



English Language Arts

Grade 4

2020 - 2021

**Aligned with Ohio's Learning Standards
for English Language Arts (2017)**

**Department of Academic Services
Office of Teaching and Learning
Curriculum Division**

COLUMBUS CITY SCHOOLS

Curriculum Map

Year-at-a-Glance

The Year-at-a-Glance provides a high-level overview of the course by grading period, including:

- Link to the [ELA Framework](#)
- Quarterly Standards/Learning Targets by Strand and Topic



Scope and Sequence

The Scope and Sequence provides a detailed overview of each grading period, including:

- Focus Standards/Learning Targets
- Strands and Topics
- Timeframes
- Essential Understandings
- Strategies and Activities
- Assessment Guidelines



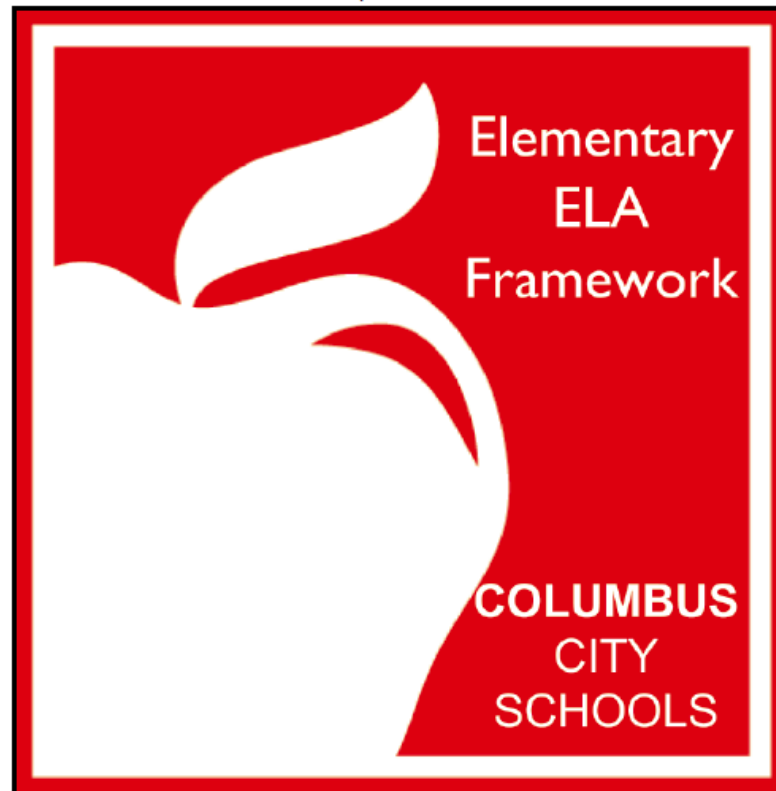
Curriculum and Instruction Guide

The Curriculum and Instruction Guide provides links for standards-based instructional resources, including:

- Unpacked Standards / Clear Learning Targets;
- [ODE Model Curriculum](#)
- Vertical Alignment of Standards

Elementary ELA Framework

[Link to CCS ELA Framework](#)



Year-at-a-Glance

Grading Period I

Grading Period I	Strand	Topic	Topic	Topic	Topic
	Reading	Key Ideas and Details RL.4.1, RL.4.2, R.L.4.3 R.I.4.1, R.I.4.2, R.I.4.3	Craft and Structure RL.4.4, RL.4.5, RL.4.6 RI.4.4, RI.4.5, RI.4.6	Integration of Knowledge and Ideas RL.4.7, RL.4.9 RI.4.7, RI.4.8, RI.4.9	Range of Reading and Text Complexity RL.4.10 RI.4.10
	Writing	Text Types and Purposes W.4.1, W.4.2, W.4.3	Production and Distribution of Writing W.4.4, W.4.5, W.4.6	Research to Build and Present Knowledge W.4.7, W.4.8, W.4.9	Range of Writing W.4.10
	Language	Conventions of Standard English L.4.1, L.4.2	Knowledge of Language L.4.3	Vocabulary Acquisition and Use L.4.4, L.4.5, L.4.6	
	Speaking & Listening	Comprehension and Collaboration SL.4.1, S.L.4.2, S.L.4.3	Presentation of Knowledge and Ideas SL.4.4, S.L.4.5, S.L.4.6		
	Foundational Skills	Print Concepts N/A	Phonological Awareness N/A	Phonics and Word Recognition RF.4.3	Fluency RF.4.4

Year-at-a-Glance

Grading Period 2

Grading Period 2	Strand	Topic	Topic	Topic	Topic
	Reading	Key Ideas and Details RL.4.1, RL.4.2, RL.4.3 RI.4.1, RI.4.2, RI.4.3	Craft and Structure RL.4.4, RL.4.5, RL.4.6 RI.4.4, RI.4.5	Integration of Knowledge and Ideas RL.4.7, RL.4.9 RI.4.7, RI.4.8, RI.4.9	Range of Reading and Text Complexity RL.4.10 RI.4.10
	Writing	Text Types and Purposes W.4.1, W.4.2, W.4.3	Production and Distribution of Writing W.4.4, W.4.5, W.4.6	Research to Build and Present Knowledge W.4.7, W.4.8, W.4.9	Range of Writing W.4.10
	Language	Conventions of Standard English L.4.1, L.4.2	Knowledge of Language L.4.3	Vocabulary Acquisition and Use L.4.4, L.4.5, L.4.6	
	Speaking & Listening	Comprehension and Collaboration SL.4.1, S.L.4.2, S.L.4.3	Presentation of Knowledge and Ideas SL.4.4, S.L.4.5, S.L.4.6		
	Foundational Skills	Print Concepts N/A	Phonological Awareness N/A	Phonics and Word Recognition RF.4.3	Fluency RF.4.4

Year-at-a-Glance

Grading Period 3

Grading Period 3	Strand	Topic	Topic	Topic	Topic
	Reading	Key Ideas and Details RL.4.1, RL.4.2, RL.4.3 RI.4.1, RI.4.2, RI.4.3	Craft and Structure RL.4.4, RL.4.6 RI.4.4, RI.4.5, RI.4.6	Integration of Knowledge and Ideas RL.4.7, RL.4.9 RI.4.7, RI.4.8, RI.4.9	Range of Reading and Text Complexity RL.4.10 RI.4.10
	Writing	Text Types and Purposes W.4.1, W.4.2, W.4.3	Production and Distribution of Writing W.4.4, W.4.5, W.4.6	Research to Build and Present Knowledge W.4.7, W.4.8, W.4.9	Range of Writing W.4.10
	Language	Conventions of Standard English L.4.1, L.4.2	Knowledge of Language L.4.3	Vocabulary Acquisition and Use L.4.4, L.4.5, L.4.6	
	Speaking & Listening	Comprehension and Collaboration SL.4.1, SL.4.2, S.L.4.3	Presentation of Knowledge and Ideas SL.4.4, SL.4.5, SL.4.6		
	Foundational Skills	Print Concepts N/A	Phonological Awareness N/A	Phonics and Word Recognition RF.4.3	Fluency RF.4.4

Year-at-a-Glance

Grading Period 4

Grading Period 4	Strand	Topic	Topic	Topic	Topic
	Reading	Key Ideas and Details RL.4.1, RL.4.2, RL.4.3 RI.4.1, RI.4.2	Craft and Structure RL.4.4, RL.4.5, RL.4.6 RI.4.4, RI.4.5, RI.4.6	Integration of Knowledge and Ideas RL.4.7 RI.4.7, RI.4.8, RI.4.9	Range of Reading and Text Complexity RL.4.10 RI.4.10
	Writing	Text Types and Purposes W.4.1, W.4.2, W.4.3	Production and Distribution of Writing W.4.4, W.4.5, W.4.6	Research to Build and Present Knowledge W.4.7, W.4.8, W.4.9	Range of Writing W.4.10
	Language	Conventions of Standard English L.4.1, L.4.2	Knowledge of Language L.4.3	Vocabulary Acquisition and Use L.4.4, L.4.5, L.4.6	
	Speaking & Listening	Comprehension and Collaboration SL.4.1, SL.4.2, SL.4.3	Presentation of Knowledge and Ideas SL.4.4, SL.4.5, SL.4.6		
	Foundational Skills	Print Concepts N/A	Phonological Awareness N/A	Phonics and Word Recognition RF.4.3	Fluency RF.4.4

Scope and Sequence

Standards: The standards are listed for the grading period and linked to the Clear Learning Targets for the corresponding strand.

Focus Standards: The standards that will be explicitly taught and assessed; focus standards require greater emphasis and are selected based on literacy research and developmental progressions.

Supporting Standards: Additional standards to be taught that align with and support mastery of the focus standards.

Essential Understandings: Synthesizes what the students should understand - not just know and do - empowering them to connect concepts and knowledge across contents and grades.

Strategies/Activities: “suggestions of best practice instructional methods educators can use to address the learning standards and topics; these are meant to stimulate thinking and discussion among educational professionals, not to be used as a list of classroom lessons.” Further explanation for these strategies can be found on [Ohio's Model Curriculum](#).

Assessment Guidance: Examples of assessments for the standard and lin (e.g. formative and summative assessments, performance tasks, entry and exit tickets, Venn Diagrams/graphic organizers, student journals, checklists).

* Indicates priority instructional content for 4th grade.

 indicates a clickable link.

Grading Period I

Reading Literature

RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2 - Analyze literary text development.

- a. Determine a theme of a story, drama, or poem from details in the text.
- b. Summarize the text, incorporating a theme determined from details in the text.

RL.4.3 - 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)

RL.4.4 - 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).

RL.4.5 - 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.

RL.4.6 - Explain the differences in the point(s) of view in a text and different perspectives of the characters.

RL.4.7 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.

RL.4.9 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.

RL.4.10 - 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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Informational

RI.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 - Analyze informational text development.

- a. Determine the main idea of a text and explain how it is supported by key details.
- b. Provide a summary of the text that includes the main idea and key details, as well as other important information.

RI.4.3 - 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.

RI.4.4 - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

RI.4.5 - 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

RI.4.6 - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in perspective and the information provided.

RI.4.7 - 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.

RI.4.8 - Explain how an author uses evidence to support particular points in a text.

RI.4.9 - 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.

Writing

W.4.1 - 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.
- c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- d. Provide a concluding statement or section related to the opinion presented.

W.4.2 - 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 to aid comprehension, if needed.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories or 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.

W.4.3 - 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. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- 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.

W.4.4 - 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.)

W.4.5 - 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.)

W.4.6 - 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, while demonstrating sufficient command of keyboarding skills.

W.4.7 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8 - 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.

W.4.9 - 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”).

W.4.10 - 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

SL.4.1 - 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.

SL.4.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3 - Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4 - 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.

SL.4.5 - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.4.6 - 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. (See grade 4 Language standards 1 for specific expectations.)

Language

- L.4.1** - 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).
- L.4.2** - 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.
- L.4.3** - 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.
 - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- L.4.4** - 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 or phrases.
- L.4.5** - 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 antonyms (opposites) and synonyms (words with similar but not identical meanings).
- L.4.6** - 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).

Foundational Skills

- RF.4.3** - Know and apply grade-level phonics and word analysis skills in decoding words by using 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.
- RF.4.4** - Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
 - Read grade-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.

9 weeks				
Grading Period I	Focus Standards	Essential Understandings <small>*Standards are linked to the Clear Learning Targets for that strand.</small>	Strategies/Activities <small>*adapted from ODE Model Curriculum: explanation for these strategies can be found in the Model Curriculum document linked above.</small>	Assessment Guidance <small>*Formative assessments are not limited to those listed below. Formative assessments should be ongoing and an integral part of the education process.</small>
	RL.4.1	<ul style="list-style-type: none"> • Demonstrate comprehension • Draw conclusions • Refer to examples and details to support literal, inferential, and evaluative conclusions • Analyze the text 	<ul style="list-style-type: none"> • Graphic Organizers • Becoming a Journalist • Main Idea-Supporting Details Sort • Experts Share Expertise • Talking Head Activity 	<ul style="list-style-type: none"> • Advertisement: Students create a print advertisement for a story. They refer to explicit details and examples from the text in their advertisement. • I Predict: Students refer to details and examples from the text of a novel or novel excerpt to make inferences regarding what behavior to expect from characters as the novel progresses. They can keep these in a journal and evaluate their accurateness as they progress through the book. • Most Interesting Character Debate: Students read an historical fiction story and then select or are assigned a character to defend as the most (your choice here: interesting, important, meanest...). In a group, using explicit details and examples from the text, students prepare a defense of their character. Groups then debate, using their information, as to who is the most interesting (or whatever). • Weekly and Module assessments from <i>Into Reading</i>

	RL.4.2	<ul style="list-style-type: none"> • Determine a theme of a story, drama or poem from details in the text • Summarize the text, incorporating a theme determined from details in the text 		<ul style="list-style-type: none"> • Comic Book Summary: Students read an assigned story. They use key details from the text to determine the theme of the story and create a 6 – 8 panel comic book summary of the story. • Personal Poetry Book: Students select a theme that appeals to them, and then read through poetry anthologies to locate poems they enjoy that fit in their chosen theme. They select one or 2 of these poems to summarize, and if they wish, illustrate. • Drama critic: Students attend a play presentation or watch a video of a performance of a story. They pretend to be a theater critic and review the play, determining the theme from details in the presentation and providing a summary of the story. • Weekly and Module assessments from <i>Into Reading</i>
	RL.4.3	<ul style="list-style-type: none"> • Describe a plot line • Describe how characters respond and change as the plot moves forward • Sequence a series of episodes in a story or drama • Identify plot elements • Describe characterization 		<ul style="list-style-type: none"> • Students read from a grade level text that has an unusual setting, such as <i>The Alice's Adventures In Wonderland</i> by Lewis Carroll. Using a graphic organizer, with the setting in the middle, they describe how the setting relates to the action, character's thoughts and words by drawing on specific details in the text. • Students read a text or text excerpt where a main character is an animal. They then create a dialog describing their experience with a key event in the story, drawing on specific details from the text from the animal's point of view. • Students read from an historical novel, such as <i>Snow Treasure</i>, by Marie McSwigan, and draw on specific

			<p>details to describe the setting and or action from a different place and time. They may write the description, create a visual design, or make an oral description of the setting and or action.</p> <p>•Weekly and Module assessments from <i>Into Reading</i></p>
	RL.4.4	<ul style="list-style-type: none"> • Interpret words and phrases • Identify and analyze figurative language • Identify and analyze tone • Understand how word choice (diction) and figurative language impact meaning and tone 	<ul style="list-style-type: none"> • Academic Word Finder Tool • Understanding Careers with Frayer • Kahoot • Categorizing Structural Elements • Graphic Organizers • Story Elements <p>•After learning some Latin root words, students are given a text with words and phrases that relate to those roots or to other grade appropriate vocabulary. Students make a T chart with the selected words and phrases from the text on one side and their interpretation of the meaning of those words on the other side, with an explanation of how they arrived at that meaning.</p> <p>•Students, working in small groups, are given a text about significant characters in mythology. They read it over as a group, determining the meaning of words and phrases through use of root words, prior knowledge, context, etc. They discuss any words that they aren't certain about the meaning and arrive at an agreed meaning. Finally, they rewrite the story in their own words, defining by means of definition, synonyms, or antonyms, the targeted words or phrases.</p> <p>•Weekly and Module assessments from <i>Into Reading</i></p>
	RL.4.5	<ul style="list-style-type: none"> • Understand text structures and their parts • Understand how a theme, setting, or plot develops • Understand and analyze how text structure contributes to the development 	<p>•What Am I? After completing a comparison of differences between 2 types of writing in a Venn diagram, students create a "What Am I?" riddle where students list specific structural elements and ask what type of writing it is.</p>

		of the theme, setting, or plot		<ul style="list-style-type: none"> •Students read a variety of poems, discussing the structural elements such as verse, rhythm and meter. They collect several in a personal poetry book, writing a review of one or 2 of their favorites which includes the explanation of structural elements. Students will have a discussion about one of these poems in a small group. •Students read a dramatic script and discuss the structural elements such as characters, setting, descriptions, dialogue, and stage directions. Next, they read a piece of literature on a similar topic. Finally they create a T-chart with the title of the poem on one side and the title of the literature on the other and list differences between the 2 formats. •Weekly and Module assessments from <i>Into Reading</i>
	RL.4.6	<ul style="list-style-type: none"> • Identify the point of view • Understand and explain how the point of view is developed by the narrator or speaker 		<ul style="list-style-type: none"> •Point of View Detective: Students are charged with reviewing anthologies, novels, and other pieces of literature to find examples of both first and third person point of view narration. Each time they locate an example, they record it in their Detective Log under 1st or 3rd person with a reason for why they believe it to be that point of view. •New View: Students read a story told with third person narration. They then retell or rewrite the same story in first person, and discuss, with compare and contrast, what differences there are between the 2 stories. Finally, they decide which point of view is better and defend their idea with excerpts from the text. •Weekly and Module assessments from <i>Into Reading</i>

	RL.4.10	<ul style="list-style-type: none"> • Demonstrate comprehension of grade-level, complex literary text • Demonstrate comprehension of above grade-level, complex literary text with scaffolding • Identify/evaluate text complexity 	<ul style="list-style-type: none"> • Format Change • Mixed Genre • Extended Folktales • Double Entry Journal 	<p>•3-2-1: Students write three key terms from what they have just learned, two ideas they would like to learn more about, and one concept or skill they think they have mastered.</p> <p>•Have students read a piece of literature at the appropriate grade level aloud to the teacher. Note any miscues. Then have students tell you the main idea, supporting details of the piece, and any other thoughts they may have about the text.</p> <p>•Weekly and Module assessments from <i>Into Reading</i></p>
	RI.4.1	<ul style="list-style-type: none"> • Reading comprehension • Draw inferences • Cite specific textual examples and details to support inferences and text meaning • Analyze the text 	<ul style="list-style-type: none"> • Bulls-eye • News Article • Talking Head Activity • Experts Share Expertise • Graphic Organizers • Three-Level Study Guide • Creating Comics 	<p>•After reading a text about a famous person in history, each student will write a letter posing as that famous person to someone who historically had an impact on his/her life. Students will make explicit references to the text within the details of their writing and will draw inferences based on their reading to determine what to write.</p> <p>•After reading about a person from history, students will work in pairs or groups to create an alternative history of what might have happened if this person had never been born. They must include explicit details and inferences from the text. They may present this as a reader's theater.</p> <p>•After reading about a region or a state, students write a Top Ten list of the most important attributes about the region/state. Students should defend their judgments with information from the text.</p> <p>•Weekly and Module assessments from <i>Into Reading</i></p>

	RI.4.2	<ul style="list-style-type: none"> • Determine the main idea of a text and explain how it is supported by key details • Provide a summary of the text that includes the main idea and key details, as well as other important information 		<ul style="list-style-type: none"> • Accept or reject: The teacher lists several statements that could be the main idea of the assigned text. Before reading, students predict which statement is the main idea and defend their choice. (Use white boards). Students then read the text and either keep their first choice or change to a different main idea, indicating it on their white board. Students will defend their choices with information from the text. • After reading a selected text students create a 3, 2, 1. They provide 3 key details, 2 supporting ideas and the 1 main idea. • Weekly and Module assessments from <i>Into Reading</i>
	RI.4.3	<ul style="list-style-type: none"> • Identify details, that concern individuals, events, or ideas • Sequence the progression of an individual, event, or idea in an informational text • Describe how individuals, events, or ideas respond and/or change throughout an informational text 		<ul style="list-style-type: none"> • Cause and Effect: Students use a cause and effect chart to record events from a text about a scientific discovery. Students record events that occurred (effect) and the reason they occurred (cause). They may then share their chart with other students and defend their choices, based on information from the text. • Students read a procedural text and then create a quick draw or doodle art showing through illustrations and words, the correct sequence to achieve the task. Students then explain their work to a partner or small group. • Weekly and Module assessments from <i>Into Reading</i>
	RI.4.4	<ul style="list-style-type: none"> • Interpret words and phrases • Identify and analyze figurative 	<ul style="list-style-type: none"> • Signal Words • Academic Word Finder Tool 	<ul style="list-style-type: none"> • Exit slip: List the two or three key terms the teacher wants to be certain students understand.

		<p>language</p> <ul style="list-style-type: none"> • Identify and analyze technical language • Understand how word choice (diction), figurative language, and technical language impact meaning 	<ul style="list-style-type: none"> • Academic Vocabulary • Comparing Text Structures • Expository Text Structure 	<p>Have students justify the answer by defining each word and verifying the information using the text.</p> <p>•Peer assessment: Students exchange their exit slip or word web and evaluate each others' work. Have students discuss their conclusions.</p> <p>•Design a visual dictionary: Students take domain specific words from a science or social study lesson and design a dictionary with a brief definition and an illustration or a labeled diagram.</p> <p>•Weekly and Module assessments from <i>Into Reading</i></p>
	RI.4.5	<ul style="list-style-type: none"> • Identify and understand text structures and their parts • Identify and understand types of sentences • Identify and understand syntactical structures • Understand how ideas develop in an informational text 		<p>•Students will read an informational text and identify the structure(s) present in the information. They will then defend their choice with information from the text demonstrating understanding of the structure chosen and why it is not one of the other structures.</p> <p>•A small group of students will read from a social studies/ science text, and then, as a group, decide the organization or structure of the information and create a group chart/collage that shows the overall structure and includes information from the text.</p> <p>•Weekly and Module assessments from <i>Into Reading</i></p>
	RI.4.6	<ul style="list-style-type: none"> • Identify the point of view • Identify the author's purpose • Understand and explain how the point of view or purpose is conveyed in a text 		<p>•Using newspaper articles, television clips or internet clips from a recent news event, compare descriptions of the event from the reporter and from the actual participants of the event. Students will make a graphic organizer with the differences in information and focus. They can also speculate on the reasons for</p>

				<p>the differences.</p> <ul style="list-style-type: none"> •Students read a historical text from the point of view of a participant and from the point of view of someone who was not present. They create a Venn diagram showing how the two texts are alike and different. The students will cite specific examples from the text as well as general observations regarding point of view and perspective. •Weekly and Module assessments from <i>Into Reading</i>
	RI.4.7	<ul style="list-style-type: none"> • Identify and integrate information on the same topic/issue presented in diverse formats • Understand a topic/issue by integrating information on the same topic/issue presented in diverse formats • Reading, viewing, and listening comprehension 	<ul style="list-style-type: none"> • Images Support Text • Big Fox Graphic Organizer • Inquiry Chart • Critical Questions • R.A.F.T. Reading and Writing 	<ul style="list-style-type: none"> •Students read a biographical representation about an individual such as Martin Luther King, Jr. Students place events from the information on a timeline. •Create a comic strip that illustrates a sequence of events from an informational text. Include conversation bubbles to promote further understanding of the text. •Weekly and Module assessments from <i>Into Reading</i>
	RI.4.10	<ul style="list-style-type: none"> • Demonstrate comprehension of grade-level literary nonfiction • Demonstrate comprehension of above grade-level literary nonfiction with scaffolding • Identify/evaluate text complexity 	<ul style="list-style-type: none"> • Drawing Connections • Using Metacognition to Comprehend Text • Rewordify • Double Entry Journal 	<ul style="list-style-type: none"> •Students are assigned a topic, given an amount of time to read about the topic in a variety of areas, will take notes and identify sources. They will then present a written or oral presentation on the assigned topic, such as an interesting area in geography, a local event in an area celebrating its heritage, or scientific discovery. •Give students differing points of view via a text from history/social studies, science, and/or technical subjects. Let them debate the point from their

				author's point of view; using specific reasons and evidence from the text they were given. •Weekly and Module assessments from <i>Into Reading</i>
	W.4.1	<ul style="list-style-type: none"> • 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. • Provide reasons that are supported by facts and details. • Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). • Providing a concluding statement or section related to the option presented. 	<ul style="list-style-type: none"> • Power Writing • Nonfiction Narrative Writing • Shared Writing • Graphic Organizers • Using Transitional Devices Correctly • Supporting Roles • Describe It! 	<ul style="list-style-type: none"> •Personal responses to literature: <ul style="list-style-type: none"> -Students create a blurb for a professionally published or student-created book. -Students create bulleted notes or a poster for a book talk to be delivered to the class. -Students create a blog that states an opinion about a book and ask classmates to respond with agreement or disagreement. •Book Reviews •Persuasive Letters and Essays •Persuasive Essays •Advertisements •Weekly and Module assessments from <i>Into Read</i>
	W.4.2	<ul style="list-style-type: none"> • Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed. •Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). • Use precise language and domain- specific vocabulary to inform about or explain the topic. 		<ul style="list-style-type: none"> •Research and Lab Reports that include: <ul style="list-style-type: none"> -a topic -a question -a prediction or hypothesis -procedures -observations -conclusions •Oral Presentations •Informational Documentaries •Newsletters - Informational newsletters can be created to let families, other classes, and school staff and administrators know about activities and events in the classroom. •Weekly and Module assessments from <i>Into Read</i>

		<ul style="list-style-type: none"> • Provide a concluding statement or section related to the information or explanation presented. 		
	W.4.3	<ul style="list-style-type: none"> • Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. • Use dialogue and description to develop experiences and events or show the responses of characters to situations. • Use a variety of transitional words and phrases to manage the sequence of events. • Use concrete words and phrases and sensory details to convey experiences and events precisely. • Provide a conclusion that follows from the narrated experiences or events. 		<ul style="list-style-type: none"> •Personal Narrative • Memoir •Biography •Narrative Fiction •Weekly and Module assessments from <i>Into Read</i>
	SL.4.1	<ul style="list-style-type: none"> •Know that in order to be prepared, material must have been read or studied. •Know how to work with a partner. •Develop good study habits. •Use rules for conversations. •Recognize the ideas of others. •Know the language used to build on those ideas. •Ask questions to clarify information. •Offer comments or responses linked to the remarks of others. •Know the responsibilities of the different roles given for accomplishing a task. 	<ul style="list-style-type: none"> • Think-Pair-Share • Socratic Seminar • Four Corners • Discussion Web • Jigsaw • Fan-N-Pick • Post-Its • Detailed Description and Listening Carefully • Reluctant Speakers 	<ul style="list-style-type: none"> •Students listen to a pre-recorded speech and/or media production and speak/respond using spontaneous oral responses. •Have students perform research using authentic and grade-appropriate topics, share their findings in the form of a formal presentation (speaking) and respond spontaneously to audience questions (listening and speaking).

		<ul style="list-style-type: none"> •Know how to explain an idea, or answer, that is different for those already offered. 		
	SL.4.2	<ul style="list-style-type: none"> •Recognize the main ideas presented in text. •Recognize the main ideas presented in diverse media including visual, oral, or digital formats. •Paraphrase information. •Recognize what information is being conveyed through diverse media, such as graphs, graphics, video, digital resources. 		<p>•Paraphrasing Practice:</p> <p>-Look away from the source then write. Have students read the text they want to paraphrase several times until they feel they understand it and can use their own words to restate it to someone else. Then they look away from the original and rewrite it in their own words.</p> <p>-Take notes. Take abbreviated notes; set the notes aside; then paraphrase from the notes later.</p> <p>•Shrinking Notes – This strategy can be used when listening to the teacher, a peer or a speaker. It is important to provide a purpose for listening as well as possible stopping points so students can have a chance to take notes.</p> <p>-Have students fill a 3- x 5-inch sticky note or index card with important facts from the text/presentation/chart/graph, etc..</p> <p>-Narrow down those notes to the important notes that fit on a medium-size (approximately 3- x 3-inch) sticky note or card.</p> <p>-Narrow down those notes to the <i>most important</i> notes that will fit on a small (approximately 1- x 2-inch) sticky note or card.</p>
	SL.4.3	<ul style="list-style-type: none"> •Know that media sources include both online, visual and print sources. 		<p>•Students will listen to speeches from various historical figures and list the reasons and evidence provided by the individual that support the main</p>

		<ul style="list-style-type: none"> •Infer the messages conveyed through media sources. •Understand that evidence can be examples, facts, or images. •Know that facts, examples, and explanations can be used as support for an opinion. •Identify the reasons a speaker gives to support their argument. 		message.
	SL.4.4	<ul style="list-style-type: none"> •Know strategies for organizing a presentation such as: brainstorming, the use of graphic organizers, or thinking maps. •Use structures for organizing presentations such as: chronologically, problem/solution, cause and effect, before and after. •Recall an experience that is memorable using relevant, descriptive details. •Plan carefully so that your presentation includes relevant details and clear context. •When presenting, use a clear, understandable voice and an appropriate pace •Good presentation skills include speaking clearly, with good pacing and making eye contact. 	<ul style="list-style-type: none"> • Digital Storytelling • Project-based Learning • Collaborative Discussions • Siskel and Ebert • In and Out • Rating Formal and Informal Language • Translating Formal and Informal Language • Same Message...Different Audience • Style-Shifting: Examining and Using Formal and Informal Language Styles • Writing a Public Service Announcement 	<ul style="list-style-type: none"> •Students select a topic or text of interest and create a PowerPoint that includes appropriate facts and details to support the main idea or theme and share their presentation with the class. •Reporting Question Stems <ul style="list-style-type: none"> -What are you writing about? -Is your opinion about the topic clear? -How will you organize your ideas? -What evidence will you use to support your position? -Are the evidence and facts you have gathered sufficient to support your opinion? -How are you moving from one paragraph/idea to the next? -Are you using appropriate transition words?
	SL.4.5	<ul style="list-style-type: none"> •Know how to use audio equipment like tape recorders, video cameras, web cameras, Skype. •Know how to use digital programs, like PowerPoint, Clip Art, Publisher and Photoshop, to add visuals to presentations. 		<ul style="list-style-type: none"> •Create a video. Students create short videos or screen-casts where they explain their reasoning. This enables the teacher to see what they are able to explain, what they omit, and what they may not understand. •Students create a visual presentation of a selected

		<ul style="list-style-type: none"> •Create visual displays such as legends, charts, graphs, and display boards to convey information. 		topic utilizing various multimedia platforms.
	SL.4.6	<ul style="list-style-type: none"> •Know that there are different levels of speech styles. •Recognize situations when formal or informal English should be used in order to generate an appropriate response. •Know that informal speech is the language used when talking to friends. •Know that forms of writing, such as journals, notes, and text messaging, are examples of informal writing. •Use academic, content specific vocabulary when presenting formally. •Use complete sentences in formal presentations or when constructing written essays. •Know that when constructing a formal response, Standard English grammar and language conventions must be used. 		<ul style="list-style-type: none"> •Journals •Essays •Letter Writing - Formal and Informal •Google Slides Presentation •Blog
	L.4.1	<ul style="list-style-type: none"> •Know the rules that govern grammar usage such as; <ul style="list-style-type: none"> o when to use modal verbs to express conditions o the order of adjectives in a sentence o how to form prepositional phrases o how to form complete sentences o recognize and correct sentence fragments o recognize and correct run-on sentences 	<ul style="list-style-type: none"> • Grammar Dance • Convention Mini-Lessons • What the Teacher Wrote • Multiple-Meaning Flaps • Ellipses and Question Marks 	<ul style="list-style-type: none"> •Journals •Essays •Checklists •Exit Tickets •Weekly and Module assessments from <i>Into Read</i>

		<ul style="list-style-type: none"> •Understand that an action that is in progress can usually be expressed as an ing verb. •Write legibly using cursive or joined italics (D'Nealian). •Understand that some words are tricky and can be used incorrectly. 		
	L.4.2	<ul style="list-style-type: none"> •Capitalize words at the beginning of a sentence, titles and proper names. •Understand the use of quotation marks to denote that someone is speaking. •Understand the use of quotation marks when quoting from a text. •Identify independent clauses. •Understand the use of the comma in dialogue. •Use spelling patterns, word roots, affixes, syllable construction to help spell words correctly. •Understand how to use generalizations and analogies when spelling. •Use dictionaries, or digital media, to look for the correct spelling of a word. 		<ul style="list-style-type: none"> •Journals •Essays •Checklists •Exit Tickets •Weekly and Module assessments from <i>Into Read</i>
	L.4.4	<ul style="list-style-type: none"> •Have strategies for solving unknown words. •Understand that the context may provide clues to help determine the meaning of a word or phrase. •Identify the most common Greek and Latin affixes and roots. •Use common Greek and Latin affixes and roots to solve unknown words. 	<ul style="list-style-type: none"> • Concept Circles • Synonym Word Webs • Generative Sentences • Metaphor Stories • Role-Playing Figurative Language • Multiple Exposures in Multiple Contexts • Before and After 	<ul style="list-style-type: none"> •Journals •Essays •Checklists •Exit Tickets •Weekly and Module assessments from <i>Into Read</i> •Graphic Organizers •Have students work in pairs to read unfamiliar text on the computer; highlight unknown words, find context clues to hypothesize the meaning, and then

		<ul style="list-style-type: none"> • Use a pronunciation guide in a dictionary to help read unknown words. • Know how to use a textbook glossary. • Access reference materials, including digital, to help determine the precise meaning of key words. • Use a print or digital dictionary to locate definitions of key words and phrases. • Identify alternate word choices using print or digital thesauruses or dictionaries. 	Think-Pair-Share (Using context clues) <ul style="list-style-type: none"> • Graffiti Wall • Context Clues • Frayer Model • Interview a Word • Word Sorting • Proverbs, Idioms, and Unusual Expressions 	check the meaning against a dictionary.
	L.4.5	<ul style="list-style-type: none"> • Know the literal meaning of words. • Identify if a word has an antonym or synonym. • Know that words have various levels of meaning, including literal or figurative. • Understand that an adage is a traditional saying (Oysters are said to be best in the months containing the letter R.). 		<ul style="list-style-type: none"> • Journals • Essays • Checklists • Exit Tickets • Graphic Organizers • Weekly and Module assessments from <i>Into Read</i>
	RF.4.3	<ul style="list-style-type: none"> • Know which letters and sounds are correlated • Recognize syllabication patterns • Use roots, affixes and base words to read unfamiliar multisyllabic words in context • Combine phonics and word analysis skills to decode unfamiliar multisyllabic words out of context 	<ul style="list-style-type: none"> • Morphemic Analysis • Teaching Irregular Word Reading • Foldables • Structural Analysis Charts 	<ul style="list-style-type: none"> • Running Records • Word Sorts • Partner Writing • Word Recording
	RF.4.4	<ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read grade-level prose and poetry orally 	<ul style="list-style-type: none"> • Fluency Tutor for Google Chrome • Assisted Reading 	<ul style="list-style-type: none"> • Running Records • Independent Reading • Repeated Reading

		with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	(Teacher-Assisted, Audio-Assisted) • Paired Reading • Say It Like A Character	•Poetry Podcasts
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Standards in **bold** type are assessed in the *Into Reading* weekly and/or module assessments. Additional standards assessed on the module assessment will be reflected in week 3.

* Indicates priority instructional content for 4th grade.

Grading Period 1		Module 1 Week 1	Module 1 Week 2	Module 1 Week 3	Module 2 Week 1	Module 2 Week 2	Module 2 Week 3	Module 3 Week 1	Module 3 Week 2	Module 3 Week 3
Reading	Focus Standards	RL.4.1* RL.4.2 RL.4.3 RL.4.4* RL.4.5 RL.4.7 RL.4.10*	RL.4.1* RL.4.2 RL.4.3 RL.4.4* RL.4.6 RL.4.10*	RL.4.1* RL.4.2 RL.4.3 RL.4.4* RL.4.5 RL.4.9 RL.4.10*	RI.4.1* RI.4.2 RI.4.3 RI.4.4* RI.4.5 RI.4.7 RI.4.10*	RI.4.1* RI.4.2 RI.4.3 RI.4.4* RI.4.5 RI.4.7 RI.4.9* RI.4.10*	RL.4.3 RL.4.4* RL.4.10* RI.4.3 RI.4.4* RI.4.5 RI.4.7 RI.4.10*	RL.4.1* RL.4.2 RL.4.3 RL.4.4* RL.4.10*	RL.4.5 RI.4.1* RI.4.2 RI.4.3 RI.4.4* RI.4.6 RI.4.10*	RL.4.1* RL.4.2 RL.4.3 RL.4.4* RL.4.5 RL.4.6 RL.4.9 RL.4.10*
	Supporting Standards	RI.4.1* RI.4.2 RI.4.3 RI.4.4* RI.4.7 RI.4.10*	RI.4.1* RI.4.2 RI.4.3 RI.4.4* RI.4.5 RI.4.10*	RI.4.1* RI.4.2 RI.4.3 RI.4.4* RI.4.5 RI.4.10*	RL.4.1* RL.4.2 RL.4.3 RL.4.4* RL.4.10*	RL.4.1* RL.4.2 RL.4.3 RL.4.4* RL.4.10*	RL.4.1* RL.4.2 RI.4.1* RI.4.2 RI.4.9*	RI.4.1* RI.4.2 RI.4.3 RI.4.4* RI.4.5 RI.4.8 RI.4.10*	RL.4.1* RL.4.2 RL.4.3 RL.4.4* RL.4.5 RL.4.6 RL.4.10*	RI.4.1* RI.4.2 RI.4.3 RI.4.4* RI.4.5 RI.4.9* RI.4.10*

Writing	Focus Standards	W.4.3	W.4.3	W.4.3 W.4.2 b	W.4.2	W.4.2	W.4.2	W.4.1	W.4.1	W.4.1
	Supporting Standards	W.4.4 W.4.5 W.4.10	W.4.4 W.4.5 W.4.10	W.4.4 W.4.5 W.4.6 W.4.7 W.4.9* W.4.10	W.4.4 W.4.6 W.4.5 W.4.7 W.4.8* W.4.10	W.4.4 W.4.10	W.4.4 W.4.5 W.4.6 W.4.7 W.4.9* W.4.10	W.4.4 W.4.5 W.4.10	W.4.4 W.4.7 W.4.8* W.4.10	W.4.4 W.4.6 W.4.7 W.4.9* W.4.10
Speaking and Listening	Focus Standards	SL.4.1* SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6	SL.4.1* SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6	SL.4.1* SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6	SL.4.1* SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6	SL.4.1* SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6	SL.4.1* SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6	SL.4.1* SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6	SL.4.1* SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6	SL.4.1* SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6
	Supporting Standards									
Language	Focus Standards	L.4.1 L.4.4* a, b	L.4.1 L.4.4* a, b	L.4.1 L.4.4* a, b	L.4.1 f L.4.4* a, b	L.4.2 a L.4.4* a, b L.4.5* a, b	L.4.1 f L.4.2 a, d L.4.4* a, b L.4.5* a	L.4.1 L.4.4* a, b L.4.5* c	L.4.1 b L.4.4* a, b L.4.5* b, c	L.4.1 L.4.2 L.4.4* a, b L.4.5* a, b
	Supporting Standards	L.4.2 L.4.4* c L.4.5* L.4.6*	L.4.2 L.4.4* c L.4.6*	L.4.1 L.4.2 d L.4.4* c L.4.5* a L.4.6*	L.4.4* c L.4.6*	L.4.2 d L.4.4* c L.4.6*	L.4.3 a, b L.4.4* c L.4.6*	L.4.2 d L.4.3 c L.4.6*	L.4.2 d L.4.4* c L.4.6*	L.4.5* c L.4.6*
Foundational Skills	Focus Standards	RF.4.3 RF.4.4*	RF.4.3 RF.4.4*	RF.4.3 RF.4.4*	RF.4.3 RF.4.4*	RF.4.3 RF.4.4*	RF.4.3 RF.4.4*	RF.4.3 RF.4.4*	RF.4.3 RF.4.4*	RF.4.3 RF.4.4*
	Supporting Standards									

Grading Period 2

Reading

Literature

RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2 - Analyze literary text development.

- a. Determine a theme of a story, drama, or poem from details in the text.
- b. Summarize the text, incorporating a theme determined from the details in the text.

RL.4.3 - 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)

RL.4.4 - 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).

RL.4.5 - 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.

RL.4.6 - Explain the differences in the point(s) of view in a text and different perspectives of the characters.

RL.4.7 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.

RL.4.9 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.

RL.4.10 - 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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Informational

RI.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 - Analyze informational text development.

- a. Determine the main idea of a text and explain how it is supported by key details.
- b. Provide a summary of the text that includes the main idea and key details, as well as other important information.

RI.4.3 - 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.

RI.4.4 - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to *a grade 4 topic or subject area*.

RI.4.5 - 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

RI.4.7 - 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.

RI.4.8 - Explain how an author uses evidence to support particular points in a text.

RI.4.9 - 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.

Writing

W.4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- 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.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- Provide a concluding statement or section related to the opinion presented.

W.4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

W.4.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

W.4.4 - 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.)

W.4.5 - 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.)

W.4.6 - 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, while demonstrating sufficient command of keyboarding skills.

W.4.7 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8 - 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.

W.4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

- 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].”).
- 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”).

W.4.10 - 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

SL.4.1 - 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.

SL.4.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3 - Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4 - 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.

SL.4.5 - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.4.6 - 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. (See grade 4 Language standards I for specific expectations.)

Language

L.4.1 - 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).

L.4.2 - 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.

L.4.3 - 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).

L.4.4 - 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 or phrases.

L.4.5 - 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 antonyms (opposites) and synonyms (words with similar but not identical meanings).

L.4.6 - 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).

Foundational Skills

RF.4.3 - Know and apply grade-level phonics and word analysis skills in decoding words by using 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.

RF.4.4 - Read with sufficient accuracy and fluency to support comprehension.

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

9 weeks			
Focus Standards	Essential Understandings <small>*Standards are linked to the Clear Learning Targets for that strand.</small>	Strategies/Activities <small>*adapted from ODE Model Curriculum: explanation for these strategies can be found in the Model Curriculum document linked above.</small>	Assessment Guidance <small>*Formative assessments are not limited to those listed below. Formative assessments should be ongoing and an integral part of the education process.</small>
RL.4.1	<ul style="list-style-type: none"> Demonstrate comprehension Draw conclusions Refer to examples and details to support literal, inferential, and evaluative conclusions Analyze the text 	<ul style="list-style-type: none"> Graphic Organizers Becoming a Journalist Main Idea-Supporting Details Sort Experts Share Expertise Talking Head Activity 	<ul style="list-style-type: none"> Advertisement: Students create a print advertisement for a story. They refer to explicit details and examples from the text in their advertisement. I Predict: Students refer to details and examples from the text of a novel or novel excerpt to make inferences regarding what behavior to expect from characters as the novel progresses. They can keep these in a journal and evaluate their accurateness as

Grading Period 2			they progress through the book.
	RL.4.2	<ul style="list-style-type: none"> • Determine a theme of a story, drama or poem from details in the text • Summarize the text, incorporating a theme determined from details in the text 	<ul style="list-style-type: none"> • Most Interesting Character Debate: Students read an historical fiction story and then select or are assigned a character to defend as the most (your choice here: interesting, important, meanest...). In a group, using explicit details and examples from the text, students prepare a defense of their character. Groups then debate, using their information, as to who is the most interesting (or whatever). • Weekly and Module assessments from <i>Into Reading</i> • Comic Book Summary: Students read an assigned story. They use key details from the text to determine the theme of the story and create a 6 – 8 panel comic book summary of the story. • Personal Poetry Book: Students select a theme that appeals to them, and then read through poetry anthologies to locate poems they enjoy that fit in their chosen theme. They select one or 2 of these poems to summarize, and if they wish, illustrate. • Drama critic: Students attend a play presentation or watch a video of a performance of a story. They pretend to be a theater critic and review the play, determining the theme from details in the presentation and providing a summary of the story.

				<ul style="list-style-type: none"> • Weekly and Module assessments from <i>Into Reading</i>
	RL.4.4	<ul style="list-style-type: none"> • Interpret words and phrases • Identify and analyze figurative language • Identify and analyze tone • Understand how word choice (diction) and figurative language impact meaning and tone 	<ul style="list-style-type: none"> • Academic Word Finder Tool • Understanding Careers with Frayer • Kahoot • Categorizing Structural Elements • Graphic Organizers • Story Elements 	<ul style="list-style-type: none"> • After learning some Latin root words, students are given a text with words and phrases that relate to those roots or to other grade appropriate vocabulary. Students make a T chart with the selected words and phrases from the text on one side and their interpretation of the meaning of those words on the other side, with an explanation of how they arrived at that meaning. • Students, working in small groups, are given a text about significant characters in mythology. They read it over as a group, determining the meaning of words and phrases through use of root words, prior knowledge, context, etc. They discuss any words that they aren't certain about the meaning and arrive at an agreed meaning. Finally, they rewrite the story in their own words, defining by means of definition, synonyms, or antonyms, the targeted words or phrases. • Weekly and Module assessments from <i>Into Reading</i>
	RL.4.5	<ul style="list-style-type: none"> • Understand text structures and their parts • Understand how a theme, setting, or 		<ul style="list-style-type: none"> • What Am I? After completing a comparison of differences between 2 types of writing in a Venn diagram, students

		plot develops <ul style="list-style-type: none"> • Understand and analyze how text structure contributes to the development of the theme, setting, or plot 		create a “What Am I?” riddle where students list specific structural elements and ask what type of writing it is. •Students read a variety of poems, discussing the structural elements such as verse, rhythm and meter. They collect several in a personal poetry book, writing a review of one or 2 of their favorites which includes the explanation of structural elements. Students will have a discussion about one of these poems in a small group. •Students read a dramatic script and discuss the structural elements such as characters, setting, descriptions, dialogue, and stage directions. Next, they read a piece of literature on a similar topic. Finally they create a T-chart with the title of the poem on one side and the title of the literature on the other and list differences between the 2 formats. •Weekly and Module assessments from <i>Into Reading</i>
	RL.4.6	<ul style="list-style-type: none"> • Identify the point of view • Understand and explain how the point of view is developed by the narrator or speaker 		•Point of View Detective: Students are charged with reviewing anthologies, novels, and other pieces of literature to find examples of both first and third person point of view narration. Each time they locate an example, they record it in their Detective Log under 1 st or 3 rd person with a reason for why they believe it to be that

				<p>point of view.</p> <p>•New View: Students read a story told with third person narration. They then retell or rewrite the same story in first person, and discuss, with compare and contrast, what differences there are between the 2 stories. Finally, they decide which point of view is better and defend their idea with excerpts from the text.</p> <p>•Weekly and Module assessments from <i>Into Reading</i></p>
	RL.4.10	<ul style="list-style-type: none"> • Demonstrate comprehension of grade-level, complex literary text • Demonstrate comprehension of above grade-level, complex literary text with scaffolding • Identify/evaluate text complexity 	<ul style="list-style-type: none"> • Format Change • Mixed Genre • Extended Folktales • Double Entry Journal 	<p>•3-2-1: Students write three key terms from what they have just learned, two ideas they would like to learn more about, and one concept or skill they think they have mastered.</p> <p>•Have students read a piece of literature at the appropriate grade level aloud to the teacher. Note any miscues. Then have students tell you the main idea, supporting details of the piece, and any other thoughts they may have about the text.</p> <p>•Weekly and Module assessments from <i>Into Reading</i></p>
	RI.4.1	<ul style="list-style-type: none"> • Reading comprehension • Draw inferences • Cite specific textual examples and details to support inferences and text meaning 	<ul style="list-style-type: none"> • Bulls-eye • News Article • Talking Head Activity • Experts Share Expertise • Graphic Organizers 	<p>•After reading a text about a famous person in history, each student will write a letter posing as that famous person to someone who historically had an impact on his/her life. Students will make explicit references</p>

		<ul style="list-style-type: none"> • Analyze the text 	<ul style="list-style-type: none"> • Three-Level Study Guide • Creating Comics 	<p>to the text within the details of their writing and will draw inferences based on their reading to determine what to write.</p> <p>•After reading about a person from history, students will work in pairs or groups to create an alternative history of what might have happened if this person had never been born. They must include explicit details and inferences from the text. They may present this as a reader's theater.</p> <p>•After reading about a region or a state, students write a Top Ten list of the most important attributes about the region/state. Students should defend their judgments with information from the text.</p> <p>•Weekly and Module assessments from <i>Into Reading</i></p>
	RI.4.2	<ul style="list-style-type: none"> • Determine the main idea of a text and explain how it is supported by key details • Provide a summary of the text that includes the main idea and key details, as well as other important information 		<p>•Accept or reject: The teacher lists several statements that could be the main idea of the assigned text. Before reading, students predict which statement is the main idea and defend their choice. (Use white boards).Students then read the text and either keep their first choice or change to a different main idea, indicating it on their white board. Students will defend their choices with information from the text.</p> <p>•After reading a selected text students create a 3, 2, 1. They provide 3 key details,</p>

				<p>2 supporting ideas and the 1 main idea.</p> <p>•Weekly and Module assessments from <i>Into Reading</i></p>
	RI.4.4	<ul style="list-style-type: none"> • Interpret words and phrases • Identify and analyze figurative language • Identify and analyze technical language • Understand how word choice (diction), figurative language, and technical language impact meaning 	<ul style="list-style-type: none"> • Signal Words • Academic Word Finder Tool • Academic Vocabulary • Comparing Text Structures • Expository Text Structure 	<p>•Exit slip: List the two or three key terms the teacher wants to be certain students understand. Have students justify the answer by defining each word and verifying the information using the text.</p> <p>•Peer assessment: Students exchange their exit slip or word web and evaluate each others' work. Have students discuss their conclusions.</p> <p>•Design a visual dictionary: Students take domain specific words from a science or social study lesson and design a dictionary with a brief definition and an illustration or a labeled diagram.</p> <p>•Weekly and Module assessments from <i>Into Reading</i></p>
	RI.4.5	<ul style="list-style-type: none"> • Identify and understand text structures and their parts • Identify and understand types of sentences • Identify and understand syntactical structures • Understand how ideas develop in an informational text 		<p>•Students will read an informational text and identify the structure(s) present in the information. They will then defend their choice with information from the text demonstrating understanding of the structure chosen and why it is not one of the other structures.</p> <p>•A small group of students will read from a</p>

				<p>social studies/ science text, and then, as a group, decide the organization or structure of the information and create a group chart/collage that shows the overall structure and includes information from the text.</p> <p>•Weekly and Module assessments from <i>Into Reading</i></p>
	RI.4.7	<ul style="list-style-type: none"> • Identify and integrate information on the same topic/issue presented in diverse formats • Understand a topic/issue by integrating information on the same topic/issue presented in diverse formats • Reading, viewing, and listening comprehension 	<ul style="list-style-type: none"> • Images Support Text • Big Fox Graphic Organizer • Inquiry Chart • Critical Questions • R.A.F.T. Reading and Writing 	<p>•Students read a biographical representation about an individual such as Martin Luther King, Jr. Students place events from the information on a timeline.</p> <p>•Create a comic strip that illustrates a sequence of events from an informational text. Include conversation bubbles to promote further understanding of the text.</p> <p>•Weekly and Module assessments from <i>Into Reading</i></p>
	RI.4.8	<ul style="list-style-type: none"> • Define and identify an argument • Define and identify a claim • Trace and evaluate arguments and claims • Identify reasons and evidence in a text that support claims • Distinguish claims supported by reasons and evidence from claims that are not 		<p>•Students read about a historical event or famous person. They then write a diary entry as someone who viewed the event using facts from the text or as the famous person, again using facts from the text to support a particular point.</p> <p>•Students read 2 conflicting viewpoints on a topic. They take each viewpoint and list it at the top of a chart, then add evidence for each underneath. Finally they form their</p>

				<p>own conclusion, based on the evidence of the texts.</p> <p>•Weekly and Module assessments from <i>Into Reading</i></p>
	RI.4.9	<ul style="list-style-type: none"> • Reading comprehension • Identify, compare, and contrast the same event presented by two different authors 		<p>•Students select a social studies or scientific topic (or are assigned one) and create key questions they would like answered. Students use a variety of sources (minimum of two) to find the answers to these questions as well as additional information. Students need to document these sources and their notes. They then create a two to three minute presentation for the class on their topic and present it to the class.</p> <p>•Students will read about a career they someday might like to have. They will find information on the Internet, from written text in a book or a magazine. After reading the two texts, they will create a collage with information about the job using words, diagrams and pictures.</p> <p>•Weekly and Module assessments from <i>Into Reading</i></p>
	RI.4.10	<ul style="list-style-type: none"> • Demonstrate comprehension of grade-level literary nonfiction • Demonstrate comprehension of above grade-level literary nonfiction with scaffolding • Identify/evaluate text complexity 	<ul style="list-style-type: none"> • Drawing Connections • Using Metacognition to Comprehend Text • Rewordify • Double Entry Journal 	<p>•Students are assigned a topic, given an amount of time to read about the topic in a variety of areas, will take notes and identify sources. They will then present a written or oral presentation on the assigned topic, such as an interesting area in geography, a local event in an area celebrating its</p>

				<p>heritage, or scientific discovery.</p> <p>•Give students differing points of view via a text from history/social studies, science, and/or technical subjects. Let them debate the point from their author's point of view; using specific reasons and evidence from the text they were given.</p> <p>•Weekly and Module assessments from <i>Into Reading</i></p>
	W.4.1	<ul style="list-style-type: none"> • 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. • Provide reasons that are supported by facts and details. • Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). • Providing a concluding statement or section related to the option presented. 	<ul style="list-style-type: none"> • Power Writing • Nonfiction Narrative Writing • Shared Writing • Graphic Organizers • Using Transitional Devices Correctly • Supporting Roles • Describe It! 	<p>•Personal responses to literature:</p> <ul style="list-style-type: none"> -Students create a blurb for a professionally published or student-created book. -Students create bulleted notes or a poster for a book talk to be delivered to the class. -Students create a blog that states an opinion about a book and ask classmates to respond with agreement or disagreement. <p>•Book Reviews</p> <p>•Persuasive Letters and Essays</p> <p>•Persuasive Essays</p> <p>•Advertisements</p> <p>•Weekly and Module assessments from <i>Into Read</i></p>
	W.4.2	<ul style="list-style-type: none"> • Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed. 		<p>•Research and Lab Reports that include:</p> <ul style="list-style-type: none"> -a topic -a question -a prediction or hypothesis -procedures

		<ul style="list-style-type: none"> • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Provide a concluding statement or section related to the information or explanation presented. 		<ul style="list-style-type: none"> -observations -conclusions • Oral Presentations • Informational Documentaries • Newsletters - Informational newsletters can be created to let families, other classes, and school staff and administrators know about activities and events in the classroom. • Weekly and Module assessments from <i>Into Read</i>
	W.4.3	<ul style="list-style-type: none"> • Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. • Use dialogue and description to develop experiences and events or show the responses of characters to situations. • Use a variety of transitional words and phrases to manage the sequence of events. • Use concrete words and phrases and sensory details to convey experiences and events precisely. • Provide a conclusion that follows from the narrated experiences or events. 		<ul style="list-style-type: none"> • Personal Narrative • Memoir • Biography • Narrative Fiction • Weekly and Module assessments from <i>Into Read</i>

	SL.4.1	<ul style="list-style-type: none"> • Know that in order to be prepared, material must have been read or studied. • Know how to work with a partner. • Develop good study habits. • Use rules for conversations. • Recognize the ideas of others. • Know the language used to build on those ideas. • Ask questions to clarify information. • Offer comments or responses linked to the remarks of others. • Know the responsibilities of the different roles given for accomplishing a task. • Know how to explain an idea, or answer, that is different for those already offered. 	<ul style="list-style-type: none"> • Think-Pair-Share • Socratic Seminar • Four Corners • Discussion Web • Jigsaw • Fan-N-Pick • Post-Its • Detailed Description and Listening Carefully • Reluctant Speakers 	<ul style="list-style-type: none"> • Students listen to a pre-recorded speech and/or media production and speak/respond using spontaneous oral responses. • Have students perform research using authentic and grade-appropriate topics, share their findings in the form of a formal presentation (speaking) and respond spontaneously to audience questions (listening and speaking).
	SL.4.2	<ul style="list-style-type: none"> • Recognize the main ideas presented in text. • Recognize the main ideas presented in diverse media including visual, oral, or digital formats. • Paraphrase information. • Recognize what information is being conveyed through diverse media, such as graphs, graphics, video, digital resources. 		<ul style="list-style-type: none"> • Paraphrasing Practice: <ul style="list-style-type: none"> - Look away from the source then write. Have students read the text they want to paraphrase several times until they feel they understand it and can use their own words to restate it to someone else. Then they look away from the original and rewrite it in their own words. - Take notes. Take abbreviated notes; set the notes aside; then paraphrase from the notes later. • Shrinking Notes – This strategy can be used when listening to the teacher, a peer or a speaker. It is important to provide a

				<p>purpose for listening as well as possible stopping points so students can have a chance to take notes.</p> <ul style="list-style-type: none"> -Have students fill a 3- x 5-inch sticky note or index card with important facts from the text/presentation/chart/graph, etc.. -Narrow down those notes to the important notes that fit on a medium-size (approximately 3- x 3-inch) sticky note or card. -Narrow down those notes to the <i>most important</i> notes that will fit on a small (approximately 1- x 2-inch) sticky note or card.
	SL.4.3	<ul style="list-style-type: none"> •Know that media sources include both online, visual and print sources. •Infer the messages conveyed through media sources. •Understand that evidence can be examples, facts, or images. •Know that facts, examples, and explanations can be used as support for an opinion. •Identify the reasons a speaker gives to support their argument. 		<ul style="list-style-type: none"> •Students will listen to speeches from various historical figures and list the reasons and evidence provided by the individual that support the main message.
	SL.4.4	<ul style="list-style-type: none"> •Know strategies for organizing a presentation such as: brainstorming, the use of graphic organizers, or thinking maps. 	<ul style="list-style-type: none"> ● Digital Storytelling ● Project-based Learning ● Collaborative Discussions ● Siskel and Ebert 	<ul style="list-style-type: none"> •Students select a topic or text of interest and create a PowerPoint that includes appropriate facts and details to support the main idea or theme and share their

		<ul style="list-style-type: none"> •Use structures for organizing presentations such as: chronologically, problem/solution, cause and effect, before and after. •Recall an experience that is memorable using relevant, descriptive details. •Plan carefully so that your presentation includes relevant details and clear context. •When presenting, use a clear, understandable voice and an appropriate pace •Good presentation skills include speaking clearly, with good pacing and making eye contact. 	<ul style="list-style-type: none"> • In and Out • Rating Formal and Informal Language • Translating Formal and Informal Language • Same Message...Different Audience • Style-Shifting: Examining and Using Formal and Informal Language Styles • Writing a Public Service Announcement 	<p>presentation with the class.</p> <ul style="list-style-type: none"> •Reporting Question Stems <ul style="list-style-type: none"> -What are you writing about? -Is your opinion about the topic clear? -How will you organize your ideas? -What evidence will you use to support your position? -Are the evidence and facts you have gathered sufficient to support your opinion? -How are you moving from one paragraph/idea to the next? -Are you using appropriate transition words?
	SL.4.5	<ul style="list-style-type: none"> •Know how to use audio equipment like tape recorders, video cameras, web cameras, Skype. •Know how to use digital programs, like PowerPoint, Clip Art, Publisher and Photoshop, to add visuals to presentations. •Create visual displays such as legends, charts, graphs, and display boards to convey information. 		<ul style="list-style-type: none"> •Create a video. Students create short videos or screen-casts where they explain their reasoning. This enables the teacher to see what they are able to explain, what they omit, and what they may not understand. •Students create a visual presentation of a selected topic utilizing various multimedia platforms.
	SL.4.6	<ul style="list-style-type: none"> •Know that there are different levels of speech styles. •Recognize situations when formal or informal English should be used in order to generate an appropriate response. •Know that informal speech is the language used when talking to friends. 		<ul style="list-style-type: none"> •Journals •Essays •Letter Writing - Formal and Informal •Google Slides Presentation •Blog

		<ul style="list-style-type: none"> • Know that forms of writing, such as journals, notes, and text messaging, are examples of informal writing. • Use academic, content specific vocabulary when presenting formally. • Use complete sentences in formal presentations or when constructing written essays. • Know that when constructing a formal response, Standard English grammar and language conventions must be used. 		
	L.4.1	<ul style="list-style-type: none"> • Know the rules that govern grammar usage such as; <ul style="list-style-type: none"> o when to use modal verbs to express conditions o the order of adjectives in a sentence o how to form prepositional phrases o how to form complete sentences o recognize and correct sentence fragments o recognize and correct run-on sentences • Understand that an action that is in progress can usually be expressed as an ing verb. • Write legibly using cursive or joined italics (D'Nealian). • Understand that some words are tricky and can be used incorrectly. 	<ul style="list-style-type: none"> • Grammar Dance • Convention Mini-Lessons • What the Teacher Wrote • Multiple-Meaning Flaps • Ellipses and Question Marks 	<ul style="list-style-type: none"> • Journals • Essays • Checklists • Exit Tickets • Weekly and Module assessments from <i>Into Read</i>
	L.4.2	<ul style="list-style-type: none"> • Capitalize words at the beginning of a sentence, titles and proper names. 		<ul style="list-style-type: none"> • Journals • Essays • Checklists

		<ul style="list-style-type: none"> • Understand the use of quotation marks to denote that someone is speaking. • Understand the use of quotation marks when quoting from a text. • Identify independent clauses. • Understand the use of the comma in dialogue. • Use spelling patterns, word roots, affixes, syllable construction to help spell words correctly. • Understand how to use generalizations and analogies when spelling. • Use dictionaries, or digital media, to look for the correct spelling of a word. 		<ul style="list-style-type: none"> • Exit Tickets • Weekly and Module assessments from <i>Into Read</i>
	L.4.4	<ul style="list-style-type: none"> • Have strategies for solving unknown words. • Understand that the context may provide clues to help determine the meaning of a word or phrase. • Identify the most common Greek and Latin affixes and roots. • Use common Greek and Latin affixes and roots to solve unknown words. • Use a pronunciation guide in a dictionary to help read unknown words. • Know how to use a textbook glossary. • Access reference materials, including digital, to help determine the precise meaning of key words. • Use a print or digital dictionary to locate definitions of key words and phrases. • Identify alternate word choices using print or digital thesauruses or dictionaries. 	<ul style="list-style-type: none"> • Concept Circles • Synonym Word Webs • Generative Sentences • Metaphor Stories • Role-Playing Figurative Language • Multiple Exposures in Multiple Contexts • Before and After Think-Pair-Share (Using context clues) • Graffiti Wall • Context Clues • Frayer Model • Interview a Word • Word Sorting • Proverbs, Idioms, and Unusual Expressions 	<ul style="list-style-type: none"> • Journals • Essays • Checklists • Exit Tickets • Weekly and Module assessments from <i>Into Read</i> • Graphic Organizers • Have students work in pairs to read unfamiliar text on the computer, highlight unknown words, find context clues to hypothesize the meaning, and then check the meaning against a dictionary.

	L.4.5	<ul style="list-style-type: none"> • Know the literal meaning of words. • Identify if a word has an antonym or synonym. • Know that words have various levels of meaning, including literal or figurative. • Understand that an adage is a traditional saying (Oysters are said to be best in the months containing the letter R.). 		<ul style="list-style-type: none"> • Journals • Essays • Checklists • Exit Tickets • Graphic Organizers • Weekly and Module assessments from <i>Into Read</i>
	RF.4.3	<ul style="list-style-type: none"> • Know which letters and sounds are correlated • Recognize syllabication patterns • Use roots, affixes and base words to read unfamiliar multisyllabic words in context • Combine phonics and word analysis skills to decode unfamiliar multisyllabic words out of context 	<ul style="list-style-type: none"> • Morphemic Analysis • Teaching Irregular Word Reading • Foldables • Structural Analysis Charts 	<ul style="list-style-type: none"> • Running Records • Word Sorts • Partner Writing • Word Recording
	RF.4.4	<ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<ul style="list-style-type: none"> • Fluency Tutor for Google Chrome • Assisted Reading (Teacher-Assisted, Audio-Assisted) • Paired Reading • Say It Like A Character 	<ul style="list-style-type: none"> • Running Records • Independent Reading • Repeated Reading • Poetry Podcasts

Standards in **bold** type are assessed in the *Into Reading* weekly and/or module assessments. Additional standards assessed on the module assessment will be reflected in week 3.

* Indicates priority instructional content for 4th grade.

Grading Period 2		Module 4 Week 1	Module 4 Week 2	Module 4 Week 3	Module 5 Week 1	Module 5 Week 2	Module 5 Week 3	Module 6 Week 1	Module 6 Week 2	Module 6 Week 3
Reading	Focus Standards	RL.4.1* RL.4.2 RL.4.3 RL.4.4* RL.4.6 RL.4.7 RL.4.9 RL.4.10*	RL.4.1* RL.4.4* RL.4.5 RL.4.10* RI.4.1* RI.4.4* RI.4.5 RI.4.5 RI.4.9* RI.4.10* RI.4.5 RI.4.9* RI.4.10*	RI.4.1* RI.4.2 RI.4.3 RI.4.4* RI.4.5 RI.4.5 RI.4.9* RI.4.10* RI.4.2 RL.4.6 RL.4.7 RL.4.9	RI.4.1* RI.4.3 RI.4.4* RI.4.5 RI.4.8 RI.4.9* RI.4.10*	RI.4.1* RI.4.2 RI.4.3 RI.4.4* RI.4.5 RI.4.5 RI.4.7 RI.4.9* RI.4.10*	RL.4.1* RL.4.2 RL.4.4* RL.4.5 RL.4.10* RI.4.2 RI.4.5 RI.4.7 RI.4.8 RI.4.10*	RI.4.1* RI.4.2 RI.4.3 RI.4.4* RI.4.5 RI.4.5 RI.4.7 RI.4.9* RI.4.10*	RL.4.4* RL.4.5 RL.4.6 RI.4.1* RI.4.3 RI.4.2 RI.4.5 RI.4.4* RI.4.9* RI.4.10*	RL.4.4* RL.4.5 RL.4.10* RI.4.1* RI.4.2 RI.4.3 RI.4.5 RI.4.8 RI.4.9* RI.4.10*
	Supporting Standards	RI.4.1* RI.4.4* RI.4.7 RI.4.9* RI.4.10*	RL.4.9 RI.4.3	RL.4.1* RL.4.4* RL.4.10*	RL.4.1* RL.4.4* RL.4.10*	RL.4.1* RL.4.4* RL.4.10*	RL.4.9 RI.4.1* RI.4.4* RI.4.9*	RL.4.1* RL.4.4* RL.4.10*	RL.4.1* RL.4.10*	RL.4.1* RI.4.4* RI.4.9*
Writing	Focus Standards	W.4.3	W.4.3	W.4.3	W.4.2	W.4.2	W.4.2	W.4.2	W.4.2	W.4.2
	Supporting Standards	W.4.4 W.4.8* W.4.9* W.4.10	W.4.4 W.4.7 W.4.8* W.4.9* W.4.10	W.4.4 W.4.5 W.4.6 W.4.7 W.4.8* W.4.9* W.4.10	W.4.4 W.4.8* W.4.9* W.4.10	W.4.4 W.4.8* W.4.9* W.4.10	W.4.4 W.4.5 W.4.7 W.4.8* W.4.9* W.4.10	W.4.4 W.4.7 W.4.8* W.4.9* W.4.10	W.4.4 W.4.7 W.4.8* W.4.9* W.4.10	W.4.4 W.4.6 W.4.7 W.4.8* W.4.9* W.4.10
Speaking and Listening	Focus Standards	SL.4.1* SL.4.2 SL.4.3 SL.4.4 SL.4.5	SL.4.1* SL.4.2 SL.4.3 SL.4.4 SL.4.5	SL.4.1* SL.4.2 SL.4.3 SL.4.4 SL.4.5	SL.4.1* SL.4.2 SL.4.3 SL.4.4 SL.4.5	SL.4.1* SL.4.2 SL.4.3 SL.4.4 SL.4.5	SL.4.1* SL.4.2 SL.4.3 SL.4.4 SL.4.5	SL.4.1* SL.4.2 SL.4.3 SL.4.4 SL.4.5	SL.4.1* SL.4.2 SL.4.3 SL.4.4 SL.4.5	SL.4.1* SL.4.2 SL.4.3 SL.4.4 SL.4.5
	Supporting Standards									

		SL.4.6	SL.4.6	SL.4.6	SL.4.6	SL.4.6	SL.4.6	SL.4.6	SL.4.6	SL.4.6
	Supporting Standards									
Language	Focus Standards	L.4.1 L.4.4* a, b	L.4.1g L.4.4* L.4.5* a	L.4.1 L.4.2 L.4.4* a, b L.4.5* a	L.4.1 c L.4.4* b L.4.5* b	L.4.1 L.4.4* a, b	L.4.1 L.4.4* a, b L.4.5* a	L.4.1 L.4.4* b, c	L.4.1 L.4.4* b, c	L.4.1 L.4.4* b, c L.4.5* a
	Supporting Standards	L.4.2 d L.4.4* c L.4.5* L.4.6*	L.4.2 d L.4.3 b L.4.4* c L.4.6*	L.4.6*	L.4.2b L.4.6*	L.4.4 c L.4.5* L.4.6*	L.4.6*	L.4.4* a L.4.5* L.4.6*	L.4.3 a, c L.4.4* a L.4.5* L.4.6*	L.4.6*
Foundational Skills	Focus Standards	RF.4.3 RF.4.4*	RF.4.3 RF.4.4*	RF.4.3 RF.4.4*	RF.4.3 RF.4.4*	RF.4.3 RF.4.4*	RF.4.3 RF.4.4*	RF.4.3 RF.4.4*	RF.4.3 RF.4.4*	RF.4.3 RF.4.4*
	Supporting Standards									

Grading Period 3

Literature

RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2 - Analyze literary text development.

- Determine a theme of a story, drama, or poem from details in the text.
- Summarize the text, incorporating a theme determined from details in the text.

RL.4.3 - 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)

RL.4.4 - 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).

RL.4.6 - Explain the differences in the point(s) of view in a text and different perspectives of the characters.

RL.4.7 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.

RL.4.9 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.

RL.4.10 - 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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Informational

RI.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 - Analyze informational text development.

- a. Determine the main idea of a text and explain how it is supported by key details.
- b. Provide a summary of the text that includes the main idea and key details, as well as other important information.

RI.4.3 - 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.

RI.4.4 - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to *a grade 4 topic or subject area*.

RI.4.5 - 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

RI.4.6 - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in perspective and the information provided.

RI.4.7 - 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.

RI.4.8 - Explain how an author uses evidence to support particular points in a text.

RI.4.9 - 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.

Writing

W.4.1 - 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.
- c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- d. Provide a concluding statement or section related to the opinion presented.

W.4.2 - 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 to aid comprehension, if needed.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories or 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.

W.4.3 - 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. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- 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.

- W.4.4 - 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.)
- W.4.5 - 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.)
- W.4.6 - 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, while demonstrating sufficient command of keyboarding skills.
- W.4.7 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8 - 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.
- W.4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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].”).
 - 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”).
- W.4.10 - 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

- SL.4.1 - 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.
- SL.4.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.4.3 - Identify the reasons and evidence a speaker provides to support particular points.
- SL.4.4 - 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.
- SL.4.5 - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.4.6 - 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. (See grade 4 Language standards 1 for specific expectations.)

Language

- L.4.1 - 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.

- 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).
- L.4.2 - 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.
- L.4.3 - 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).
- L.4.4 - 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 or phrases.
- L.4.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - c. Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).
- L.4.6 - 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).

Foundational Skills

- RF.4.3 - Know and apply grade-level phonics and word analysis skills in decoding words by using 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.
- RF.4.4 - 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 on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

9 weeks				
Grading Period 3	Focus Standards	Essential Understandings <small>*Standards are linked to the Clear Learning Targets for that strand.</small>	Strategies/Activities <small>*adapted from ODE Model Curriculum: explanation for these strategies can be found in the Model Curriculum document linked above.</small>	Assessment Guidance <small>*Formative assessments are not limited to those listed below. Formative assessments should be ongoing and an integral part of the education process.</small>
	RL.4.1	<ul style="list-style-type: none"> • Demonstrate comprehension • Draw conclusions • Refer to examples and details to support literal, inferential, and evaluative conclusions • Analyze the text 	<ul style="list-style-type: none"> • Graphic Organizers • Becoming a Journalist • Main Idea-Supporting Details Sort • Experts Share Expertise • Talking Head Activity 	<ul style="list-style-type: none"> • Advertisement: Students create a print advertisement for a story. They refer to explicit details and examples from the text in their advertisement. • I Predict: Students refer to details and examples from the text of a novel or novel excerpt to make inferences regarding what behavior to expect from characters as the novel progresses. They can keep these in a journal and evaluate their accurateness as they progress through the book. • Most Interesting Character Debate: Students read an historical fiction story and then select or are assigned a character to defend as the most (your choice here: interesting, important, meanest...). In a group, using explicit details and examples from the text, students prepare a defense of their character. Groups then debate, using their information, as to who is the most interesting (or whatever). • Weekly and Module assessments from <i>Into Reading</i>
		<ul style="list-style-type: none"> • Determine a theme of a story, drama or 		<ul style="list-style-type: none"> • Comic Book Summary: Students read

	RL.4.2	<p>poem from details in the text</p> <ul style="list-style-type: none"> • Summarize the text, incorporating a theme determined from details in the text 		<p>an assigned story. They use key details from the text to determine the theme of the story and create a 6 – 8 panel comic book summary of the story.</p> <ul style="list-style-type: none"> • Personal Poetry Book: Students select a theme that appeals to them, and then read through poetry anthologies to locate poems they enjoy that fit in their chosen theme. They select one or 2 of these poems to summarize, and if they wish, illustrate. • Drama critic: Students attend a play presentation or watch a video of a performance of a story. They pretend to be a theater critic and review the play, determining the theme from details in the presentation and providing a summary of the story. • Weekly and Module assessments from <i>Into Reading</i>
	RL.4.3	<ul style="list-style-type: none"> • Describe a plot line • Describe how characters respond and change as the plot moves forward • Sequence a series of episodes in a story or drama • Identify plot elements • Describe characterization 		<ul style="list-style-type: none"> • Students read from a grade level text that has an unusual setting, such as <i>The Alice's Adventures In Wonderland</i> by Lewis Carroll. Using a graphic organizer, with the setting in the middle, they describe how the setting relates to the action, character's thoughts and words by drawing on specific details in the text. • Students read a text or text excerpt where a main character is an animal. They then create a dialog describing their experience

				<p>with a key event in the story, drawing on specific details from the text from the animal's point of view.</p> <p>•Students read from an historical novel, such as <i>Snow Treasure</i>, by Marie McSwigan, and draw on specific details to describe the setting and or action from a different place and time. They may write the description, create a visual design, or make an oral description of the setting and or action.</p> <p>•Weekly and Module assessments from <i>Into Reading</i></p>
	RL.4.4	<ul style="list-style-type: none"> • Interpret words and phrases • Identify and analyze figurative language • Identify and analyze tone • Understand how word choice (diction) and figurative language impact meaning and tone 	<ul style="list-style-type: none"> • Academic Word Finder Tool • Understanding Careers with Frayer • Kahoot • Categorizing Structural Elements • Graphic Organizers • Story Elements 	<p>•After learning some Latin root words, students are given a text with words and phrases that relate to those roots or to other grade appropriate vocabulary. Students make a T chart with the selected words and phrases from the text on one side and their interpretation of the meaning of those words on the other side, with an explanation of how they arrived at that meaning.</p> <p>•Students, working in small groups, are given a text about significant characters in mythology. They read it over as a group, determining the meaning of words and phrases through use of root words, prior knowledge, context, etc. They discuss any words that they aren't certain about the meaning and arrive at an agreed meaning. Finally, they rewrite the story in their own words, defining by means of definition,</p>

				<p>synonyms, or antonyms, the targeted words or phrases.</p> <p>•Weekly and Module assessments from <i>Into Reading</i></p>
	RL.4.6	<ul style="list-style-type: none"> • Identify the point of view • Understand and explain how the point of view is developed by the narrator or speaker 		<p>•Point of View Detective: Students are charged with reviewing anthologies, novels, and other pieces of literature to find examples of both first and third person point of view narration. Each time they locate an example, they record it in their Detective Log under 1st or 3rd person with a reason for why they believe it to be that point of view.</p> <p>•New View: Students read a story told with third person narration. They then retell or rewrite the same story in first person, and discuss, with compare and contrast, what differences there are between the 2 stories. Finally, they decide which point of view is better and defend their idea with excerpts from the text.</p> <p>•Weekly and Module assessments from <i>Into Reading</i></p>
	RL.4.7	<ul style="list-style-type: none"> • Compare and contrast a print text to an audio-visual version of the text • Contrast what is seen/heard when reading a text to what is perceived when listening/viewing a text • Reading, viewing, and listening comprehension 	<ul style="list-style-type: none"> • Cloze Guides for Quick Writes or Note-taking and Formative Assessment • Reciprocal Teaching • Career Presentation • Inquiry Chart 	<p>•Do You See What We Read? Students are given a text and allowed to practice and act it out. The rest of the class evaluates how their presentation reflects specific descriptions and directions from the text.</p> <p>•Students read a novel or short story and</p>

			<p>then watch the movie based on the novel /short story. They create a doodle art, an artistic note-taking with words and pictures, where they identify specific descriptions and directions from the text and how it was alike or different in the movie. They meet in small groups to discuss their observations.</p> <p>•Students read an excerpt from a play or television script. Then they watch the presentation of the play (excerpt) or television program and identify where each version reflects specific descriptions and directions from the text.</p> <p>•Weekly and Module assessments from <i>Into Reading</i></p>
	<p>• Reading comprehension</p> <p>• Recognize text forms and genres</p> <p>• Identify themes and topics</p> <p>• Compare and contrast the themes and topics of different versions of the same text</p> <p>RL.4.9</p>		<p>•Big Trick: Students read a variety of literature that relates to the theme of the Big Trick. For example, in Rumpelstiltskin, the Big Trick is to guess his name. They may use fairy tales, fables, and contemporary stories. The teacher or students label a cube with the Big Trick from each of the different stories. In a small group, they will toss the cube twice and compare and contrast how each story treated the theme.</p> <p>•Great Battle: Students will read and discuss a variety of stories dealing with battles in different cultures. They will explain why they consider it a story about a great battle, since it might be about friends fighting or countries going to war or a</p>

				<p>person in conflict with what to do in a situation.</p> <p>•Big Mystery: Students in a group each read a different mystery story (or pairs could read the same story). Students meet as a group and discuss how their stories are similar and different in relationship to the theme of a Big Mystery. They create a poster showing what the stories had in common (center circle) and listing differences outside the circle, by the name of the story.</p> <p>•Weekly and Module assessments from <i>Into Reading</i></p>
	RL.4.10	<ul style="list-style-type: none"> • Demonstrate comprehension of grade-level, complex literary text • Demonstrate comprehension of above grade-level, complex literary text with scaffolding • Identify/evaluate text complexity 	<ul style="list-style-type: none"> • Format Change • Mixed Genre • Extended Folktales • Double Entry Journal 	<p>•3-2-1: Students write three key terms from what they have just learned, two ideas they would like to learn more about, and one concept or skill they think they have mastered.</p> <p>•Have students read a piece of literature at the appropriate grade level aloud to the teacher. Note any miscues. Then have students tell you the main idea, supporting details of the piece, and any other thoughts they may have about the text.</p> <p>•Weekly and Module assessments from <i>Into Reading</i></p>
		<ul style="list-style-type: none"> • Reading comprehension 	<ul style="list-style-type: none"> • Bulls-eye 	<ul style="list-style-type: none"> •After reading a text about a famous person

	RI.4.1	<ul style="list-style-type: none"> • Draw inferences • Cite specific textual examples and details to support inferences and text meaning • Analyze the text 	<ul style="list-style-type: none"> • News Article • Talking Head Activity • Experts Share Expertise • Graphic Organizers • Three-Level Study Guide • Creating Comics 	<p>in history, each student will write a letter posing as that famous person to someone who historically had an impact on his/her life. Students will make explicit references to the text within the details of their writing and will draw inferences based on their reading to determine what to write.</p> <p>•After reading about a person from history, students will work in pairs or groups to create an alternative history of what might have happened if this person had never been born. They must include explicit details and inferences from the text. They may present this as a reader's theater.</p> <p>•After reading about a region or a state, students write a Top Ten list of the most important attributes about the region/state. Students should defend their judgments with information from the text.</p> <p>•Weekly and Module assessments from <i>Into Reading</i></p>
	RI.4.2	<ul style="list-style-type: none"> • Determine the main idea of a text and explain how it is supported by key details • Provide a summary of the text that includes the main idea and key details, as well as other important information 		<p>•Accept or reject: The teacher lists several statements that could be the main idea of the assigned text. Before reading, students predict which statement is the main idea and defend their choice. (Use white boards).Students then read the text and either keep their first choice or change to a different main idea, indicating it on their white board. Students will defend their</p>

				<p>choices with information from the text.</p> <p>•After reading a selected text students create a 3, 2, 1. They provide 3 key details, 2 supporting ideas and the 1 main idea.</p> <p>•Weekly and Module assessments from <i>Into Reading</i></p>
	RI.4.3	<ul style="list-style-type: none"> • Identify details, that concern individuals, events, or ideas • Sequence the progression of an individual, event, or idea in an informational text • Describe how individuals, events, or ideas respond and/or change throughout an informational text 		<p>•Cause and Effect: Students use a cause and effect chart to record events from a text about a scientific discovery. Students record events that occurred (effect) and the reason they occurred (cause). They may then share their chart with other students and defend their choices, based on information from the text.</p> <p>•Students read a procedural text and then create a quick draw or doodle art showing through illustrations and words, the correct sequence to achieve the task. Students then explain their work to a partner or small group.</p> <p>•Weekly and Module assessments from <i>Into Reading</i></p>
	RI.4.4	<ul style="list-style-type: none"> • Interpret words and phrases • Identify and analyze figurative language • Identify and analyze technical language • Understand how word choice (diction), 	<ul style="list-style-type: none"> • Signal Words • Academic Word Finder Tool • Academic Vocabulary • Comparing Text Structures • Expository Text Structure 	<p>•Exit slip: List the two or three key terms the teacher wants to be certain students understand. Have students justify the answer by defining each word and verifying the information using the text.</p>

		<p>figurative language, and technical language impact meaning</p>		<p>•Peer assessment: Students exchange their exit slip or word web and evaluate each others' work. Have students discuss their conclusions.</p> <p>•Design a visual dictionary: Students take domain specific words from a science or social study lesson and design a dictionary with a brief definition and an illustration or a labeled diagram.</p> <p>•Weekly and Module assessments from <i>Into Reading</i></p>
	RI.4.5	<ul style="list-style-type: none"> • Identify and understand text structures and their parts • Identify and understand types of sentences • Identify and understand syntactical structures • Understand how ideas develop in an informational text 		<p>•Students will read an informational text and identify the structure(s) present in the information. They will then defend their choice with information from the text demonstrating understanding of the structure chosen and why it is not one of the other structures.</p> <p>•A small group of students will read from a social studies/ science text, and then, as a group, decide the organization or structure of the information and create a group chart/collage that shows the overall structure and includes information from the text.</p> <p>•Weekly and Module assessments from <i>Into Reading</i></p>

	RI.4.7	<ul style="list-style-type: none"> • Identify and integrate information on the same topic/issue presented in diverse formats • Understand a topic/issue by integrating information on the same topic/issue presented in diverse formats • Reading, viewing, and listening comprehension 	<ul style="list-style-type: none"> • Images Support Text • Big Fox Graphic Organizer • Inquiry Chart • Critical Questions • R.A.F.T. Reading and Writing 	<ul style="list-style-type: none"> • Students read a biographical representation about an individual such as Martin Luther King, Jr. Students place events from the information on a timeline. • Create a comic strip that illustrates a sequence of events from an informational text. Include conversation bubbles to promote further understanding of the text. • Weekly and Module assessments from <i>Into Reading</i>
	RI.4.8	<ul style="list-style-type: none"> • Define and identify an argument • Define and identify a claim • Trace and evaluate arguments and claims • Identify reasons and evidence in a text that support claims • Distinguish claims supported by reasons and evidence from claims that are not 		<ul style="list-style-type: none"> • Students read about a historical event or famous person. They then write a diary entry as someone who viewed the event using facts from the text or as the famous person, again using facts from the text to support a particular point. • Students read 2 conflicting viewpoints on a topic. They take each viewpoint and list it at the top of a chart, then add evidence for each underneath. Finally they form their own conclusion, based on the evidence of the texts. • Weekly and Module assessments from <i>Into Reading</i>
	RI.4.9	<ul style="list-style-type: none"> • Reading comprehension • Identify, compare, and contrast the same event presented by two different authors 		<ul style="list-style-type: none"> • Students select a social studies or scientific topic (or are assigned one) and create key questions they would like answered. Students use a variety of sources (minimum

				<p>of two) to find the answers to these questions as well as additional information. Students need to document these sources and their notes. They then create a two to three minute presentation for the class on their topic and present it to the class.</p> <p>•Students will read about a career they someday might like to have. They will find information on the Internet, from written text in a book or a magazine. After reading the two texts, they will create a collage with information about the job using words, diagrams and pictures.</p> <p>•Weekly and Module assessments from <i>Into Reading</i></p>
	RI.4.10	<ul style="list-style-type: none"> • Demonstrate comprehension of grade-level literary nonfiction • Demonstrate comprehension of above grade-level literary nonfiction with scaffolding • Identify/evaluate text complexity 	<ul style="list-style-type: none"> • Drawing Connections • Using Metacognition to Comprehend Text • Rewordify • Double Entry Journal 	<p>•Students are assigned a topic, given an amount of time to read about the topic in a variety of areas, will take notes and identify sources. They will then present a written or oral presentation on the assigned topic, such as an interesting area in geography, a local event in an area celebrating its heritage, or scientific discovery.</p> <p>•Give students differing points of view via a text from history/social studies, science, and/or technical subjects. Let them debate the point from their author's point of view; using specific reasons and evidence from the text they were given.</p> <p>•Weekly and Module assessments from <i>Into Reading</i></p>

	W.4.1	<ul style="list-style-type: none"> • 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. • Provide reasons that are supported by facts and details. • Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). • Providing a concluding statement or section related to the option presented. 	<ul style="list-style-type: none"> • Power Writing • Nonfiction Narrative Writing • Shared Writing • Graphic Organizers • Using Transitional Devices Correctly • Supporting Roles • Describe It! 	<ul style="list-style-type: none"> •Personal responses to literature: <ul style="list-style-type: none"> -Students create a blurb for a professionally published or student-created book. -Students create bulleted notes or a poster for a book talk to be delivered to the class. -Students create a blog that states an opinion about a book and ask classmates to respond with agreement or disagreement. •Book Reviews •Persuasive Letters and Essays •Persuasive Essays •Advertisements •Weekly and Module assessments from <i>Into Read</i>
	W.4.2	<ul style="list-style-type: none"> • Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed. •Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). • Use precise language and domain- specific vocabulary to inform about or explain the topic. • Provide a concluding statement or section related to the information or explanation 		<ul style="list-style-type: none"> •Research and Lab Reports that include: <ul style="list-style-type: none"> -a topic -a question -a prediction or hypothesis -procedures -observations -conclusions •Oral Presentations •Informational Documentaries •Newsletters - Informational newsletters can be created to let families, other classes, and school staff and administrators know about activities and events in the classroom. •Weekly and Module assessments from <i>Into Read</i>

		presented.		
	W.4.3	<ul style="list-style-type: none"> • Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. • Use dialogue and description to develop experiences and events or show the responses of characters to situations. • Use a variety of transitional words and phrases to manage the sequence of events. • Use concrete words and phrases and sensory details to convey experiences and events precisely. • Provide a conclusion that follows from the narrated experiences or events. 		<ul style="list-style-type: none"> •Personal Narrative • Memoir •Biography •Narrative Fiction •Weekly and Module assessments from <i>Into Read</i>
	SL.4.1	<ul style="list-style-type: none"> •Know that in order to be prepared, material must have been read or studied. •Know how to work with a partner. •Develop good study habits. •Use rules for conversations. •Recognize the ideas of others. •Know the language used to build on those ideas. •Ask questions to clarify information. •Offer comments or responses linked to the remarks of others. •Know the responsibilities of the different roles given for accomplishing a task. •Know how to explain an idea, or answer, that is different for those already offered. 	<ul style="list-style-type: none"> • Think-Pair-Share • Socratic Seminar • Four Corners • Discussion Web • Jigsaw • Fan-N-Pick • Post-Its • Detailed Description and Listening Carefully • Reluctant Speakers 	<ul style="list-style-type: none"> •Students listen to a pre-recorded speech and/or media production and speak/respond using spontaneous oral responses. •Have students perform research using authentic and grade-appropriate topics, share their findings in the form of a formal presentation (speaking) and respond spontaneously to audience questions (listening and speaking).

	SL.4.2	<ul style="list-style-type: none"> •Recognize the main ideas presented in text. •Recognize the main ideas presented in diverse media including visual, oral, or digital formats. •Paraphrase information. •Recognize what information is being conveyed through diverse media, such as graphs, graphics, video, digital resources. 		<p>•Paraphrasing Practice:</p> <p>-Look away from the source then write. Have students read the text they want to paraphrase several times until they feel they understand it and can use their own words to restate it to someone else. Then they look away from the original and rewrite it in their own words.</p> <p>-Take notes. Take abbreviated notes; set the notes aside; then paraphrase from the notes later.</p> <p>•Shrinking Notes – This strategy can be used when listening to the teacher, a peer or a speaker. It is important to provide a purpose for listening as well as possible stopping points so students can have a chance to take notes.</p> <p>-Have students fill a 3- x 5-inch sticky note or index card with important facts from the text/presentation/chart/graph, etc..</p> <p>-Narrow down those notes to the important notes that fit on a medium-size (approximately 3- x 3-inch) sticky note or card.</p> <p>-Narrow down those notes to the <i>most important</i> notes that will fit on a small (approximately 1- x 2-inch) sticky note or card.</p>
	SL.4.3	<ul style="list-style-type: none"> •Know that media sources include both online, visual and print sources. 		<p>•Students will listen to speeches from various historical figures and list the reasons</p>

		<ul style="list-style-type: none"> •Infer the messages conveyed through media sources. •Understand that evidence can be examples, facts, or images. •Know that facts, examples, and explanations can be used as support for an opinion. •Identify the reasons a speaker gives to support their argument. 		and evidence provided by the individual that support the main message.
	SL.4.4	<ul style="list-style-type: none"> •Know strategies for organizing a presentation such as: brainstorming, the use of graphic organizers, or thinking maps. •Use structures for organizing presentations such as: chronologically, problem/solution, cause and effect, before and after. •Recall an experience that is memorable using relevant, descriptive details. •Plan carefully so that your presentation includes relevant details and clear context. •When presenting, use a clear, understandable voice and an appropriate pace •Good presentation skills include speaking clearly, with good pacing and making eye contact. 	<ul style="list-style-type: none"> • Digital Storytelling • Project-based Learning • Collaborative Discussions • Siskel and Ebert • In and Out • Rating Formal and Informal Language • Translating Formal and Informal Language • Same Message...Different Audience • Style-Shifting: Examining and Using Formal and Informal Language Styles • Writing a Public Service Announcement 	<ul style="list-style-type: none"> •Students select a topic or text of interest and create a PowerPoint that includes appropriate facts and details to support the main idea or theme and share their presentation with the class. •Reporting Question Stems <ul style="list-style-type: none"> -What are you writing about? -Is your opinion about the topic clear? -How will you organize your ideas? -What evidence will you use to support your position? -Are the evidence and facts you have gathered sufficient to support your opinion? -How are you moving from one paragraph/idea to the next? -Are you using appropriate transition words?
	SL.4.5	<ul style="list-style-type: none"> •Know how to use audio equipment like tape recorders, video cameras, web cameras, Skype. 		<ul style="list-style-type: none"> •Create a video. Students create short videos or screen-casts where they explain their reasoning. This enables the teacher to see what they are able to explain, what they

		<ul style="list-style-type: none"> •Know how to use digital programs, like PowerPoint, Clip Art, Publisher and Photoshop, to add visuals to presentations. •Create visual displays such as legends, charts, graphs, and display boards to convey information. 		<p>omit, and what they may not understand.</p> <ul style="list-style-type: none"> •Students create a visual presentation of a selected topic utilizing various multimedia platforms.
	SL.4.6	<ul style="list-style-type: none"> •Know that there are different levels of speech styles. •Recognize situations when formal or informal English should be used in order to generate an appropriate response. •Know that informal speech is the language used when talking to friends. •Know that forms of writing, such as journals, notes, and text messaging, are examples of informal writing. •Use academic, content specific vocabulary when presenting formally. •Use complete sentences in formal presentations or when constructing written essays. •Know that when constructing a formal response, Standard English grammar and language conventions must be used. 		<ul style="list-style-type: none"> •Journals •Essays •Letter Writing - Formal and Informal •Google Slides Presentation •Blog
	L.4.1	<ul style="list-style-type: none"> •Know the rules that govern grammar usage such as; <ul style="list-style-type: none"> o when to use modal verbs to express conditions o the order of adjectives in a sentence o how to form prepositional phrases o how to form complete sentences 	<ul style="list-style-type: none"> • Grammar Dance • Convention Mini-Lessons • What the Teacher Wrote • Multiple-Meaning Flaps • Ellipses and Question Marks 	<ul style="list-style-type: none"> •Journals •Essays •Checklists •Exit Tickets •Weekly and Module assessments from <i>Into Read</i>

		<ul style="list-style-type: none"> o recognize and correct sentence fragments o recognize and correct run-on sentences •Understand that an action that is in progress can usually be expressed as an ing verb. •Write legibly using cursive or joined italics (D'Nealian). •Understand that some words are tricky and can be used incorrectly. 		
	L.4.2	<ul style="list-style-type: none"> •Capitalize words at the beginning of a sentence, titles and proper names. •Understand the use of quotation marks to denote that someone is speaking. •Understand the use of quotation marks when quoting from a text. •Identify independent clauses. •Understand the use of the comma in dialogue. •Use spelling patterns, word roots, affixes, syllable construction to help spell words correctly. •Understand how to use generalizations and analogies when spelling. •Use dictionaries, or digital media, to look for the correct spelling of a word. 		<ul style="list-style-type: none"> •Journals •Essays •Checklists •Exit Tickets •Weekly and Module assessments from <i>Into Read</i>
	L.4.4	<ul style="list-style-type: none"> •Have strategies for solving unknown words. •Understand that the context may provide clues to help determine the meaning of a word or phrase. 	<ul style="list-style-type: none"> ● Concept Circles ● Synonym Word Webs ● Generative Sentences ● Metaphor Stories ● Role-Playing Figurative Language 	<ul style="list-style-type: none"> •Journals •Essays •Checklists •Exit Tickets •Weekly and Module assessments from <i>Into</i>

		<ul style="list-style-type: none"> •Identify the most common Greek and Latin affixes and roots. •Use common Greek and Latin affixes and roots to solve unknown words. •Use a pronunciation guide in a dictionary to help read unknown words. •Know how to use a textbook glossary. •Access reference materials, including digital, to help determine the precise meaning of key words. •Use a print or digital dictionary to locate definitions of key words and phrases. •Identify alternate word choices using print or digital thesauruses or dictionaries. 	<ul style="list-style-type: none"> • Multiple Exposures in Multiple Contexts • Before and After Think-Pair-Share (Using context clues) • Graffiti Wall • Context Clues • Frayer Model • Interview a Word • Word Sorting • Proverbs, Idioms, and Unusual Expressions 	<i>Read</i> <ul style="list-style-type: none"> •Graphic Organizers •Have students work in pairs to read unfamiliar text on the computer; highlight unknown words, find context clues to hypothesize the meaning, and then check the meaning against a dictionary.
	L.4.5	<ul style="list-style-type: none"> •Know the literal meaning of words. •Identify if a word has an antonym or synonym. •Know that words have various levels of meaning, including literal or figurative. •Understand that an adage is a traditional saying (Oysters are said to be best in the months containing the letter R.). 		<ul style="list-style-type: none"> •Journals •Essays •Checklists •Exit Tickets •Graphic Organizers •Weekly and Module assessments from <i>Into Read</i>
	RF.4.3	<ul style="list-style-type: none"> • Know which letters and sounds are correlated • Recognize syllabication patterns • Use roots, affixes and base words to read unfamiliar multisyllabic words in context • Combine phonics and word analysis skills to decode unfamiliar multisyllabic words out of context 	<ul style="list-style-type: none"> • Morphemic Analysis • Teaching Irregular Word Reading • Foldables • Structural Analysis Charts 	<ul style="list-style-type: none"> •Running Records •Word Sorts •Partner Writing •Word Recording

	RF.4.4 <ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<ul style="list-style-type: none"> • Fluency Tutor for Google Chrome • Assisted Reading (Teacher-Assisted, Audio-Assisted) • Paired Reading • Say It Like A Character 	<ul style="list-style-type: none"> •Running Records •Independent Reading •Repeated Reading •Poetry Podcasts
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Standards in **bold** type are assessed in the *Into Reading* weekly and/or module assessments. Additional standards assessed on the module assessment will be reflected in week 3.

* Indicates priority instructional content for 4th grade.

Grading Period 3		Module 7 Week 1	Module 7 Week 2	Module 7 Week 3	Module 8 Week 1	Module 8 Week 2	Module 8 Week 3	Module 9 Week 1	Module 9 Week 2	Module 9 Week 3
Reading	Focus Standards	RL.4.1* RL.4.2 RL.4.3 RL.4.4* RL.4.10*	RL.4.1* RL.4.2 RL.4.3 RL.4.4 RL.4.4* RL.4.9 RL.4.10*	RL.4.1* RL.4.2 RL.4.3 RL.4.4* RL.4.7 RL.4.9 RL.4.10*	RI.4.1* RI.4.4* RI.4.7 RI.4.8 RI.4.9* RI.4.10*	RI.4.1* RI.4.2 RI.4.4* RI.4.8 RI.4.9* RI.4.10*	RL.4.1* RL.4.4* RL.4.6 RL.4.7 RL.4.10* RI.4.1* RI.4.2 RI.4.7 RI.4.8	RL.4.1* RL.4.2 RL.4.4* RL.4.7 RL.4.10*	RI.4.1* RI.4.4* RI.4.7 RI.4.8 RI.4.9* RI.4.10*	RL.4.2 RL.4.4* RL.4.10* RI.4.1* RI.4.3 RI.4.5 RI.4.7 RI.4.8 RI.4.10*
	Supporting Standards	RI.4.1* RI.4.2 RI.4.4* RI.4.9* RI.4.10*	RI.4.1* RI.4.4* RI.4.9* RI.4.10*	RI.4.1* RI.4.4* RI.4.9* RI.4.10*	RL.4.1* RL.4.4* RL.4.10*	RL.4.1* RL.4.4* RL.4.10*	RI.4.4* RI.4.9* RI.4.10*	RI.4.1* RI.4.4* RI.4.8 RI.4.9* RI.4.10*	RL.4.1* RL.4.2 RL.4.4* RL.4.10*	RL.4.1* RI.4.4* RI.4.9*

Writing	Focus Standards	W.4.3	W.4.3	W.4.3	W.4.1	W.4.1	W.4.1	W.4.2	W.4.2	W.4.2
	Supporting Standards	W.4.4 W.4.5 W.4.8* W.4.9* W.4.10	W.4.8* W.4.9* W.4.10	W.4.5 W.4.6 W.4.8* W.4.9* W.4.10	W.4.5 W.4.8* W.4.9* W.4.10	W.4.4 W.4.8* W.4.9* W.4.10	W.4.6 W.4.8* W.4.9* W.4.10	W.4.5 W.4.7 W.4.8* W.4.9* W.4.10	W.4.4 W.4.8* W.4.9* W.4.10	W.4.5 W.4.6 W.4.8* W.4.9* W.4.10
Speaking and Listening	Focus Standards	SL.4.1* SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6	SL.4.1* SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6	SL.4.1* SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6	SL.4.1* SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6	SL.4.1* SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6	SL.4.1* SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6	SL.4.1* SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6	SL.4.1* SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6	SL.4.1* SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6
	Supporting Standards									
Language	Focus Standards	L.4.1 a L.4.4* b L.4.5* b, c	L.4.1 L.4.4* b L.4.5* c	L.4.1 L.4.4* a, b L.4.5* b, c	L.4.1 L.4.4* a, b	L.4.2 L.4.4* a, b	L.4.1 L.4.2 b, c L.4.4* a, b L.4.5* b	L.4.1 L.4.2 a, c L.4.4* b L.4.5* b	L.4.1 L.4.4* b L.4.5* a, c	L.4.1 L.4.2 c L.4.4* b L.4.5* a, b, c
	Supporting Standards	L.4.5* a L.4.6*	L.4.3 a L.4.6*	L.4.2 d L.4.3 c L.4.4* c L.4.6*	L.4.5* L.4.6*	L.4.3 a L.4.5* L.4.6*	L.4.2 a, d L.4.5* c L.4.6*	L.4.4* a L.4.5* c L.4.6*	L.4.6*	L.4.2 a, b, d L.4.3 L.4.4* a L.4.6*
Foundational Skills	Focus Standards	RF.4.3 RF.4.4*	RF.4.3 RF.4.4*	RF.4.3 RF.4.4*	RF.4.3 RF.4.4*	RF.4.3 RF.4.4*	RF.4.3 RF.4.4*	RF.4.3 RF.4.4*	RF.4.3 RF.4.4*	RF.4.3 RF.4.4*
	Supporting Standards									

Grading Period 4

Reading

Literature

RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2 - Analyze literary text development.

- a. Determine a theme of a story, drama, or poem from details in the text.
- b. Summarize the text, incorporating a theme determined from details in the text.

RL.4.3 - 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)

RL.4.4 - 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).

RL.4.5 - 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.

RL.4.6 - Explain the differences in the point(s) of view in a text and different perspectives of the characters.

RL.4.7 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.

RL.4.10 - 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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Informational

RI.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 - Analyze informational text development.

- a. Determine the main idea of a text and explain how it is supported by key details.
- b. Provide a summary of the text that includes the main idea and key details, as well as other important information.

RI.4.4 - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to *a grade 4 topic or subject area*.

RI.4.5 - 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

RI.4.6 - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in perspective and the information provided.

RI.4.7 - 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.

RI.4.8 - Explain how an author uses evidence to support particular points in a text.

RI.4.9 - 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.

Writing

W.4.1 - 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.
- c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- d. Provide a concluding statement or section related to the opinion presented.

W.4.2 - 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 to aid comprehension, if needed.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories or 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.

W.4.3 - 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. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- 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.

W.4.4 - 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.)

W.4.5 - 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.)

W.4.6 - 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, while demonstrating sufficient command of keyboarding skills.

W.4.7 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8 - 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.

W.4.9 - 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”).

W.4.10 - 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

SL.4.1 - 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.

SL.4.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3 - Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4 - 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.

SL.4.5 - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.4.6 - 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. (See grade 4 Language standards I for specific expectations.)

Language

L.4.1 - 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).

L.4.2 - 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.

L.4.3 - 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).

L.4.4 - 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 or phrases.

L.4.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.

- c. Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).
- L.4.6 - 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).

Foundational Skills

RF.4.3 - Know and apply grade-level phonics and word analysis skills in decoding words by using 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.

RF.4.4 - 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 on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

9 weeks				
Grading Period 4	Focus Standards	Essential Understandings <small>*Standards are linked to the Clear Learning Targets for that strand.</small>	Strategies/Activities <small>*adapted from ODE Model Curriculum: explanation for these strategies can be found in the Model Curriculum document linked above.</small>	Assessment Guidance <small>*Formative assessments are not limited to those listed below. Formative assessments should be ongoing and an integral part of the education process.</small>
	RL.4.1	<ul style="list-style-type: none"> • Demonstrate comprehension • Draw conclusions • Refer to examples and details to support literal, inferential, and evaluative conclusions • Analyze the text 	<ul style="list-style-type: none"> • Graphic Organizers • Becoming a Journalist • Main Idea-Supporting Details Sort • Experts Share Expertise • Talking Head Activity 	<ul style="list-style-type: none"> • Advertisement: Students create a print advertisement for a story. They refer to explicit details and examples from the text in their advertisement. • I Predict: Students refer to details and examples from the text of a novel or novel excerpt to make inferences regarding what behavior to expect from characters as the novel progresses. They can keep these in a journal and evaluate their accurateness as they progress through the book. • Most Interesting Character Debate: Students read an historical fiction story and then select or are assigned a character to defend as the most (your choice here: interesting, important, meanest...). In a group, using explicit details and examples from the text, students prepare a defense of their character. Groups then debate, using their information, as to who is the most interesting (or whatever). • Weekly and Module assessments from <i>Into Reading</i>
		<ul style="list-style-type: none"> • Determine a theme of a story, drama or 		<ul style="list-style-type: none"> • Comic Book Summary: Students read

	RL.4.2	<p>poem from details in the text</p> <ul style="list-style-type: none"> • Summarize the text, incorporating a theme determined from details in the text 		<p>an assigned story. They use key details from the text to determine the theme of the story and create a 6 – 8 panel comic book summary of the story.</p> <ul style="list-style-type: none"> • Personal Poetry Book: Students select a theme that appeals to them, and then read through poetry anthologies to locate poems they enjoy that fit in their chosen theme. They select one or 2 of these poems to summarize, and if they wish, illustrate. • Drama critic: Students attend a play presentation or watch a video of a performance of a story. They pretend to be a theater critic and review the play, determining the theme from details in the presentation and providing a summary of the story. • Weekly and Module assessments from <i>Into Reading</i>
	RL.4.3	<ul style="list-style-type: none"> • Describe a plot line • Describe how characters respond and change as the plot moves forward • Sequence a series of episodes in a story or drama • Identify plot elements • Describe characterization 		<ul style="list-style-type: none"> • Students read from a grade level text that has an unusual setting, such as <i>The Alice's Adventures In Wonderland</i> by Lewis Carroll. Using a graphic organizer, with the setting in the middle, they describe how the setting relates to the action, character's thoughts and words by drawing on specific details in the text. • Students read a text or text excerpt where a main character is an animal. They then create a dialog describing their experience

				<p>with a key event in the story, drawing on specific details from the text from the animal's point of view.</p> <ul style="list-style-type: none"> •Students read from an historical novel, such as <i>Snow Treasure</i>, by Marie McSwigan, and draw on specific details to describe the setting and or action from a different place and time. They may write the description, create a visual design, or make an oral description of the setting and or action. •Weekly and Module assessments from <i>Into Reading</i>
	RL.4.4	<ul style="list-style-type: none"> • Interpret words and phrases • Identify and analyze figurative language • Identify and analyze tone • Understand how word choice (diction) and figurative language impact meaning and tone 	<ul style="list-style-type: none"> • Academic Word Finder Tool • Understanding Careers with Frayer • Kahoot • Categorizing Structural Elements • Graphic Organizers • Story Elements 	<ul style="list-style-type: none"> •After learning some Latin root words, students are given a text with words and phrases that relate to those roots or to other grade appropriate vocabulary. Students make a T chart with the selected words and phrases from the text on one side and their interpretation of the meaning of those words on the other side, with an explanation of how they arrived at that meaning. •Students, working in small groups, are given a text about significant characters in mythology. They read it over as a group, determining the meaning of words and phrases through use of root words, prior knowledge, context, etc. They discuss any words that they aren't certain about the meaning and arrive at an agreed meaning. Finally, they rewrite the story in their own words, defining by means of definition,

			<p>synonyms, or antonyms, the targeted words or phrases.</p> <p>•Weekly and Module assessments from <i>Into Reading</i></p>
	<p>RL.4.5</p>	<ul style="list-style-type: none"> • Understand text structures and their parts • Understand how a theme, setting, or plot develops • Understand and analyze how text structure contributes to the development of the theme, setting, or plot 	<p>•What Am I? After completing a comparison of differences between 2 types of writing in a Venn diagram, students create a “What Am I?” riddle where students list specific structural elements and ask what type of writing it is.</p> <p>•Students read a variety of poems, discussing the structural elements such as verse, rhythm and meter. They collect several in a personal poetry book, writing a review of one or 2 of their favorites which includes the explanation of structural elements. Students will have a discussion about one of these poems in a small group.</p> <p>•Students read a dramatic script and discuss the structural elements such as characters, setting, descriptions, dialogue, and stage directions. Next, they read a piece of literature on a similar topic. Finally they create a T-chart with the title of the poem on one side and the title of the literature on the other and list differences between the 2 formats.</p> <p>•Weekly and Module assessments from <i>Into Reading</i></p>

	RL.4.6	<ul style="list-style-type: none"> • Identify the point of view • Understand and explain how the point of view is developed by the narrator or speaker 		<p>•Point of View Detective: Students are charged with reviewing anthologies, novels, and other pieces of literature to find examples of both first and third person point of view narration. Each time they locate an example, they record it in their Detective Log under 1st or 3rd person with a reason for why they believe it to be that point of view.</p> <p>•New View: Students read a story told with third person narration. They then retell or rewrite the same story in first person, and discuss, with compare and contrast, what differences there are between the 2 stories. Finally, they decide which point of view is better and defend their idea with excerpts from the text.</p> <p>•Weekly and Module assessments from <i>Into Reading</i></p>
	RL.4.10	<ul style="list-style-type: none"> • Demonstrate comprehension of grade-level, complex literary text • Demonstrate comprehension of above grade-level, complex literary text with scaffolding • Identify/evaluate text complexity 	<ul style="list-style-type: none"> • Format Change • Mixed Genre • Extended Folktales • Double Entry Journal 	<p>•3-2-1: Students write three key terms from what they have just learned, two ideas they would like to learn more about, and one concept or skill they think they have mastered.</p> <p>•Have students read a piece of literature at the appropriate grade level aloud to the teacher. Note any miscues. Then have students tell you the main idea, supporting details of the piece, and any other thoughts they may have about the text.</p> <p>•Weekly and Module assessments from <i>Into</i></p>

				<i>Reading</i>
	RI.4.1	<ul style="list-style-type: none"> • Reading comprehension • Draw inferences • Cite specific textual examples and details to support inferences and text meaning • Analyze the text 	<ul style="list-style-type: none"> • Bulls-eye • News Article • Talking Head Activity • Experts Share Expertise • Graphic Organizers • Three-Level Study Guide • Creating Comics 	<p>•After reading a text about a famous person in history, each student will write a letter posing as that famous person to someone who historically had an impact on his/her life. Students will make explicit references to the text within the details of their writing and will draw inferences based on their reading to determine what to write.</p> <p>•After reading about a person from history, students will work in pairs or groups to create an alternative history of what might have happened if this person had never been born. They must include explicit details and inferences from the text. They may present this as a reader's theater.</p> <p>•After reading about a region or a state, students write a Top Ten list of the most important attributes about the region/state. Students should defend their judgments with information from the text.</p> <p>•Weekly and Module assessments from <i>Into Reading</i></p>
	RI.4.2	<ul style="list-style-type: none"> • Determine the main idea of a text and explain how it is supported by key details • Provide a summary of the text that includes the main idea and key details, as well as other important information 		<p>•Accept or reject: The teacher lists several statements that could be the main idea of the assigned text. Before reading, students predict which statement is the main idea and defend their choice. (Use white boards).Students then read the text</p>

				<p>and either keep their first choice or change to a different main idea, indicating it on their white board. Students will defend their choices with information from the text.</p> <p>•After reading a selected text students create a 3, 2, 1. They provide 3 key details, 2 supporting ideas and the 1 main idea.</p> <p>•Weekly and Module assessments from <i>Into Reading</i></p>
	RI.4.4	<ul style="list-style-type: none"> • Interpret words and phrases • Identify and analyze figurative language • Identify and analyze technical language • Understand how word choice (diction), figurative language, and technical language impact meaning 	<ul style="list-style-type: none"> • Signal Words • Academic Word Finder Tool • Academic Vocabulary • Comparing Text Structures • Expository Text Structure 	<p>•Exit slip: List the two or three key terms the teacher wants to be certain students understand. Have students justify the answer by defining each word and verifying the information using the text.</p> <p>•Peer assessment: Students exchange their exit slip or word web and evaluate each others' work. Have students discuss their conclusions.</p> <p>•Design a visual dictionary: Students take domain specific words from a science or social study lesson and design a dictionary with a brief definition and an illustration or a labeled diagram.</p> <p>•Weekly and Module assessments from <i>Into Reading</i></p>
	RI.4.5	<ul style="list-style-type: none"> • Identify and understand text structures and their parts 		<p>•Students will read an informational text and identify the structure(s) present in the</p>

		<ul style="list-style-type: none"> • Identify and understand types of sentences • Identify and understand syntactical structures • Understand how ideas develop in an informational text 		<p>information. They will then defend their choice with information from the text demonstrating understanding of the structure chosen and why it is not one of the other structures.</p> <p>•A small group of students will read from a social studies/ science text, and then, as a group, decide the organization or structure of the information and create a group chart/collage that shows the overall structure and includes information from the text.</p> <p>•Weekly and Module assessments from <i>Into Reading</i></p>
	RI.4.7	<ul style="list-style-type: none"> • Identify and integrate information on the same topic/issue presented in diverse formats • Understand a topic/issue by integrating information on the same topic/issue presented in diverse formats • Reading, viewing, and listening comprehension 	<ul style="list-style-type: none"> • Images Support Text • Big Fox Graphic Organizer • Inquiry Chart • Critical Questions • R.A.F.T. Reading and Writing 	<p>•Students read a biographical representation about an individual such as Martin Luther King, Jr. Students place events from the information on a timeline.</p> <p>•Create a comic strip that illustrates a sequence of events from an informational text. Include conversation bubbles to promote further understanding of the text.</p> <p>•Weekly and Module assessments from <i>Into Reading</i></p>
	RI.4.8	<ul style="list-style-type: none"> • Define and identify an argument • Define and identify a claim • Trace and evaluate arguments and claims • Identify reasons and evidence in a text 		<p>•Students read about a historical event or famous person. They then write a diary entry as someone who viewed the event using facts from the text or as the famous</p>

		that support claims <ul style="list-style-type: none"> • Distinguish claims supported by reasons and evidence from claims that are not 		person, again using facts from the text to support a particular point. •Students read 2 conflicting viewpoints on a topic. They take each viewpoint and list it at the top of a chart, then add evidence for each underneath. Finally they form their own conclusion, based on the evidence of the texts. •Weekly and Module assessments from <i>Into Reading</i>
	RI.4.9	<ul style="list-style-type: none"> • Reading comprehension • Identify, compare, and contrast the same event presented by two different authors 		•Students select a social studies or scientific topic (or are assigned one) and create key questions they would like answered. Students use a variety of sources (minimum of two) to find the answers to these questions as well as additional information. Students need to document these sources and their notes. They then create a two to three minute presentation for the class on their topic and present it to the class. •Students will read about a career they someday might like to have. They will find information on the Internet, from written text in a book or a magazine. After reading the two texts, they will create a collage with information about the job using words, diagrams and pictures. •Weekly and Module assessments from <i>Into Reading</i>

	RI.4.10	<ul style="list-style-type: none"> • Demonstrate comprehension of grade-level literary nonfiction • Demonstrate comprehension of above grade-level literary nonfiction with scaffolding • Identify/evaluate text complexity 	<ul style="list-style-type: none"> • Drawing Connections • Using Metacognition to Comprehend Text • Rewordify • Double Entry Journal 	<ul style="list-style-type: none"> • Students are assigned a topic, given an amount of time to read about the topic in a variety of areas, will take notes and identify sources. They will then present a written or oral presentation on the assigned topic, such as an interesting area in geography, a local event in an area celebrating its heritage, or scientific discovery. • Give students differing points of view via a text from history/social studies, science, and/or technical subjects. Let them debate the point from their author's point of view; using specific reasons and evidence from the text they were given. • Weekly and Module assessments from <i>Into Reading</i>
	W.4.1	<ul style="list-style-type: none"> • 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. • Provide reasons that are supported by facts and details. • Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). • Providing a concluding statement or section related to the option presented. 	<ul style="list-style-type: none"> • Power Writing • Nonfiction Narrative Writing • Shared Writing • Graphic Organizers • Using Transitional Devices Correctly • Supporting Roles • Describe It! 	<ul style="list-style-type: none"> • Personal responses to literature: <ul style="list-style-type: none"> -Students create a blurb for a professionally published or student-created book. -Students create bulleted notes or a poster for a book talk to be delivered to the class. -Students create a blog that states an opinion about a book and ask classmates to respond with agreement or disagreement. • Book Reviews • Persuasive Letters and Essays • Persuasive Essays • Advertisements • Weekly and Module assessments from <i>Into Read</i>

	W.4.2	<ul style="list-style-type: none"> • Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed. • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). • Use precise language and domain- specific vocabulary to inform about or explain the topic. • Provide a concluding statement or section related to the information or explanation presented. 		<ul style="list-style-type: none"> • Research and Lab Reports that include: <ul style="list-style-type: none"> -a topic -a question -a prediction or hypothesis -procedures -observations -conclusions • Oral Presentations • Informational Documentaries • Newsletters - Informational newsletters can be created to let families, other classes, and school staff and administrators know about activities and events in the classroom. • Weekly and Module assessments from <i>Into Read</i>
	W.4.3	<ul style="list-style-type: none"> • Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. • Use dialogue and description to develop experiences and events or show the responses of characters to situations. • Use a variety of transitional words and phrases to manage the sequence of events. • Use concrete words and phrases and sensory details to convey experiences and events precisely. • Provide a conclusion that follows from 		<ul style="list-style-type: none"> • Personal Narrative • Memoir • Biography • Narrative Fiction • Weekly and Module assessments from <i>Into Read</i>

		the narrated experiences or events.		
	SL.4.1	<ul style="list-style-type: none"> • Know that in order to be prepared, material must have been read or studied. • Know how to work with a partner. • Develop good study habits. • Use rules for conversations. • Recognize the ideas of others. • Know the language used to build on those ideas. • Ask questions to clarify information. • Offer comments or responses linked to the remarks of others. • Know the responsibilities of the different roles given for accomplishing a task. • Know how to explain an idea, or answer, that is different for those already offered. 	<ul style="list-style-type: none"> • Think-Pair-Share • Socratic Seminar • Four Corners • Discussion Web • Jigsaw • Fan-N-Pick • Post-Its • Detailed Description and Listening Carefully • Reluctant Speakers 	<ul style="list-style-type: none"> • Students listen to a pre-recorded speech and/or media production and speak/respond using spontaneous oral responses. • Have students perform research using authentic and grade-appropriate topics, share their findings in the form of a formal presentation (speaking) and respond spontaneously to audience questions (listening and speaking).
	SL.4.2	<ul style="list-style-type: none"> • Recognize the main ideas presented in text. • Recognize the main ideas presented in diverse media including visual, oral, or digital formats. • Paraphrase information. • Recognize what information is being conveyed through diverse media, such as graphs, graphics, video, digital resources. 		<ul style="list-style-type: none"> • Paraphrasing Practice: <ul style="list-style-type: none"> - Look away from the source then write. Have students read the text they want to paraphrase several times until they feel they understand it and can use their own words to restate it to someone else. Then they look away from the original and rewrite it in their own words. - Take notes. Take abbreviated notes; set the notes aside; then paraphrase from the notes later. • Shrinking Notes – This strategy can be used when listening to the teacher, a peer or a speaker. It is important to provide a purpose for listening as well as possible

				<p>stopping points so students can have a chance to take notes.</p> <ul style="list-style-type: none"> -Have students fill a 3- x 5-inch sticky note or index card with important facts from the text/presentation/chart/graph, etc.. -Narrow down those notes to the important notes that fit on a medium-size (approximately 3- x 3-inch) sticky note or card. -Narrow down those notes to the <i>most important</i> notes that will fit on a small (approximately 1- x 2-inch) sticky note or card.
	SL.4.3	<ul style="list-style-type: none"> •Know that media sources include both online, visual and print sources. •Infer the messages conveyed through media sources. •Understand that evidence can be examples, facts, or images. •Know that facts, examples, and explanations can be used as support for an opinion. •Identify the reasons a speaker gives to support their argument. 		<ul style="list-style-type: none"> •Students will listen to speeches from various historical figures and list the reasons and evidence provided by the individual that support the main message.
	SL.4.4	<ul style="list-style-type: none"> •Know strategies for organizing a presentation such as: brainstorming, the use of graphic organizers, or thinking maps. •Use structures for organizing presentations such as: chronologically, 	<ul style="list-style-type: none"> ● Digital Storytelling ● Project-based Learning ● Collaborative Discussions ● Siskel and Ebert ● In and Out 	<ul style="list-style-type: none"> •Students select a topic or text of interest and create a PowerPoint that includes appropriate facts and details to support the main idea or theme and share their presentation with the class.

		<p>problem/solution, cause and effect, before and after.</p> <ul style="list-style-type: none"> •Recall an experience that is memorable using relevant, descriptive details. •Plan carefully so that your presentation includes relevant details and clear context. •When presenting, use a clear, understandable voice and an appropriate pace •Good presentation skills include speaking clearly, with good pacing and making eye contact. 	<ul style="list-style-type: none"> • Rating Formal and Informal Language • Translating Formal and Informal Language • Same Message...Different Audience • Style-Shifting: Examining and Using Formal and Informal Language Styles • Writing a Public Service Announcement 	<ul style="list-style-type: none"> •Reporting Question Stems <ul style="list-style-type: none"> -What are you writing about? -Is your opinion about the topic clear? -How will you organize your ideas? -What evidence will you use to support your position? -Are the evidence and facts you have gathered sufficient to support your opinion? -How are you moving from one paragraph/idea to the next? -Are you using appropriate transition words?
	SL.4.5	<ul style="list-style-type: none"> •Know how to use audio equipment like tape recorders, video cameras, web cameras, Skype. •Know how to use digital programs, like PowerPoint, Clip Art, Publisher and Photoshop, to add visuals to presentations. •Create visual displays such as legends, charts, graphs, and display boards to convey information. 		<ul style="list-style-type: none"> •Create a video. Students create short videos or screen-casts where they explain their reasoning. This enables the teacher to see what they are able to explain, what they omit, and what they may not understand. •Students create a visual presentation of a selected topic utilizing various multimedia platforms.
	SL.4.6	<ul style="list-style-type: none"> •Know that there are different levels of speech styles. •Recognize situations when formal or informal English should be used in order to generate an appropriate response. •Know that informal speech is the language used when talking to friends. 		<ul style="list-style-type: none"> •Journals •Essays •Letter Writing - Formal and Informal •Google Slides Presentation •Blog

		<ul style="list-style-type: none"> • Know that forms of writing, such as journals, notes, and text messaging, are examples of informal writing. • Use academic, content specific vocabulary when presenting formally. • Use complete sentences in formal presentations or when constructing written essays. • Know that when constructing a formal response, Standard English grammar and language conventions must be used. 		
	L.4.1	<ul style="list-style-type: none"> • Know the rules that govern grammar usage such as; <ul style="list-style-type: none"> o when to use modal verbs to express conditions o the order of adjectives in a sentence o how to form prepositional phrases o how to form complete sentences o recognize and correct sentence fragments o recognize and correct run-on sentences • Understand that an action that is in progress can usually be expressed as an ing verb. • Write legibly using cursive or joined italics (D'Nealian). • Understand that some words are tricky and can be used incorrectly. 	<ul style="list-style-type: none"> • Grammar Dance • Convention Mini-Lessons • What the Teacher Wrote • Multiple-Meaning Flaps • Ellipses and Question Marks 	<ul style="list-style-type: none"> • Journals • Essays • Checklists • Exit Tickets • Weekly and Module assessments from <i>Into Read</i>
	L.4.2	<ul style="list-style-type: none"> • Capitalize words at the beginning of a sentence, titles and proper names. 		<ul style="list-style-type: none"> • Journals • Essays • Checklists

		<ul style="list-style-type: none"> • Understand the use of quotation marks to denote that someone is speaking. • Understand the use of quotation marks when quoting from a text. • Identify independent clauses. • Understand the use of the comma in dialogue. • Use spelling patterns, word roots, affixes, syllable construction to help spell words correctly. • Understand how to use generalizations and analogies when spelling. • Use dictionaries, or digital media, to look for the correct spelling of a word. 		<ul style="list-style-type: none"> • Exit Tickets • Weekly and Module assessments from <i>Into Read</i>
	L.4.4	<ul style="list-style-type: none"> • Have strategies for solving unknown words. • Understand that the context may provide clues to help determine the meaning of a word or phrase. • Identify the most common Greek and Latin affixes and roots. • Use common Greek and Latin affixes and roots to solve unknown words. • Use a pronunciation guide in a dictionary to help read unknown words. • Know how to use a textbook glossary. • Access reference materials, including digital, to help determine the precise meaning of key words. • Use a print or digital dictionary to locate definitions of key words and phrases. • Identify alternate word choices using print or digital thesauruses or dictionaries. 	<ul style="list-style-type: none"> • Concept Circles • Synonym Word Webs • Generative Sentences • Metaphor Stories • Role-Playing Figurative Language • Multiple Exposures in Multiple Contexts • Before and After Think-Pair-Share (Using context clues) • Graffiti Wall • Context Clues • Frayer Model • Interview a Word • Word Sorting • Proverbs, Idioms, and Unusual Expressions 	<ul style="list-style-type: none"> • Journals • Essays • Checklists • Exit Tickets • Weekly and Module assessments from <i>Into Read</i> • Graphic Organizers • Have students work in pairs to read unfamiliar text on the computer, highlight unknown words, find context clues to hypothesize the meaning, and then check the meaning against a dictionary.

	RF.4.3	<ul style="list-style-type: none"> • Know which letters and sounds are correlated • Recognize syllabication patterns • Use roots, affixes and base words to read unfamiliar multisyllabic words in context • Combine phonics and word analysis skills to decode unfamiliar multisyllabic words out of context 	<ul style="list-style-type: none"> • Morphemic Analysis • Teaching Irregular Word Reading • Foldables • Structural Analysis Charts 	<ul style="list-style-type: none"> •Running Records •Word Sorts •Partner Writing •Word Recording
	RF.4.4	<ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<ul style="list-style-type: none"> • Fluency Tutor for Google Chrome • Assisted Reading (Teacher-Assisted, Audio-Assisted) • Paired Reading • Say It Like A Character 	<ul style="list-style-type: none"> •Running Records •Independent Reading •Repeated Reading •Poetry Podcasts

Standards in **bold** type are assessed in the *Into Reading* weekly and/or module assessments. Additional standards assessed on the module assessment will be reflected in week 3.

* Indicates priority instructional content for 4th grade.

Grading Period 4		Module 10 Week 1	Module 10 Week 2	Module 10 Week 3	Module 11 Week 1	Module 11 Week 2	Module 11 Week 3	Module 12 Week 1	Module 12 Week 2	Module 12 Week 3
Reading	Focus Standards	RI.4.1* RI.4.2 RI.4.4* RI.4.5 RI.4.7 RI.4.9* RI.4.10*	RI.4.1* RI.4.2 RI.4.4* RI.4.5 RI.4.9* RI.4.10*	RL.4.1* RL.4.3 RL.4.4* RL.4.6 RL.4.10* RI.4.2 RI.4.5 RI.4.7 RI.4.9 RI.4.10*	RI.4.1* RI.4.2 RI.4.4* RI.4.5 RI.4.7 RI.4.9* RI.4.10*	RI.4.1* RI.4.4* RI.4.5 RI.4.8 RI.4.9* RI.4.10*	RI.4.1* RI.4.2 RI.4.4* RI.4.5 RI.4.6 RI.4.7 RI.4.8 RI.4.9* RI.4.10*	RL.4.1* RL.4.3 RL.4.4* RL.4.5 RL.4.6 RL.4.10*	RL.4.1* RL.4.2 RL.4.3 RL.4.4* RL.4.5 RL.4.10*	RL.4.1* RL.4.2 RL.4.3 RL.4.4* RL.4.5 RL.4.6 RL.4.10*
	Supporting Standards	RL.4.1* RL.4.4* RL.4.10*	RL.4.1* RL.4.4* RL.4.10*	RI.4.1* RI.4.4* RI.4.9*	RL.4.1* RL.4.4* RL.4.10*	RL.4.1* RL.4.4* RL.4.10*	RL.4.1* RL.4.4* RL.4.10*	RI.4.1* RI.4.4* RI.4.9* RI.4.10*	RI.4.1* RI.4.4* RI.4.9* RI.4.10*	RI.4.1* RI.4.4* RI.4.9* RI.4.10*
Writing	Focus Standards	W.4.2	W.4.2	W.4.2	W.4.3	W.4.3	W.4.3	W.4.1	W.4.1	W.4.1
	Supporting Standards	W.4.4 W.4.5 W.4.7 W.4.8* W.4.9* W.4.10	W.4.8* W.4.9* W.4.10	W.4.6 W.4.8* W.4.9* W.4.10	W.4.5 W.4.8* W.4.9* W.4.10	W.4.4 W.4.5 W.4.8* W.4.9* W.4.10	W.4.5 W.4.6 W.4.8* W.4.9* W.4.10	W.4.4 W.4.5 W.4.8* W.4.9* W.4.10	W.4.8* W.4.9* W.4.10	W.4.5 W.4.6 W.4.8* W.4.9* W.4.10
Speaking and Listening	Focus Standards	SL.4.1* SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6	SL.4.1* SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6	SL.4.1* SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6	SL.4.1* SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6	SL.4.1* SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6	SL.4.1* SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6	SL.4.1* SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6	SL.4.1* SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6	SL.4.1* SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6

	Supporting Standards									
Language	Focus Standards	L.4.1 L.4.4* b, c	L.4.1 L.4.4* b, c	L.4.1 L.4.2 d L.4.4* b, c	L.4.1 L.4.2b	L.4.1	L.4.1	L.4.1	L.4.1 L.4.2 c	L.4.1 L.4.2 c, d L.4.3 b
	Supporting Standards	L.4.2 d L.4.4* a L.4.5* L.4.6*	L.4.2 b, d L.4.5* L.4.6*	L.4.3 a L.4.4* a L.4.5* L.4.6*	L.4.2 d L.4.3 a L.4.4* L.4.5* L.4.6*	L.4.2 L.4.3a L.4.4* L.4.5* L.4.6*	L.4.2 d L.4.4* L.4.5* L.4.6*	L.4.2 d L.4.4* L.4.5* L.4.6*	L.4.2 d L.4.3 c L.4.4* L.4.5* L.4.6*	L.4.4* L.4.5* L.4.6*
Foundational Skills	Focus Standards	RF.4.3 RF.4.4*	RF.4.3 RF.4.4*	RF.4.3 RF.4.4*	RF.4.3 RF.4.4*	RF.4.3 RF.4.4*	RF.4.3 RF.4.4*	RF.4.3 RF.4.4*	RF.4.3 RF.4.4*	RF.4.3 RF.4.4*
	Supporting Standards									

Curriculum and Instruction Guides

Ohio's Learning Standards

- **CCS Clear Learning Targets**
 - [Reading Literature Strand](#)
 - [Reading Informational Strand](#)
 - [Writing Strand](#)
 - [Reading Foundations Strand](#)

Ohio Department of Education

- [Ohio's Learning Standards English Language Arts](#)
- [Ohio's Model Curriculum with Instructional Supports](#)
- **English Language Arts Vertical Alignment**
 - [Reading Literature Strand](#)
 - [Reading Informational Strand](#)
 - [Writing Strand](#)
 - [Speaking and Listening Strand](#)
 - [Language Strand](#)
 - [Reading Foundations Strand](#)

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