listening or viewing a version of the text?
5. What are some different ways we can determine the meaning of unknown words or phrases in the text?
6. How can I demonstrate an understanding of figurative language, word relationships, and nuances in word meanings?
7. How do I interpret information presented in a variety of ways and explain how it contributes to a topic, text, or issue being studied?
8. How can I determine the main idea or theme of the text?
9. What are some different strategies I can use to enhance our reading and comprehension skills?
10. How can we compare and contrast a firsthand and secondhand account of the same event or topic?
11. How can I integrate information from two text on the same topic in order to be able to write or speak on the particular topic knowledgeably?
12. Why is it important to include a concluding statement or sense of closure when we write?
13. Why is it important to be able to understand figurative language, word relationships and nuances in word meaning?

Common Core Standards:

Reading Literature

- 4.RL.2:** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- 4.RL.3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- 4.RL.4:** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- 4.RL.6:** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- 4.RL.8:** (Not applicable to literature)

4.RL.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Range of Reading and Complexity of Text

4.RL.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Informational Text

4.RI.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RI.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RI.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topics or subject area*.

4.RI.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

4.RI.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

4.RI.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

4.RI.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Foundational Skills

4.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

4.RF.4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

4.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

4.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

4.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

4.W.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

4.W.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

4.W.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

4.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
- b. Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

4.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

4.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

4.SL.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

4.SL.3: Identify the reasons and evidence a speaker provides to support particular points.

4.SL.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

4.SL.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

4.SL.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Language

4.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- e. Form and use prepositional phrases.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).

4.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use correct capitalization.

- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

4.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases to convey ideas precisely.
- b. Choose punctuation for effect.
- c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

4.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

4.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

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).

4.L.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

Essential Vocabulary:

infer	main idea	detail	compare	transition words	point-of-view	focus
verb tense	fable	myth	tall tale	fairy tale	simile	
metaphor						

Students Will Be Able To:

1. Demonstrate the reading skill of synthesizing.
2. Identify main ideas and details.
3. Determine how to use the reading skill of sequencing.

4. Summarize or paraphrase a fiction text.
5. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences
6. Compare and contrast the point of view from which different stories are narrated, including differences between first and third person narrations.
7. Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths and traditional literature from different cultures.
8. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
9. Explain how an author uses reasons and evidence to support particular points in a text.
10. Read and comprehend informational text.
11. Use combined knowledge of all letter-sound correspondence syllabication patterns and morphology to accurately read unfamiliar words.
12. Use context to confirm or self-correct word recognition and understanding, rereading when necessary.
13. Introduce an opinion piece, state their opinion and create an organizational structure in which related ideas are grouped to support the purpose.
14. Use linking words or phrases to connect opinions with reasons.
15. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
16. Introduce a topic clearly and group related information in paragraphs and sections.
17. Provide a concluding statement for informative/explanatory writing.
18. Organize and event sequence that unfolds naturally.
19. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
20. Recall relevant information from experiences or gather relevant information from print or digital sources.
21. Engage in a one-on-one or group discussion.
22. Use modal auxiliaries (ex. Can, may, must) to convey various conditions.
23. Demonstrate their understanding of point of view.
24. Identify and use prepositional phrases.
25. Distinguish between similes, metaphors, and personifications.
26. Use the components of writing to produce a persuasive essay.
27. Demonstrate an understanding of using voice in writing.
28. Summarize or paraphrase a fiction text.
29. Correctly use frequently confused words, such as to, too and two.
30. Use correct capitalization, punctuation and spelling when writing.

Fourth Grade

Quarter 4

Essential Questions:

1. How can I identify different narrative elements within a story?
2. How can I convey my interpretation of a text through literary response?
3. What valid conclusion can I draw from what I have read that the author has not explicitly stated?
4. What is the author's argument? What techniques is he or she using to do this?
5. How can I persuade my reader to agree with me?
6. How can reading strategies help you understand persuasive text?
7. How do reasons, supporting details and justifications help you write a persuasive paragraph?
8. How does the research process begin?
9. How do I develop a thesis statement?
10. What sources would be most appropriate to answer my research question?
11. Why is it important to understand the difference between poems, drama and prose?
12. Why is it important to talk about their structural elements when discussing the text?

Common Core Standards:

Reading Literature

4.RL.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

4.RL.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

4.RL.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

4.RL.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

4.RL.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

4.RL.8: (Not applicable to literature)

4.RL.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g.,

the quest) in stories, myths, and traditional literature from different cultures.

Range of Reading and Complexity of Text

4.RL.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Informational Text

4.RI.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RI.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RI.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

4.RI.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topics or subject area*.

4.RI.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

4.RI.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

4.RI.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

4.RI.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

4.RI.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Foundational Skills

4.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

4.RF.4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.

- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

4.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

4.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

4.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

4.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

4.W.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

4.W.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

4.W.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

4.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- c. Apply *grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
- d. Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

4.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

4.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

4.SL.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

4.SL.3: Identify the reasons and evidence a speaker provides to support particular points.

4.SL.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

4.SL.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

4.SL.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Language

4.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- h. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- i. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- j. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- k. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- l. Form and use prepositional phrases.
- m. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- n. Correctly use frequently confused words (e.g., *to, too, two; there, their*).

4.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- e. Use correct capitalization.
- f. Use commas and quotation marks to mark direct speech and quotations from a text.
- g. Use a comma before a coordinating conjunction in a compound sentence.
- h. Spell grade-appropriate words correctly, consulting references as needed.

4.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- d. Choose words and phrases to convey ideas precisely.
- e. Choose punctuation for effect.
- f. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

4.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- d. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- e. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
- f. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

4.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

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).

4.L.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

Essential Vocabulary:

synthesize	chapter	scene	stanza	cause	effect	research
outline	draft	edit	proofread	present-tense verb	regular verb	
irregular verb						

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13. Introduce an opinion piece, state their opinion and create an organizational structure in which related ideas are grouped to support the purpose.
14. Use linking words or phrases to connect opinions with reasons.
15. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
16. Introduce a topic clearly and group related information in paragraphs and sections.

17. Provide a concluding statement for informative/explanatory writing.
18. Use technology to produce and publish writing.
19. Organize and event sequence that unfolds naturally.
20. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
21. Recall relevant information from experiences or gather relevant information from print or digital sources.
22. Engage in a one-on-one or group discussion.
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