

GRADE LEVEL: FOURTH GRADE

SUBJECT: ENGLISH/LANGUAGE ARTS

DATE: 2019-2020

GRADING PERIOD: QUARTER 1

MASTER COPY 1-21-19

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: FOUNDATIONS					
Learning Outcome	4.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension.	<ul style="list-style-type: none"> Read fluently with appropriate pausing, phrasing, and expression. Use punctuation to guide phrasing and expression. 	<ul style="list-style-type: none"> Fountas & Pinnell Benchmark Assessments Running records Fluency rubric Reading conferences 	<ul style="list-style-type: none"> Fluency Accuracy Expression Punctuation Phrases(ing) Pausing 	
Phonics <ul style="list-style-type: none"> Syllables Patterns 	4.RF.4.2: Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.	<ul style="list-style-type: none"> Identify syllable/vowel patterns in words. Use syllable/vowel patterns to read unknown words. 	<ul style="list-style-type: none"> Spelling Inventory Spelling tests 	<ul style="list-style-type: none"> Syllable Consonant Vowel Pattern 	ADDITIONAL
<ul style="list-style-type: none"> Syllables Patterns Prefix Suffix Roots 	4.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., <i>roots and affixes</i>) to read accurately unfamiliar multisyllabic words in context. <u>Most Common Affixes List</u>	<ul style="list-style-type: none"> Identify syllable/vowel patterns in words. Use syllable/vowel patterns to read unknown words. Identify prefixes, suffixes, and Greek/Latin roots within words. Learn words with prefixes, suffixes, and common roots. 	<ul style="list-style-type: none"> Fountas & Pinnell Benchmark Assessments Running records Weekly vocab quizzes Worksheets Spelling Inventory Spelling tests 	<ul style="list-style-type: none"> Prefix Suffix Roots 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: FOUNDATIONS					
Fluency	4.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	<ul style="list-style-type: none"> • Read aloud texts with accuracy, fluency, and comprehension. 	<ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessments • Running records • Reading conferences • Fluency rubric 	<ul style="list-style-type: none"> • Fluency • Expression • Accuracy • Comprehension 	ADDITIONAL
READING: LITERATURE					
Learning Outcome	4.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently at the low end of the range and with scaffolding as needed at the high end.	<ul style="list-style-type: none"> • Comprehend increasingly complex literature. 	<ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessments • Reading conferences 		
Key Ideas and Textual Support <ul style="list-style-type: none"> • Details • Inferences 	4.RL.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> • Use details to retell the events of a text. • Develop inferences based on the text. • Identify evidence that supports inferences. 	<ul style="list-style-type: none"> • Class discussion • Graphic organizers (T-charts) • Reader response journals • Exact Path • Study Island 	<ul style="list-style-type: none"> • Details • Examples • Inference • Text • Events 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: LITERATURE					
<ul style="list-style-type: none"> • Events • Theme 	4.RL.2.2: Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.	<ul style="list-style-type: none"> • Retell the events in a story or novel. • Identify the theme of a story or novel. • Produce evidence that supports the theme of a story or novel. 	<ul style="list-style-type: none"> • Reader response journal • Graphic organizers • Story maps • Exact Path • Study Island 	<ul style="list-style-type: none"> • Event • Theme • Paraphrase 	CRITICAL
<ul style="list-style-type: none"> • Character • Setting • Event • Plot 	4.RL.2.3: Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.	<ul style="list-style-type: none"> • Describe characters using details from the text. • Explain details about the setting of a story. • Predict future events based on details about the character or setting. 	<ul style="list-style-type: none"> • Reader response journal • Graphic organizers • Story maps • Exact Path • Study Island 	<ul style="list-style-type: none"> • Character • Setting • Event • Plot • Predict 	CRITICAL
READING: NONFICTION					
Learning Outcome	4.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.	<ul style="list-style-type: none"> • Comprehend increasingly complex nonfiction text. 	<ul style="list-style-type: none"> • Quizzes • Reading conferences 		

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: NONFICTION					
Key Ideas and Textual Support <ul style="list-style-type: none"> • Details • Inferences 	4.RN.2.1: Refer to details & examples in a text when explaining what a text says explicitly & when drawing inferences from the text.	<ul style="list-style-type: none"> • Identify facts and details from the text. • Develop inferences based on the text. • Identify evidence that supports inferences. • Explain what the text says. 	<ul style="list-style-type: none"> • Class discussion • Graphic Organizers (T-charts) • Reader response journals • Exact Path • Study Island 	<ul style="list-style-type: none"> • Details • Inferences 	CRITICAL
<ul style="list-style-type: none"> • Main Idea • Supporting Details 	4.RN.2.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> • Express the main idea. • Give examples that support the main idea. • Utilize the introduction and conclusion to help determine the main idea. • Utilize text features to help determine the main idea. 	<ul style="list-style-type: none"> • Quizzes • Graphic organizers • Response journal • Class discussion • Exact Path • Study Island 	<ul style="list-style-type: none"> • Main idea • Supporting details 	CRITICAL
<ul style="list-style-type: none"> • Relationships • Events • Procedures 	4.RN.2.3: Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.	<ul style="list-style-type: none"> • Compare and contrast two different concepts (e.g., Native American groups). 	<ul style="list-style-type: none"> • Graphic organizers (Compare contrast chart, Venn diagram, T-chart) • Exact Path • Study Island 	<ul style="list-style-type: none"> • Relationships • Compare • Contrast 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: NONFICTION					
Structural Elements and Organization Text Features <ul style="list-style-type: none"> • Charts • Tables • Graphs • Headings • Font 	4.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., <i>charts, tables, graphs, headings, subheadings, font/format</i>).	<ul style="list-style-type: none"> • Identify text features in a nonfiction text. • Explain how text features help a reader. • Locate answers using text features. 	<ul style="list-style-type: none"> • Class discussion • Quizzes • Exact Path • Study Island 	<ul style="list-style-type: none"> • Text features • Chart • Tables • Graphs • Headings • Subheadings 	CRITICAL
READING: VOCABULARY					
Learning Outcome	4.RV.1: Build and use accurately general academic and content-specific words and phrases.	<ul style="list-style-type: none"> • Use academic and content-specific words and phrases in speaking and writing. 	<ul style="list-style-type: none"> • Quizzes 		
Vocabulary Building <ul style="list-style-type: none"> • Word Relationships • Homographs • Homonyms • Synonyms • Antonyms • Multiple Meanings 	4.RV.2.2: Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.	<ul style="list-style-type: none"> • Compare meanings and spellings of homographs, homonyms, and multiple meaning words. • Generate synonyms and antonyms for given words and phrases. 	<ul style="list-style-type: none"> • Spelling Tests • Quizzes • Worksheets • Exact Path • Study Island 	<ul style="list-style-type: none"> • Homonyms • Homographs • Homophones • Synonyms • Antonyms • Multiple meanings 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: VOCABULARY					
Word Structure <ul style="list-style-type: none"> Prefixes Suffixes Greek & Latin Roots 	4.RV.2.4: Apply knowledge of word structure elements (e.g. <i>suffixes, prefixes, common Greek and Latin affixes and roots</i>), known words, and word patterns to determine meaning. <u>Most Common Affixes List</u>	<ul style="list-style-type: none"> Classify words into groups based on structure. Explain common patterns and meanings of words based on structure. Define meanings of common roots, prefixes, suffixes. Compose words utilizing structural elements. Identify endings and state the part of speech associated with word endings. 	<ul style="list-style-type: none"> Quizzes Worksheets Exact Path Study Island Spelling Inventory 	<ul style="list-style-type: none"> Prefixes Suffixes Affixes Greek & Latin roots Structure 	IMPORTANT
Vocabulary in Literature and Nonfiction Texts <ul style="list-style-type: none"> Nonfiction Academic & Content-Specific Words 	4.RV.3.2: Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.	<ul style="list-style-type: none"> Identify word meanings related to fourth grade topics and subjects. 	<ul style="list-style-type: none"> Unit test Quizzes Exact Path Study Island 		CRITICAL
WRITING					
Learning Outcome	4.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.	<ul style="list-style-type: none"> Write for a various purposes and audiences. Write responses to text. 	<ul style="list-style-type: none"> Writing products Writer's notebook Response journals 	<ul style="list-style-type: none"> Purpose Audience Reflection Literature Nonfiction 	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
WRITING					
Handwriting <ul style="list-style-type: none"> Print and Cursive 	4.W.2.1: Write legibly in print or cursive, forming letters and words that can be read by others.	<ul style="list-style-type: none"> Write legibly in print or cursive. 	<ul style="list-style-type: none"> Worksheets Spelling tests 	<ul style="list-style-type: none"> Legible 	ADDITIONAL
Persuasive Composition <ul style="list-style-type: none"> Introductions Conclusions 	4.W.3.1: Write persuasive compositions in a variety of forms that – <ul style="list-style-type: none"> In an introductory statement, clearly state an opinion to a particular audience. Provide a concluding statement or section related to the position presented. 	<ul style="list-style-type: none"> Write introductory statements that clearly state an opinion. Write a concluding statement/section. 	<ul style="list-style-type: none"> Paragraph Letter Essay Writer’s notebook Writing products 	<ul style="list-style-type: none"> Persuasive Composition Introduction Opinion Audience Conclusion Statement 	CRITICAL
Informative Composition <ul style="list-style-type: none"> Introductions Conclusions 	4.W.3.2: Write informative compositions on a variety of topics that – <ul style="list-style-type: none"> Provide an introductory paragraph with a clear main idea. Provide a concluding statement or section. 	<ul style="list-style-type: none"> Write introductory paragraphs with clear main ideas. Write a concluding statement/section. 	<ul style="list-style-type: none"> Paragraph Letter Essay Writer’s notebook 	<ul style="list-style-type: none"> Informative Expository Paragraph 	CRITICAL
Narrative Composition <ul style="list-style-type: none"> Introductions Conclusions 	4.W.3.3: Write narrative compositions in a variety of forms that – <ul style="list-style-type: none"> Establish an introduction with a context to allow the reader to imagine the world of the event or experience. Provide an ending that follows the narrated experiences or events. 	<ul style="list-style-type: none"> Write introductions that help readers imagine the event or experience. Write a conclusion. 	<ul style="list-style-type: none"> Paragraph Story Writer’s notebook 	<ul style="list-style-type: none"> Narrative Experience 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
WRITING					
The Writing Process <ul style="list-style-type: none"> • Drafts • Topic • Purpose • Genre • Revision • Reference materials • Ideas • Organization • Sentence fluency • Word choice • Conventions • Editing • Technology • Collaboration 	4.W.4: Apply the writing process to – <ul style="list-style-type: none"> • Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g. <i>quality of ideas, organization, sentence fluency, word choice</i>; edit writing for format and conventions (e.g. <i>spelling, capitalization, usage, punctuation</i>). • Use technology to interact and collaborate with others to publish legible documents. 	<ul style="list-style-type: none"> • Generate drafts • Select and organize ideas related to topic, purpose, and genre. • Revise drafts to improve writing. • Consult reference materials. • Edit writing. 	<ul style="list-style-type: none"> • Writer’s notebook • Writing products • Writing conferences 	<ul style="list-style-type: none"> • Drafts • Purpose • Genre • Audience • Reference Materials • Ideas • Organization • Sentence Fluency • Word Choice • Voice • Conventions • Collaborate • Publish 	CRITICAL
Conventions of Standard English Grammar and Usage	4.W.6.1: Demonstrate command of English grammar and usage, focusing on:	<ul style="list-style-type: none"> • Compose sentences demonstrating a command of English grammar and usage. 	<ul style="list-style-type: none"> • Exact Path • Study Island • Worksheets • Quizzes • Writing products 		CRITICAL
Nouns <ul style="list-style-type: none"> • Pronouns 	4.W.6.1a: Nouns/Pronouns Writing sentences that include relative pronouns (e.g., <i>who, which</i>) and reflexive pronouns (e.g., <i>myself, ourselves</i>) and explaining their functions in the sentence.	<ul style="list-style-type: none"> • Write sentences using pronouns correctly. • Identify the function of pronouns in a sentence. 	<ul style="list-style-type: none"> • Worksheets • Quizzes • Writing products • Exact Path • Study Island 	<ul style="list-style-type: none"> • Pronouns 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
WRITING					
Sentences Types of Sentences <ul style="list-style-type: none"> • Declarative • Interrogative • Imperative • Exclamatory • Simple, Compound, and Complex • Coordinating & Subordinating Conjunctions 	4.W.6.1e: Usage Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., <i>yet, nor, so</i>).	<ul style="list-style-type: none"> • Identify the types of sentences. • Write all types of sentences correctly. • Write simple and compound sentences correctly. • Write sentences with coordinating conjunctions. 	<ul style="list-style-type: none"> • Worksheets • Quizzes • Exact Path • Study Island • Writing products 	<ul style="list-style-type: none"> • Declarative • Interrogative • Imperative • Exclamatory • Simple, compound, complex Sentences • Coordinating & subordinating conjunctions 	CRITICAL
Capitalization <ul style="list-style-type: none"> • Proper Nouns 	4.W.6.2a: Capitalization - Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.	<ul style="list-style-type: none"> • Capitalize proper nouns correctly. • Capitalize quotations correctly. 	<ul style="list-style-type: none"> • Worksheets • Quizzes • Exact Path • Study Island • Writing products 	<ul style="list-style-type: none"> • Quotation • Proper nouns 	CRITICAL
Punctuation <ul style="list-style-type: none"> • Commas • Coordinating Conjunctions • Compound Sentences 	4W.6.2b: Punctuation - Correctly using apostrophes to form possessives & contractions. Correctly using quotation marks & commas to mark direct speech. Using a comma before a coordinating conjunction in a compound sentence.	<ul style="list-style-type: none"> • Use commas to write compound sentences correctly. 	<ul style="list-style-type: none"> • Worksheets • Quizzes • Exact Path • Study Island • Writing products 	<ul style="list-style-type: none"> • Apostrophe • Possessive Noun • Contraction • Quotation • Direct speech 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
WRITING					
Spelling	4W6.2c: Spelling – Using spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs</i>) in writing single and multi-syllable words.	<ul style="list-style-type: none"> Apply spelling patterns and generalizations to write single and multi-syllable words. 	<ul style="list-style-type: none"> Spelling inventory Spelling tests Writing products Writer’s notebooks 		IMPORTANT
SPEAKING AND LISTENING					
Learning Outcomes	4.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	<ul style="list-style-type: none"> Communicate effectively with a variety of audiences for different purposes. Listen actively. 	<ul style="list-style-type: none"> Class discussion Observation rubrics 	<ul style="list-style-type: none"> Audience Purpose 	IMPORTANT
Discussion and Collaboration	4.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others’ ideas and expressing personal ideas clearly.	<ul style="list-style-type: none"> Discuss grade appropriate ideas and topics in small and large groups. 	<ul style="list-style-type: none"> Class discussion Observation Rubrics 		IMPORTANT
<ul style="list-style-type: none"> Discussion 	4.SL.2.2: Explore ideas under discussion by drawing on readings and other information.	<ul style="list-style-type: none"> Combine information from readings and background knowledge to discuss ideas. 	<ul style="list-style-type: none"> Class discussion Observation Rubrics 		IMPORTANT
<ul style="list-style-type: none"> Rules & Roles 	4.SL.2.3: Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.	<ul style="list-style-type: none"> Develop rules and roles. Follow rules and assigned roles during discussions. 	<ul style="list-style-type: none"> Class discussion Observation Rubrics 	<ul style="list-style-type: none"> Roles Responsibilities 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
SPEAKING AND LISTENING					
<ul style="list-style-type: none"> • Key Ideas 	4.SL.2.5: Review the key ideas expressed and explain personal ideas in reference to the discussion.	<ul style="list-style-type: none"> • Review key ideas. • Explain personal ideas during a discussion. 	<ul style="list-style-type: none"> • Class discussion • Observation • Rubrics 		IMPORTANT

GRADE LEVEL: FOURTH GRADE

SUBJECT: ENGLISH/LANGUAGE ARTS

DATE: 2019-2020

GRADING PERIOD: QUARTER 2

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	LEARN
READING: LITERATURE					
Learning Outcome	4.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently at the low end of the range and with scaffolding as needed at the high end.	<ul style="list-style-type: none"> Comprehend increasingly complex literature. 	<ul style="list-style-type: none"> Fountas & Pinnell Benchmark Assessments Reading Conferences 		
Key Ideas and Textual Support <ul style="list-style-type: none"> Details Inferences 	4.RL.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> Use details to retell the events of increasingly complex text. Develop inferences based on increasingly complex text. Identify evidence that supports inferences in increasingly complex text. 	<ul style="list-style-type: none"> Class discussion Graphic organizers (T-charts) Reader response journals Exact Path Study Island 	<ul style="list-style-type: none"> Details Examples Inference Text Events Evidence 	CRITICAL
<ul style="list-style-type: none"> Character Setting Event Plot 	4.RL.2.3: Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.	<ul style="list-style-type: none"> Identify how characters, settings, and events impact the plot. 	<ul style="list-style-type: none"> Reader response journal Graphic organizers Story maps Exact Path Study Island 	<ul style="list-style-type: none"> Character Setting Event Plot Predict Impact 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: LITERATURE					
Structural Elements and Organization <ul style="list-style-type: none"> Point of View First-person Narration Third-person Narration 	4.RL.3.2: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<ul style="list-style-type: none"> Explain the difference between first- and third-person narrations. Identify the type of narration in various stories. 	<ul style="list-style-type: none"> Response journals Class discussion Reading conferences Graphic organizers Exact Path Study Island 	<ul style="list-style-type: none"> Compare Contrast Point of view First-person narration Third-person narration Perspective 	IMPORTANT
READING: NONFICTION					
Learning Outcome	4.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.	<ul style="list-style-type: none"> Comprehend increasingly complex nonfiction text. 	<ul style="list-style-type: none"> Quizzes Reading conferences 		
Key Ideas and Textual Support <ul style="list-style-type: none"> Main Idea Supporting Details Summarizing 	4.RN.2.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> Summarize the main idea of a text. Identify details that support the main idea. 	<ul style="list-style-type: none"> Quizzes Graphic organizers Response journal Class discussion Exact Path Study Island 	<ul style="list-style-type: none"> Main idea Supporting details Summarize 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: NONFICTION					
Key Ideas and Textual Support <ul style="list-style-type: none"> Relationships Events Procedures 	4.RN.2.3: Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.	<ul style="list-style-type: none"> Explain the similarities and differences between two sets of procedures, events, or ideas. 	<ul style="list-style-type: none"> Graphic organizers (compare contrast chart, Venn diagram, T chart) Exact Path Study Island 	<ul style="list-style-type: none"> Events Procedures Compare Contrast 	IMPORTANT
Features and Structures <ul style="list-style-type: none"> Chronological Problem-solution Comparison/contrast Procedural Cause/effect Sequential Description 	4.RN.3.2: Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text. <u>Graphic Organizers</u>	<ul style="list-style-type: none"> Identify the organizational structure of a text or part of text. Give evidence to support the components of an organizational structure. 	<ul style="list-style-type: none"> Graphic organizers Quizzes Class discussion Reading conferences Exact Path Study Island 	<ul style="list-style-type: none"> Organizational structure Chronological Problem-solution Comparison/contrast Procedural Cause/effect Sequential Description 	CRITICAL
<ul style="list-style-type: none"> Firsthand Account Secondhand Account Event Topic Focus 	4.RN.3.3: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.	<ul style="list-style-type: none"> Distinguish (tell the difference) between firsthand and secondhand accounts of an event. Describe the focus and information provided. 	<ul style="list-style-type: none"> Response journals Class discussion Reading conferences Graphic organizers 	<ul style="list-style-type: none"> Firsthand account Secondhand account Primary source Secondary source 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: NONFICTION					
Synthesis and Connection of Ideas <ul style="list-style-type: none"> • Fact • Opinion • Position • Claim • Reasons • Evidence 	4.RN.4.1: Distinguish between fact & opinion; explain how an author uses reasons & evidence to support a statement/position/ claim in a text.	<ul style="list-style-type: none"> • Identify facts and opinions. • Explain the difference between fact and opinion. • Identify the claim or position an author makes in a given text. • Give examples of reasons & evidence that an author uses to support a claim or position in a text. 	<ul style="list-style-type: none"> • Response journals • Class discussion • Reading conferences • Graphic organizers • Quizzes • Worksheets • Exact Path • Study Island 	<ul style="list-style-type: none"> • Fact • Opinion • Claim • Position • Statement • Reason • Evidence 	CRITICAL
READING: VOCABULARY					
Learning Outcome	4.RV.1: Build and use accurately general academic and content-specific words and phrases.	<ul style="list-style-type: none"> • Use academic and content-specific words and phrases in speaking and writing. 	<ul style="list-style-type: none"> • Quizzes • Class discussion 		
Vocabulary Building <ul style="list-style-type: none"> • Context Clues • Text Features 	4.RV.2.1: Apply context clues (e.g., <i>word, phrase, sentence, and paragraph clues</i>) and text features (e.g., <i>charts, headings/ subheadings, font/format</i>) to determine the meaning of unknown words.	<ul style="list-style-type: none"> • Apply context clues to determine the meaning of unknown words. • Identify words and phrases in a text that gave clues to the meaning of the unknown word. • Point out text features that give clues to word meaning. • Use text features to determine unknown words. 	<ul style="list-style-type: none"> • Class discussion • Reading conferences • Response journals • Graphic organizers • Quizzes • Worksheets • Exact Path • Study Island 	<ul style="list-style-type: none"> • Context clues • Text features 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: VOCABULARY					
<ul style="list-style-type: none"> Reference Materials Pronunciation Meanings 	4.RV.2.5: Consult reference materials, both print and digital (e.g., <i>dictionary</i>), to find the pronunciation and clarify the precise meanings of words and phrases.	<ul style="list-style-type: none"> Utilize reference materials (print and digital) to explain the correct pronunciation of a word/ phrase. Utilize reference materials (print and digital) to find the precise meaning of a word/phrase. 	<ul style="list-style-type: none"> Response journals Quizzes Worksheets Exact Path Study Island 	<ul style="list-style-type: none"> Reference materials Pronunciation 	IMPORTANT
WRITING					
Learning Outcome	4.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.	<ul style="list-style-type: none"> Write for a various purposes and audiences. Write responses to text. 	<ul style="list-style-type: none"> Writing products Writer's notebook Response journals 	<ul style="list-style-type: none"> Purpose Audience Reflection Literature Nonfiction 	
Persuasive Compositions <ul style="list-style-type: none"> Organization Structure Opinion Reasons 	4.W.3.1: Write persuasive compositions in a variety of forms that – <ul style="list-style-type: none"> Use an organizational structure to group related ideas that support the purpose. Connect opinion and reasons using words and phrases. 	<ul style="list-style-type: none"> Use an organizational structure to group related ideas that support the purpose. Connect opinion and reasons using words and phrases. 	<ul style="list-style-type: none"> Paragraph Letter Essay Writer's notebook Writing products Graphic Organizers 	<ul style="list-style-type: none"> Organizational structure Opinion Reasons Paragraphs Transitions Complex Sentences 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
WRITING					
Informative Compositions <ul style="list-style-type: none"> • Transitions • Organization • Language • Vocabulary • Audience 	4.W.3.2: Write informative compositions on a variety of topics that – <ul style="list-style-type: none"> • Connect ideas using words and phrases. • Use language and vocabulary appropriate for audience and topic. 	<ul style="list-style-type: none"> • Connect ideas using words and phrases (i.e. transitions, complex sentences) in writing. • Include language and specific vocabulary appropriate for the audience and topic. 	<ul style="list-style-type: none"> • Paragraph • Letter • Essay • Writer’s notebook • Writing products 	<ul style="list-style-type: none"> • Informative • Expository • Paragraph • Transitions • Complex sentences • Word choice 	CRITICAL
Narrative Compositions <ul style="list-style-type: none"> • Organization • Paragraphs • Transitions 	4.W.3.3: Write narrative compositions in a variety of forms that – <ul style="list-style-type: none"> • Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases. 	<ul style="list-style-type: none"> • Organize events logically. • Use transitions to organize words, phrases, and paragraphs logically. 	<ul style="list-style-type: none"> • Paragraph • Story • Writer’s notebook • Writing products 	<ul style="list-style-type: none"> • Narrative • Organization • Event • Plot • Paragraphs Indentation • Transitions • Phrases • Complex sentences 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
WRITING					
The Research Process Finding, Assessing, Synthesizing, and Reporting Information <ul style="list-style-type: none"> • Short Research • Questions • Features • Print sources • Digital sources • Reliability • Citations • Bibliography • Presentation 	4.W.5: Conduct short research on a topic. <ul style="list-style-type: none"> • Identify a specific question to address (e.g., <i>What is the history of the Indy 500?</i>). • Use organizational features of print and digital sources to efficiently locate further information. • Determine the reliability of the sources. • Summarize and organize information in their own words, giving credit to the source. • Present the research information, choosing from a variety of formats. 	<ul style="list-style-type: none"> • Identify a specific question to address (e.g., <i>What is the history of the Indy 500?</i>). • Use organizational features of print and digital sources to efficiently locate further information. • Determine the reliability of the sources. • Summarize and organize information in own words, giving credit to the source. • Present the research information, choosing from a variety of formats. • Describe/define plagiarism. • Paraphrase information in own words. 	<ul style="list-style-type: none"> • Writer's notebook • Writing products • Writing conferences 	<ul style="list-style-type: none"> • Research • Print source • Digital source • Reliable source • Bibliography • Plagiarism • Paraphrase 	CRITICAL
Conventions of Standard English Grammar and Usage	4.W.6.1: Demonstrate command of English grammar and usage, focusing on:	<ul style="list-style-type: none"> • Compose sentences demonstrating a command of English grammar and usage. 	<ul style="list-style-type: none"> • Exact Path • Study Island • Worksheets • Quizzes • Writing products • NWEA 		CRITICAL
<ul style="list-style-type: none"> • Progressive Verb Tense • Inappropriate Tense • Modal Auxiliaries 	4.W.6.1b: Verbs Writing sentences that use the progressive verb tenses. Recognizing and correcting inappropriate shifts in verb tense. Using modal auxiliaries (e.g., <i>can, may, must</i>).	<ul style="list-style-type: none"> • Write sentences using progressive verb tense. • Recognize and correct inappropriate shifts in verb tense. • Use modal auxiliaries. 	<ul style="list-style-type: none"> • Exact Path • Study Island • Worksheets • Quizzes • Writing products 	<ul style="list-style-type: none"> • Verb Tense • Progressive Tense 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
WRITING					
Conventions of Standard English Grammar and Usage <ul style="list-style-type: none"> Relative Adjectives Adverbs 	4.W.6.1.c: Adjectives/Adverbs Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.	<ul style="list-style-type: none"> Write sentences using relative adverbs (e.g., where, when) correctly. Identify the function of relative adverbs in the sentence. 	<ul style="list-style-type: none"> Worksheets Quizzes Exact Path Study Island Writing products 	<ul style="list-style-type: none"> Relative Adverbs Reflexive Pronouns 	CRITICAL
Sentences <ul style="list-style-type: none"> Simple, Compound, and Complex Coordinating & Subordinating Conjunctions 	4.W.6.1e: Usage Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., <i>yet, nor, so</i>).	<ul style="list-style-type: none"> Write complex sentences correctly. Write sentences with subordinating conjunctions (e.g., <i>yet, nor, so</i>). 	<ul style="list-style-type: none"> Worksheets Quizzes Exact Path Study Island Writing products 	<ul style="list-style-type: none"> Simple, Compound, Complex Sentences Coordinating & Subordinating Conjunctions 	CRITICAL
Punctuation <ul style="list-style-type: none"> Apostrophes Quotations Commas 	4W.6.2b: Punctuation - Correctly using apostrophes to form possessives & contractions. Correctly using quotation marks & commas to mark direct speech. Using a comma before a coordinating conjunction in a compound sentence.	<ul style="list-style-type: none"> Use apostrophes to form possessives and contractions correctly. Use quotation marks and commas in direct speech. Use commas to write compound sentences correctly. 	<ul style="list-style-type: none"> Worksheets Quizzes Exact Path Study Island Writing products 	<ul style="list-style-type: none"> Apostrophe Possessive Noun Contraction Quotation Direct Speech Possessive Pronouns Commas Conjunction 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
SPEAKING AND LISTENING					
Learning Outcome	4.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	<ul style="list-style-type: none"> Communicate effectively with a variety of audiences for different purposes. Listen actively. 	<ul style="list-style-type: none"> Class discussion Observation Rubrics 	<ul style="list-style-type: none"> Audience Purpose 	
Discussion and Collaboration <ul style="list-style-type: none"> Discussion Comments 	4.SL.2.4: 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.	<ul style="list-style-type: none"> Ask clarifying and follow-up questions. Respond to questions to clarify information. Make comments to contribute to a discussion. Link comments and remarks to the remarks of others. 	<ul style="list-style-type: none"> Class discussions Group discussions Observation Rubrics 	<ul style="list-style-type: none"> Comment Clarify Remarks Contribute 	ADDITIONAL
Comprehension <ul style="list-style-type: none"> Major Ideas Supportive Evidence 	4.SL3.1: Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<ul style="list-style-type: none"> Summarize ideas from read alouds or presentations orally, visually, or quantitatively. Discuss evidence to support thinking from text, media, or presentation. 	<ul style="list-style-type: none"> Class discussion Observation Rubrics Reader response 	<ul style="list-style-type: none"> Media Summarize Evidence 	IMPORTANT
	4.SL.3.2: Identify and use evidence a speaker provides to support particular points.	<ul style="list-style-type: none"> Identify evidence a speaker gives to support a point. Use evidence to respond to or discuss a speaker's points. 	<ul style="list-style-type: none"> Class discussion Group discussions Observation Rubrics 	<ul style="list-style-type: none"> Evidence Point Speaker 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
MEDIA LITERACY					
Learning Outcome <ul style="list-style-type: none"> • Author's Purpose • Inform • Persuade • Entertain 	4.ML.1: Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.	<ul style="list-style-type: none"> • Identify the purpose of electronic, print, and mass media. • Use details from the media source to support the purpose. • Explain the media source's impact on society. 	<ul style="list-style-type: none"> • Class discussion • Reading conferences • Response journals 	<ul style="list-style-type: none"> • Author's Purpose • Inform • Persuade • Entertain • Media • Culture 	IMPORTANT
<ul style="list-style-type: none"> • Claims • Multimedia 	4.ML.2.1: Recognize claims in print, image, and multimedia and identify evidence used to support these claims.	<ul style="list-style-type: none"> • Summarize the claims of print, image, and multimedia. • Identify evidence to support claims from media. 	<ul style="list-style-type: none"> • Class discussion • Reading conferences • Response journals 	<ul style="list-style-type: none"> • Claim 	IMPORTANT

GRADE LEVEL: FOURTH GRADE

SUBJECT: ENGLISH/LANGUAGE ARTS

DATE: 2019-2020

GRADING PERIOD: QUARTER 3

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: LITERATURE					
Learning Outcome	4.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently at the low end of the range and with scaffolding as needed at the high end.	<ul style="list-style-type: none"> Comprehend increasingly complex literature. 	<ul style="list-style-type: none"> Fountas & Pinnell Benchmark Assessments Reading conferences 		
Key Ideas and Textual Support <ul style="list-style-type: none"> Events Theme Myths Legends 	4.RL.2.2: Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.	<ul style="list-style-type: none"> Retell or paraphrase the events in a myth or legend. Identify the theme of myth or legend. Produce evidence that supports the theme myth or legend. 	<ul style="list-style-type: none"> Reader response journal Graphic organizers Story maps Exact Path Study Island 	<ul style="list-style-type: none"> Event Theme Myth Legend 	CRITICAL
Synthesis and Connection of Ideas <ul style="list-style-type: none"> Similar Themes Pattern of Events Myth Traditional Literature 	4.RL.4.2: Compare and contrast the treatment of similar themes and patterns of events in stories, myths, and traditional literature from different cultures.	<ul style="list-style-type: none"> Identify the similarities and differences in themes and patterns of events in stories, myths, and traditional literature from different cultures. Compare how various cultures treat the same theme in different stories, myths, and traditional literature. 	<ul style="list-style-type: none"> Response journals Class discussion Reading conferences Graphic organizers Exact Path Study Island 	<ul style="list-style-type: none"> Similar theme Pattern of events Myth Traditional literature 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: NONFICTION					
Learning Outcome	4.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.	<ul style="list-style-type: none"> Comprehend increasingly complex nonfiction text. 	<ul style="list-style-type: none"> Quizzes Reading conferences 		
Structural Elements and Organization Features and Structures <ul style="list-style-type: none"> Chronological Problem-solution Comparison/contrast Procedural Cause/effect Sequential Description 	4.RN.3.2: Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text. (Quarter 3) Graphic Organizers	<ul style="list-style-type: none"> Identify the organizational structure of a text or part of text. Give evidence to support the components of an organizational structure. 	<ul style="list-style-type: none"> Graphic organizers Quizzes Class discussion Reading conferences Exact Path Study Island 	<ul style="list-style-type: none"> Organizational structure Chronological Problem-solution Comparison/contrast Procedural Cause/effect Sequential Description 	CRITICAL
Synthesis and Connection of Ideas <ul style="list-style-type: none"> Summary 	4.RN.4.2: Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.	<ul style="list-style-type: none"> Combine information from two texts on the same topic in order to demonstrate knowledge about the subject. Write or speak about a topic based on the reading of two or more texts. 	<ul style="list-style-type: none"> Graphic organizers Response journal Reading conference Writing product Writer's notebook Class discussion Exact Path Study Island 	<ul style="list-style-type: none"> Summarize 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: VOCABULARY					
Learning Outcome	4.RV.1: Build and use accurately general academic and content-specific words and phrases.	<ul style="list-style-type: none"> Use academic and content-specific words and phrases in speaking and writing. 	<ul style="list-style-type: none"> Quizzes 		
Vocabulary in Literature and Nonfiction Texts <ul style="list-style-type: none"> Figurative Language Similes Metaphors Hyperbole 	4.RV.3.1: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., <i>similes, metaphors, or hyperbole</i>). (Q4)	<ul style="list-style-type: none"> Define various types of figurative language. Identify examples of figurative language in literature. Explain meanings of figurative language in literature. 	<ul style="list-style-type: none"> Quizzes Response journals Reading conferences Class discussions Worksheets Exact Path Study Island 	<ul style="list-style-type: none"> Phrase Figurative language Similes Metaphors Hyperbole 	IMPORTANT
Vocabulary in Literature and Nonfiction Texts <ul style="list-style-type: none"> Proverbs Adages Idioms 	4.RV.3.3: Explain the meanings of proverbs, adages, and idioms in context.	<ul style="list-style-type: none"> Define proverbs, adages, and idioms. Identify examples of proverbs, adages, and idioms. Explain the meanings of proverbs, adages, and idioms in context. 	<ul style="list-style-type: none"> Quizzes Response journals Reading conferences Class discussions Worksheets Exact Path Study Island 	<ul style="list-style-type: none"> Proverbs Adages Idioms 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
WRITING					
Learning Outcome <ul style="list-style-type: none"> Purpose Audience 	4.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.	<ul style="list-style-type: none"> Write for a various purposes and audiences. Write responses to text. 	<ul style="list-style-type: none"> Corporation writing prompt Writing products Writer's notebook Response journals 	<ul style="list-style-type: none"> Purpose Audience Reflection Literature Nonfiction 	
Persuasive Compositions <ul style="list-style-type: none"> Opinions Facts Details Evidence Sources 	4.W.3.1: Write persuasive compositions in a variety of forms that – <ul style="list-style-type: none"> Support the opinion with facts and details from various sources, including texts. 	<ul style="list-style-type: none"> Support opinions with evidence from text. Research facts and details to support opinions from various sources. 	<ul style="list-style-type: none"> Graphic organizers Writer's Notebook Writing products Response journals 	<ul style="list-style-type: none"> Opinions Facts Details Evidence Sources 	CRITICAL
Informative Compositions <ul style="list-style-type: none"> Topic Sentences Supporting Details Summary Sentences Facts Details Examples Sources 	4.W.3.2: Write informative compositions on a variety of topics that – <ul style="list-style-type: none"> Provide supporting paragraphs with topic and summary sentences. Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations. 	<ul style="list-style-type: none"> Provide supporting paragraphs with topic and summary sentences. Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations. 	<ul style="list-style-type: none"> Graphic organizers Writer's notebook Writing products Response journals 	<ul style="list-style-type: none"> Topic Sentences Supporting Details Summary sentences Facts Details Examples Sources 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
WRITING					
Narrative Compositions <ul style="list-style-type: none"> Word Choice Sensory Details 	4.W.3.3: Write narrative compositions in a variety of forms that – <ul style="list-style-type: none"> Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events. 	<ul style="list-style-type: none"> Write narratives with sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events. 	<ul style="list-style-type: none"> Graphic organizers Writer’s notebook Writing products 	<ul style="list-style-type: none"> Sensory details 	CRITICAL
The Writing Process <ul style="list-style-type: none"> Drafts Topic Purpose Genre Revision Reference Materials Ideas Organization Sentence Fluency Word choice Conventions Editing Technology Collaboration 	4.W.4: Apply the writing process to – <ul style="list-style-type: none"> Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g. <i>quality of ideas, organization, sentence fluency, word choice</i>; edit writing for format and conventions (e.g. <i>spelling, capitalization, usage, punctuation</i>). Use technology to interact and collaborate with others to publish legible documents. 	<ul style="list-style-type: none"> Use technology to interact and collaborate with others and publish. 	<ul style="list-style-type: none"> Writer’s notebook Writing products Writing conferences 	<ul style="list-style-type: none"> Drafts Purpose Genre Audience Reference Materials Ideas Organization Sentence Fluency Word choice Voice Conventions Collaborate Publish 	CRITICAL
Conventions of Standard English Grammar and Usage <ul style="list-style-type: none"> Prepositions 	4.W.6.1d: Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.	<ul style="list-style-type: none"> Write sentences using prepositions correctly. Identify the function of prepositions in sentences. 	<ul style="list-style-type: none"> Writer’s notebook Writing products Quizzes Worksheets Exact Path Study Island 	<ul style="list-style-type: none"> Preposition 	CRITICAL

GRADE LEVEL: FOURTH GRADE

SUBJECT: ENGLISH/LANGUAGE ARTS

DATE: 2019-2020

GRADING PERIOD: QUARTER 4

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: LITERATURE					
Learning Outcome	4.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently at the low end of the range and with scaffolding as needed at the high end.	<ul style="list-style-type: none"> Comprehend increasingly complex literature. 	<ul style="list-style-type: none"> Fountas & Pinnell Benchmark Assessments Reading conferences 		
Structural Elements and Organization <ul style="list-style-type: none"> Poems Plays Prose 	4.RL.3.1: Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.	<ul style="list-style-type: none"> Identify differences in structure of poems, plays, and prose. Identify characteristics of poetry such as: rhyme, meter/rhythm, stanzas, and figurative language. Identify characteristics of plays including: characters, dialogue, plot, setting, stage directions, and theme. 	<ul style="list-style-type: none"> Class discussion Observation Performance Writing products Exact Path Study Island 	<ul style="list-style-type: none"> Poems Plays Prose Rhyme Meter Stanzas Stage directions 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: LITERATURE					
Synthesis and Connection of Ideas <ul style="list-style-type: none"> • Visuals • Multimedia 	4.RL.4.1: Describe how visual and multimedia presentations and representations can enhance the meaning of a text.	<ul style="list-style-type: none"> • Analyze visual and multimedia presentations. • Explain how visual or multimedia presentations enhance the meaning of text. • Summarize information learned from visual/multimedia information. 	<ul style="list-style-type: none"> • Class discussion • Observation • Reader response journal • Reading conferences • Exact Path • Study Island 	<ul style="list-style-type: none"> • Visual • Multimedia 	ADDITIONAL
READING: NONFICTION					
Learning Outcome	4.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.	<ul style="list-style-type: none"> • Comprehend increasingly complex nonfiction text. 	<ul style="list-style-type: none"> • Quizzes • Reading conferences 		
<ul style="list-style-type: none"> • Main Idea • Supporting Details • Summarizing 	4.RN.2.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> • Summarize the main idea of a text. • Identify details that support the main idea. • Summarize a text's main ideas and details. 	<ul style="list-style-type: none"> • Quizzes • Graphic organizers • Response journal • Class discussion • Exact Path • Study Island 	<ul style="list-style-type: none"> • Main idea • Supporting details 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: VOCABULARY					
Learning Outcome	4.RV.1: Build and use accurately general academic and content-specific words and phrases.	<ul style="list-style-type: none"> Use academic and content-specific words and phrases in speaking and writing. 	<ul style="list-style-type: none"> Quizzes Class discussion 		
Vocabulary in Literature and Nonfiction Texts <ul style="list-style-type: none"> Figurative Language Similes Metaphors Hyperbole 	4.RV.3.1: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., <i>similes, metaphors, or hyperbole</i>).	<ul style="list-style-type: none"> Define various types of figurative language. Identify examples of figurative language in literature. Explain meanings of figurative language in poetry and literature. 	<ul style="list-style-type: none"> Quizzes Response journals Reading conferences Class discussions Worksheets Exact Path Study Island 	<ul style="list-style-type: none"> Phrase Figurative language Similes Metaphors Hyperbole 	IMPORTANT
WRITING					
Learning Outcome	4.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.	<ul style="list-style-type: none"> Write for a various purposes and audiences. Write responses to text. 	<ul style="list-style-type: none"> Writing products Writer's notebook Response journals 	<ul style="list-style-type: none"> Purpose Audience Reflection Literature Nonfiction 	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
WRITING					
Persuasive Compositions <ul style="list-style-type: none"> • Introduction • Opinion • Details • Structure • Reasons • Purpose • Transitions • Conclusions 	4.W.3.1: Write persuasive compositions in a variety of forms that <ul style="list-style-type: none"> • In an introductory statement, clearly state an opinion to a particular audience. • Support the opinion with facts and details from various sources, including texts. • Use an organizational structure to group related ideas that support the purpose. • Connect opinion and reasons using words and phrases. • Provide a concluding statement or section related to the position presented. 	<ul style="list-style-type: none"> • Compose persuasive compositions that include all of the following: <ul style="list-style-type: none"> – An introductory statement that clearly states an opinion to a particular audience. – The opinion supported with facts and details from various sources, including texts. – An organizational structure to group related ideas that support the purpose. – Opinion and reasons connected using words and phrases. – A concluding statement or section related to the position presented. 	<ul style="list-style-type: none"> • Paragraph • Letter • Essay • Writer’s notebook • Writing products 	<ul style="list-style-type: none"> • Introduction • Opinion • Details • Structure • Reasons • Purpose • Transitions • Conclusions 	CRITICAL
Informative Compositions <ul style="list-style-type: none"> • Text Features 	4.W.3.2: Write informative compositions on a variety of topics that <ul style="list-style-type: none"> • Include text features (e.g., <i>formatting, pictures, graphics</i>) and multimedia when useful to aid comprehension. 	<ul style="list-style-type: none"> • Compose informative presentations that include text features (e.g., <i>formatting, pictures, graphics</i>) and multimedia when useful to aid comprehension. 	<ul style="list-style-type: none"> • Paragraph • Letter • Essay • Poster • Multimedia project • Writer’s notebook • Writing products 	<ul style="list-style-type: none"> • Informative • Expository • Paragraph • Text features 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<p>WRITING</p> <p>Narrative Compositions</p> <ul style="list-style-type: none"> • Dialogue • Description • Details • Character Development 	<p>4.W.3.3: Write narrative compositions in a variety of forms that</p> <ul style="list-style-type: none"> • Use dialogue and descriptive details to develop events and reveal characters’ personalities, feelings, and responses to situations. 	<ul style="list-style-type: none"> • Compose narrative compositions that use dialogue and descriptive details to develop events. • Develop character traits in writing by revealing what a character says or does, and how a character reacts to situations. 	<ul style="list-style-type: none"> • Paragraph • Story • Writer’s notebook • Writing products 	<ul style="list-style-type: none"> • Dialogue • Character traits • Descriptive details 	CRITICAL
<p>The Research Process</p> <p>Finding, Assessing, Synthesizing, and Reporting Information</p> <ul style="list-style-type: none"> • Short Research • Questions • Organizational Features • Print Sources • Digital Sources • Reliability • Citations • Bibliography • Presentation • Plagiarism 	<p>4.W.5: Conduct short research on a topic.</p> <ul style="list-style-type: none"> • Identify a specific question to address (e.g., <i>What is the history of the Indy 500?</i>). • Use organizational features of print and digital sources to efficiently locate further information. • Determine the reliability of the sources. • Summarize and organize information in their own words, giving credit to the source. • Present the research information, choosing from a variety of formats. 	<ul style="list-style-type: none"> • Use organizational features of print and digital sources to efficiently further information. • Determine the reliability of the sources. • Summarize and organize information in own words, giving credit to the source. • Present the research information, choosing from a variety of formats. • Describe/define plagiarism. • Paraphrase information in own words. 	<ul style="list-style-type: none"> • Writer’s notebook • Writing products • Writing conferences • Presentations 	<ul style="list-style-type: none"> • Research • Print source • Digital source • Reliable source • Credible source • Bibliography • Citation • Plagiarism • Claim • Organizational structure 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
WRITING					
Conventions of Standard English Grammar and Usage	4.W.6.1: Demonstrate command of English grammar and usage, focusing on:	<ul style="list-style-type: none"> Compose sentences demonstrating a command of English grammar and usage. 	<ul style="list-style-type: none"> Exact Path Study Island Worksheets Quizzes Writing products 		CRITICAL
Sentences <ul style="list-style-type: none"> Simple, Compound, and Complex Coordinating & Subordinating Conjunctions 	4.W.6.1e: Usage - Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., <i>yet, nor, so</i>).	<ul style="list-style-type: none"> Write complex sentences correctly. Write sentences with subordinating conjunctions (after, because, since). 	<ul style="list-style-type: none"> Worksheets Quizzes Exact Path Study Island Writing products Writer's notebook 	<ul style="list-style-type: none"> Simple, compound, complex Sentences Coordinating conjunctions Subordinating conjunctions 	CRITICAL
Punctuation <ul style="list-style-type: none"> Apostrophes Quotations Commas 	4W.6.2b: Punctuation - Correctly using apostrophes to form possessives & contractions. Correctly using quotation marks & commas to mark direct speech. Using a comma before a coordinating conjunction in a compound sentence.	<ul style="list-style-type: none"> Use quotation marks and commas in direct speech. Use commas to write complex sentences correctly. 	<ul style="list-style-type: none"> Worksheets Quizzes Exact Path Study Island Writing products Writer's notebook 	<ul style="list-style-type: none"> Quotation Direct speech Complex sentence Subordinating conjunction 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
SPEAKING AND LISTENING					
Learning Outcome	4.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	<ul style="list-style-type: none"> Communicate effectively with a variety of audiences for different purposes. Listen actively. 	<ul style="list-style-type: none"> Class discussion Observation Rubrics 	<ul style="list-style-type: none"> Audience Purpose 	
Presentation of Knowledge and Ideas <ul style="list-style-type: none"> Oral Presentation Main Idea Theme Facts and Details Introductions Conclusions 	4.SL.4.1: Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.	<ul style="list-style-type: none"> Present a well-organized oral report or narrative that includes: <ul style="list-style-type: none"> Appropriate language. An introduction. A conclusion. Facts and descriptive details that support the main idea or theme. Clear speaking and appropriate pacing. 	<ul style="list-style-type: none"> Class discussion Observation Rubrics Oral presentation Group project 	<ul style="list-style-type: none"> Introductions Relevant details Facts Main ideas Theme Conclusion Pace 	ADDITIONAL
<ul style="list-style-type: none"> Multimedia 	4.SL.4.2: Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.	<ul style="list-style-type: none"> Create oral presentations that: <ul style="list-style-type: none"> Have a clear focus. Use multimedia to engage the audience and enhance the theme or main idea. 	<ul style="list-style-type: none"> Class discussion Observation Rubrics Oral presentation Group project 	<ul style="list-style-type: none"> Focus Multimedia Audience 	ADDITIONAL