

Unit	State Standards	Outcomes	Essential Questions	Essential Skills	Assessments	Faith Integration
Year Long						
<p>Module 1: What Makes Us Who We Are? <i>(updated 6/3/20)</i></p>	<p>RL.4.1(A) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2(A) Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3(A) 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).</p> <p>RL.4.4(A) 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., Hercules).</p> <p>RI.4.9(A) Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI.4.10(A) 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.</p> <p>RF.4.3(A) Know and apply grade-level phonics and word analysis skills in decoding words. •a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.4.4(A) Read with sufficient accuracy and fluency to support comprehension. •a. Read on-level text with purpose and understanding. •b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. •c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W.4.3(A) 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</p>		<p>How do your experiences help shape your identity? Learning Mindset: Growth Mindset</p>	<p>WEEK 1 VOCABULARY</p> <ul style="list-style-type: none"> • Big Idea Words: identity, experience, pursuit, wisdom • Critical Vocabulary: cynic, defiance, profound, inadvertently, consumed, descended, obliged, mundane, considered, disdain • Vocabulary Strategy: Context Clues • Generative Vocabulary: Prefixes un-, in-, im-, re-; Spiral Review: Compound Words <p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Central Idea • Ask and Answer Questions • Author's Purpose • Text and Graphic Features • Figurative Language <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: Short a and Long a • Spelling: Short a and Long a • Fluency: Accuracy and Self-Correction <p>COMMUNICATION</p> <ul style="list-style-type: none"> • Listening Comprehension • Speaking and Listening: Engage in Discussion • Make Connections <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Narrative Writing • Parts of a Sentence <p>WEEK 2 VOCABULARY</p> <ul style="list-style-type: none"> • Critical Vocabulary: heritage, ancient, resolutions, doubts, relying, clumsy, awkward • Vocabulary Strategy: Context Clues • Generative Vocabulary: Prefixes mis-, pre-, dis-; Spiral Review: Prefixes un-, in-, im-, re- <p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Monitor and Clarify • Author's Purpose • Point of View • Characters <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: Short e and Long e • Spelling: Short e and Long e • Fluency: Reading Rate <p>COMMUNICATION</p> <ul style="list-style-type: none"> • Speaking and Listening: Work Collaboratively • Make Connections <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Narrative Writing 	<p>Exit Tickets Running Records Formal Assessments (Formative & Summative) Teacher Observations</p>	<p>Students will learn about their identity in Christ. "Before I formed you in the womb I knew you, before you were born I set you apart; I appointed you as a prophet to the nations." Jeremiah 1:5</p>

a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

•b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

•c. Use a variety of transitional words and phrases to manage the sequence of events.

•d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

•e. Provide a conclusion that follows from the narrated experiences or events.

W.4.4(A)

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.4.8(A)

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(A)

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).

SL.4.4(A)

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(A)

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

L.4.1(A)

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.

- Kinds of Sentences

WEEK 3

VOCABULARY

- Critical Vocabulary: cautiously, trickle, marveled, mighty, distant, proclaimed, majestic, sumptuous, hoard
- Vocabulary Strategy: Context Clues
- Generative Vocabulary: Suffixes -y, -ly; Spiral Review: Prefixes mis-, pre-, dis-

READING WORKSHOP

- Retell
- Literary Elements
- Theme
- Author's Craft

FOUNDATIONAL SKILLS

- Decoding: Short i and Long i
- Spelling: Short i and Long i
- Fluency: Expression

COMMUNICATION

- Research: Generate a Plan
- Make Connections

WRITING WORKSHOP

- Narrative Writing
- Quotations

- 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(A)

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(A)

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(A)

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

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

L.4.6(A)

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).				
RL.4.10(l) 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.				
W.4.5(l) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 28 and 29.)				
W.4.6(l) With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.				
W.4.7(l) Conduct short research projects that build knowledge through investigation of different aspects of a topic.				
W.4.10(l) 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.				
SL.4.1(l) 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(l) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.				
SL.4.3(l)				

	<p>Identify the reasons and evidence a speaker provides to support particular points.</p>				
<p>Module 2: Come To Your Senses <i>(updated 6/3/20)</i></p>	<p>RL.4.3(A) 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).</p> <p>RL.4.4(A) 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).</p> <p>RL.4.10(A) 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.</p> <p>RI.4.4(A) Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.5(A) 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.</p> <p>RI.4.7(A) 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.</p> <p>W.4.2(A) Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> •a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. •b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. •c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). •d. Use precise language and domain-specific vocabulary to inform about or explain the topic. •e. Provide a concluding statement or section related to the information or explanation presented. </p> <p>W.4.3(A) Write narratives to develop real or imagined experiences or events using effective technique, descriptive</p>	<p>How do people and animals use their senses to navigate the world?</p>	<p>WEEK 1 VOCABULARY <ul style="list-style-type: none"> • Big Idea Words: perception, aroma, distinguish, tactile • Critical Vocabulary: luminous, transparent, reflect, illuminates, judge • Vocabulary Strategy: Multiple-Meaning Words • Generative Vocabulary: Latin Root lumin; Spiral Review: Suffixes -y, -ly READING WORKSHOP <ul style="list-style-type: none"> • Central Idea • Summarize • Text and Graphic Features • Text Structure • Content-Area Words FOUNDATIONAL SKILLS <ul style="list-style-type: none"> • Decoding: Short o and Long o • Spelling: Short o and Long o • Fluency: Accuracy and Self-Correction COMMUNICATION <ul style="list-style-type: none"> • Listening Comprehension • Research: Gather Information • Make Connections WRITING WORKSHOP <ul style="list-style-type: none"> • Informational Text Writing • Fragments and Run-On Sentences WEEK 2 VOCABULARY <ul style="list-style-type: none"> • Critical Vocabulary: relish, familiar, savor, enhance, accepted, obstacles, command, denying, adapt, comfort • Vocabulary Strategy: Multiple-Meaning Words • Generative Vocabulary: Suffixes -ness, -ment; Spiral Review: Latin Root lumin READING WORKSHOP <ul style="list-style-type: none"> • Ask and Answer Questions • Media Techniques • Figurative Language • Text Structure FOUNDATIONAL SKILLS <ul style="list-style-type: none"> • Decoding: Syllable Division Patterns: VCCV, VCV, VV • Spelling: Homophones • Fluency: Reading Rate COMMUNICATION <ul style="list-style-type: none"> • Speaking and Listening: Summarizing/Paraphrasing • Make Connections WRITING WORKSHOP <ul style="list-style-type: none"> • Informational Text Writing • Proper Noun WEEK 3 VOCABULARY</p>	<p>Exit Tickets Running Records Formal Assessments (Formative & Summative) Teacher Observations</p>	<p>God created all things. He gave us our senses in order to explore His world he created. "But as it is, God arranged the members in the body, each one of them, as he chose." 1 Corinthians 12:18</p>

details, and clear event sequences.

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

W.4.4(A)

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(A)

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

W.4.6(A)

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

W.4.7(A)

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

W.4.8(A)

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(A)

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).

VOCABULARY

- Critical Vocabulary: absurd, taunt, forfeit, despised, ferocious, elaborately, coveted
- Vocabulary Strategy: Context Clues
- Generative Vocabulary: Suffixes -y, -ly; Spiral Review: Suffixes -ness, -ment

READING WORKSHOP

- Visualize
- Plot
- Figurative Language
- Author's Craft

FOUNDATIONAL SKILLS

- Decoding: Vowel Sounds //, /y/, and //
- Spelling: Vowel Sounds //, /y/, and //
- Fluency: Expression

COMMUNICATION

- Media Literacy: Create a Multimedia Presentation
- Make Connections

WRITING WORKSHOP

- Informational Text Writing
- Verbs

L.4.1(A)

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(A)

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.4.4(A)

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

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

L.4.5(A)

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.

Curriculum Map - English Language Arts - 4 English Language Arts

<p>Module 3: Rise to the Occasion <i>(updated 6/3/20)</i></p>	<p>•c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>RL.4.2(A) Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3(A) 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).</p> <p>RL.4.5(A) 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.</p> <p>RL.4.6(A) Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RL.4.10(A) 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.</p> <p>W.4.1(A) 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.</p> <p>W.4.6(A) With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W.4.7(A) Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8(A) Recall relevant information from</p>	<p>What does it take to meet a challenge? Learning Mindset: Seeking Challenges</p>	<p>WEEK 1 VOCABULARY</p> <ul style="list-style-type: none"> • Big Idea Words: confront, dauntless, endurance, dedication • Critical Vocabulary: auction, drifting, damp, spare, verses, chorus, brimming • Vocabulary Strategy: Synonyms and Antonyms • Generative Vocabulary: Suffixes -ful, -ous, -less; Spiral Review: Suffixes -y, -ly <p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Identify Claim • Synthesize • Author's Craft • Plot • Theme <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: Vowel Sounds B and M • Spelling: Vowel Sounds B and M • Fluency: Phrasing <p>COMMUNICATION</p> <ul style="list-style-type: none"> • Listening Comprehension • Speaking and Listening: Use Formal and Informal Language • Make Connections <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Argument Writing • Verb Tenses <p>WEEK 2 VOCABULARY</p> <ul style="list-style-type: none"> • Critical Vocabulary: surge, perish, debris, adoringly, capable, spectators, disbelief • Vocabulary Strategy: Synonyms and Antonyms • Generative Vocabulary: Latin Roots vis, aud, spec; Spiral Review: Suffixes -ful, -ous, -less <p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Visualize • Point of View • Elements of Drama • Idioms, Adages, and Proverbs <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: Vowel Sounds /ou/, /ô/ • Spelling: Vowel Sounds /ou/, /ô/ • Fluency: Intonation <p>COMMUNICATION</p> <ul style="list-style-type: none"> • Research: Take Notes • Make Connections <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Argument Writing • Progressive Verb Tenses <p>WEEK 3 VOCABULARY</p> <ul style="list-style-type: none"> • Critical Vocabulary: burst, 	<p>Exit Tickets Running Records Formal Assessments (Formative & Summative) Teacher Observations</p>	<p>Students will know that with God they can meet all challenges that come before them. "I can do all this through him who gives me strength." Philippians 4:13</p>
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experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9(A)

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).

L.4.1(A)

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(A)

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.4.4(A)

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

opportunities, immigration, refugees, amazing

- Vocabulary Strategy: Multiple-Meaning Words
- Generative Vocabulary: Prefixes over-, under-; Spiral Review: Latin Roots vis, aud, spec

READING WORKSHOP

- Make and Confirm Predictions
- Literary Elements
- Point of View
- Author's Craft

FOUNDATIONAL SKILLS

- Decoding: Vowel + /r/ Sounds /är/, /âr/, /îr/
- Spelling: Vowel + /r/ Sounds
- Fluency: Reading Rate

COMMUNICATION

- Speaking and Listening: Give a Presentation
- Make Connections

WRITING WORKSHOP

- Argument Writing
- Compound and Complex Sentence

	<p>Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <ul style="list-style-type: none"> •c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <p>L.4.5(A) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> •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 opposites (antonyms) and to words with similar but not identical meanings (synonyms). 					
<p>Module 4: Heroic Feats <i>(updated 6/3/20)</i></p>	<p>RL.4.1(A) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2(A) Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.5(A) 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.</p> <p>RL.4.10(A) 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.</p> <p>RI.4.1(A) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2(A) Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.5(A) 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.</p> <p>RI.4.9(A) Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>What makes someone a hero? Learning Mindset: Resilience</p>		<p>WEEK 1 VOCABULARY</p> <ul style="list-style-type: none"> • Big Idea Words: aspire, confidence, endeavor, fearlessness • Critical Vocabulary: elegant, foreboding, episode, scowled, intimidated, subdued, disheveled, rigid, feisty, sulked • Vocabulary Strategy: Homographs and Homophones • Generative Vocabulary: Prefixes sub-, fore-; Spiral Review: Prefixes over-, under- <p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Text and Graphic Features • Visualize • Point of View • Theme <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: More Vowel + /r/ Sounds /ûr/, /ôr/ • Spelling: More Vowel + /r/ Sounds • Fluency: Phrasing <p>COMMUNICATION</p> <ul style="list-style-type: none"> • Listening Comprehension • Speaking and Listening: Oral Instructions • Make Connections <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Narrative Writing • Pronouns <p>WEEK 2 VOCABULARY</p> <ul style="list-style-type: none"> • Critical Vocabulary: timid, strenuous, devised, distress, odyssey, destiny, mortal • Vocabulary Strategy: Homographs and Homophones • Generative Vocabulary: Suffixes -able, -ible; Spiral Review: 	<p>Exit Tickets Running Records Formal Assessments (Formative & Summative) Teacher Observations</p>	<p>Students will learn that Jesus is the ultimate hero in that He died on the cross for the salvation of all. "For the Son of Man came to seek and to save the lost." Luke 19:10</p>

W.4.3(A)

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

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

L.4.1(A)

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.4.4(A)

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

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

Prefixes sub-, fore-
READING WORKSHOP

- Synthesize
- Text Structure
- Ask and Answer Questions
- Elements of Drama
- Figurative Language

FOUNDATIONAL SKILLS

- Decoding: Regular and Irregular Plurals
- Spelling: Homophones
- Fluency: Intonation

COMMUNICATION

- Research: Evaluate and Organize Information
- Make Connections

WRITING WORKSHOP

- Narrative Writing
- Frequently Confused Words

WEEK 3

VOCABULARY

- Critical Vocabulary: surrendered, rebellion, furious, tyrant, occasionally, secure
- Vocabulary Strategy: Synonyms and Antonyms
- Generative Vocabulary: Suffixes -en, -ic; Spiral Review: Suffixes -able, -ible

READING WORKSHOP

- Make Inferences
- Central Idea
- Text Structure
- Author's Purpose

FOUNDATIONAL SKILLS

- Decoding: Recognize Root Words
- Spelling: Adding -ed or -ing
- Fluency: Reading Rate

COMMUNICATION

- Research: Cite Sources
- Make Connections

WRITING WORKSHOP

- Narrative Writing
- Possessive Nouns

Curriculum Map - English Language Arts - 4 English Language Arts

<p>Module 5: Art Everywhere <i>(updated 6/3/20)</i></p>	<p>RL.4.1(A) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2(A) Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.4(A) 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., Hercules).</p> <p>RL.4.10(A) 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.</p> <p>RI.4.2(A) Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.5(A) 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.</p> <p>RI.4.7(A) 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.</p> <p>RI.4.8(A) Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>W.4.2(A) Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> •a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. •b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. •c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). •d. Use precise language and domain-specific vocabulary to inform about or explain the topic. •e. Provide a concluding statement or section related to the information or explanation presented. </p> <p>W.4.3(A)</p>		<p>How far can your talents take you? Learning Mindset: Belonging</p>	<p>WEEK 1 VOCABULARY</p> <ul style="list-style-type: none"> • Big Idea Words: sculpture, creativity, inspiration, expressive • Critical Vocabulary: dignified, stunned, polished, regretted, hilarious, observant, flattered, trampled • Vocabulary Strategy: Shades of Meaning • Generative Vocabulary: Suffixes -ity, -ty; Spiral Review: Suffixes -en, -ic <p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Ideas and Support • Ask and Answer Questions • Text Structure • Figurative Language <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: Recognize Root Words • Spelling: Adding -ed or -ing • Fluency: Reading Rate <p>COMMUNICATION</p> <ul style="list-style-type: none"> • Listening Comprehension • Research: Paraphrase • Make Connections <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Informational Text Writing • Modal Auxiliaries <p>WEEK 2 VOCABULARY</p> <ul style="list-style-type: none"> • Critical Vocabulary: curator, foreground, background, rhythmic, distinctive, highlight, horizontal • Vocabulary Strategy: Shades of Meaning • Generative Vocabulary: Suffixes -er, -or, -ist; Spiral Review: Suffixes -ity, -ty <p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Monitor and Clarify • Central Idea • Text Structure • Text and Graphic Features <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: Final Long e • Spelling: Final Long e • Fluency: Phrasing <p>COMMUNICATION</p> <ul style="list-style-type: none"> • Speaking and Listening: Engage in Discussion • Make Connections <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Informational Text Writing • Participles <p>WEEK 2 VOCABULARY</p> <ul style="list-style-type: none"> • Critical Vocabulary: necessary, unsurpassed, stir, extraordinarily, cruising, plunges • Vocabulary Strategy: Homographs and Homophones 	<p>Exit Tickets Running Records Formal Assessments (Formative & Summative) Teacher Observations</p>	<p>Students will learn that sharing their talents with others can bring people closer together. "Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms." 1 Peter 4:10</p>
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Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

W.4.4(A)

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(A)

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

W.4.7(A)

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

W.4.8(A)

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.

L.4.1(A)

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,

- Generative vocabulary. Prefixes un-, in-; Spiral Review: Suffixes -er, -or, -ist

READING WORKSHOP

- Visualize
- Elements of Poetry
- Figurative Language
- Theme

FOUNDATIONAL SKILLS

- Decoding: Recognize Root Words
- Spelling: Changing Final y to i
- Fluency: Expression

COMMUNICATION

- Speaking and Listening: Oral Instructions

- Make Connections

WRITING WORKSHOP

- Informational Text Writing
- Irregular Verbs

	<p>recognizing and correcting inappropriate fragments and run-ons. •g. Correctly use frequently confused words (e.g., to, too, two; there, their).</p> <p>L.4.4(A) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. •a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. •b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). •c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L.4.5(A) 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 opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>					
<p>Module 6: Marvels of Nature (updated 6/6/19)</p>	<p>RL.4.4(A) 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., Hercules).</p> <p>RL.4.5(A) 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.</p> <p>RI.4.1(A) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2(A) Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.5(A) 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.</p>		<p>What makes Earth's natural wonders exciting and unique? Learning Mindset: Wonder</p>	<p>WEEK 1 VOCABULARY</p> <ul style="list-style-type: none"> • Big Idea Words: scenic, landscape, canyon, landform • Critical Vocabulary: trench, summit, thrive, prehistoric, vital, glimpse, submersible, remotely, autonomous • Vocabulary Strategy: Reference Sources • Generative Vocabulary: Greek Roots auto, bio, photo, graph; Spiral Review: Prefixes un-, in- <p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Text and Graphic Features • Synthesize • Central Idea • Text Structure <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: Words with /k/, /ng/, and /kw/ • Spelling: Words with /k/, /ng/, and /kw/ • Fluency: Accuracy and Self-Correction <p>COMMUNICATION</p> <ul style="list-style-type: none"> • Listening Comprehension 	<p>Exit Tickets Running Records Formal Assessments (Formative & Summative) Teacher Observations</p>	<p>Students will learn that God created our world full of unique places with amazing wonders on land, in the ocean, and in the sky. "In his hand are the depths of the earth, and the mountain peaks belong to him. The sea is his, for he made it, and his hands formed the dry land." Psalm 95:4-5</p>

RI.4.8(A)

Explain how an author uses reasons and evidence to support particular points in a text.

W.4.2(A)

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

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

L.4.1(A)

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.4.4(A)

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

- Research: Plan and Gather Information
- Make Connections

WRITING WORKSHOP

- Correspondence Writing
- Adjectives

WEEK 2

VOCABULARY

- Critical Vocabulary: eternal, organic, intriguing, diverse, idle, core, fathom, wrath, collision
- Vocabulary Strategy: Reference Sources
- Generative Vocabulary: Suffixes -ness, -ment; Spiral Review: Greek Roots auto, bio, photo, graph

READING WORKSHOP

- Ask and Answer Questions
- Text Structure
- Author's Craft
- Elements of Poetry

FOUNDATIONAL SKILLS

- Decoding: Words with Final /j/ and /s/
- Spelling: Words with Final /j/ and /s/
- Fluency: Reading Rate

COMMUNICATION

- Research and Media Literacy: Create a Multimodal Presentation
- Make Connections

WRITING WORKSHOP

- Correspondence Writing
- Adverbs

WEEK 3

VOCABULARY

- Critical Vocabulary: shatter, sentries, chasm, glistens, embedded, eroding
- Vocabulary Strategy: Shades of Meaning
- Generative Vocabulary: Prefix inter-; Spiral Review: Suffixes -ness, -ment

READING WORKSHOP

- Make Inferences
- Ideas and Support
- Simile and Metaphor
- Author's Craft

FOUNDATIONAL SKILLS

- Decoding: Prefixes re-, un-, dis- in multisyllabic words
- Spelling: Prefixes re-, un-, dis-
- Fluency: Intonation

COMMUNICATION

- Speaking and Listening: Give a Presentation
- Make Connections

WRITING WORKSHOP

- Correspondence Writing
- Prepositions and Prepositional Phrases

	<p>clarify the precise meaning of key words and phrases.</p> <p>L.4.5(A) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> •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 opposites (antonyms) and to words with similar but not identical meanings (synonyms). 				
<p>Module 7: Tricksters and Tall Tales</p> <p><i>(updated 6/3/20)</i></p>	<p>RL.4.1(A) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2(A) Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3(A) 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).</p> <p>RL.4.4(A) 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., Hercules).</p> <p>RL.4.5(A) 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.</p> <p>RL.4.6(A) Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RL.4.7(A) 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.</p> <p>RL.4.9(A) 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.</p> <p>RL.4.10(A) By the end of the year, read and</p>	<p>What lessons can you learn from characters in traditional tales? Learning Mindset: Self-Reflection</p>	<p>WEEK 1 VOCABULARY</p> <ul style="list-style-type: none"> • Big Idea Words: trickster, shrewd, exaggeration, legendary • Critical Vocabulary: recall, vividly, accentuated, partial, splendor, resourceful, disposition, commendable, devastation • Vocabulary Strategy: Analogies • Generative Vocabulary: Suffix -ion; Spiral Review: Prefix inter- <p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Central Idea • Retell • Figurative Language • Characters • Adages and Proverbs <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: Suffixes -ful, -less, -ness, -ment • Spelling: Suffixes -ful, -less, -ness, -ment • Fluency: Accuracy and Self-Correction <p>COMMUNICATION</p> <ul style="list-style-type: none"> • Listening Comprehension • Speaking and Listening: Engage in Discussion • Make Connections <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Narrative Writing • Relative Pronouns and Adverbs <p>WEEK 2 VOCABULARY</p> <ul style="list-style-type: none"> • Critical Vocabulary: thrifty, generous, character, fascinated, succulent, clamped • Vocabulary Strategy: Analogies • Generative Vocabulary: Prefixes mis-, pre-, dis-; Spiral Review: Suffix -ion <p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Make and Confirm Predictions • Theme • Figurative Language • Characters 	<p>Exit Tickets Running Records Formal Assessments (Formative & Summative) Teacher Observations</p>	<p>Students will learn that traditional stories can teach many lessons about life and the world around us. Similarly, Jesus used parables to help his followers understand the things of heaven. "With many such parables he spoke the word to them, as they were able to hear it." Mark 4:33</p>

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.

RI.4.1(A)
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(A)
Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3(A)
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.4.5(A)
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(A)
Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.7(A)
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(A)
Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9(A)
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.10(A)
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.

W.4.4(A)
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(A)
With guidance and support from peers and adults, develop and strengthen writing as needed by

FOUNDATIONAL SKILLS

- Decoding: Multisyllabic Words with VCCV Syllable Division Pattern
- Spelling: Words with VCCV Pattern and Closed Syllables
- Fluency: Expression

COMMUNICATION

- Speaking and Listening: Give a Presentation
- Make Connections

WRITING WORKSHOP

- Narrative Writing
- Abbreviations

WEEK 3

VOCABULARY

- Critical Vocabulary: gratitude, withered, scorching, reckless, assumed, prosper
- Vocabulary Strategy: Reference Sources
- Generative Vocabulary: Suffixes -ity, -ty; Spiral Review: Prefixes mis-, pre-, dis-

READING WORKSHOP

- Synthesize
- Text and Graphic Features
- Media Techniques
- Literary Elements

FOUNDATIONAL SKILLS

- Decoding: Words with VCV Syllable Division Pattern
- Spelling: Words with VCV Pattern, Open or Closed Syllables
- Fluency: Reading Rate

COMMUNICATION

- Media Literacy: Interpret/Analyze Media
- Make Connections

WRITING WORKSHOP

- Narrative Writing
- Comparative and Superlative Adjectives and Adverbs

planning, revising, and editing.
(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 28 and 29.)

W.4.6(A)

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

W.4.7(A)

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

W.4.8(A)

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.

SL.4.2(A)

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

SL.4.3(A)

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

SL.4.4(A)

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.

L.4.1(A)

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(A)

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(A)

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(A)

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

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

L.4.5(A)

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 opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L.4.6(A)

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

	<p>discussing animal preservation).</p> <p>SL.4.5(I) Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL.4.6(I) 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 on pages 28 and 29 for specific expectations.)</p>					
<p>Module 8: Food For Thought</p> <p><i>(updated 6/6/19)</i></p>	<p>RL.4.6(A) Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RL.4.7(A) 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.</p> <p>RI.4.1(A) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.7(A) 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.</p> <p>RI.4.8(A) Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>W.4.1(A) 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.</p> <p>L.4.1(A) Demonstrate command of the conventions of standard English grammar and usage when writing or</p>		<p>What can we do to make more healthful food choices? Learning Mindset: Planning Ahead</p>	<p>WEEK 1 VOCABULARY</p> <ul style="list-style-type: none"> • Big Idea Words: digest, sustainable, nutrition, compost • Critical Vocabulary: assess, disposable, convenient, transported, hydrated, impact, intensive • Vocabulary Strategy: Context Clues • Generative Vocabulary: Latin Roots port, dict; Spiral Review: Suffixes -ity, -ty <p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Text and Graphic Features • Monitor and Clarify • Author's Purpose • Ideas and Support <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: VCCV and VCV Syllable Division Patterns • Spelling: VCCV and VCV Patterns, Open and Closed Syllables • Fluency: Phrasing <p>COMMUNICATION</p> <ul style="list-style-type: none"> • Listening Comprehension • Research: Take Notes and Organize Information • Make Connections <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Argument Writing • Negatives <p>WEEK 2 VOCABULARY</p> <ul style="list-style-type: none"> • Critical Vocabulary: adventurous, unique, pests, edible, attitudes, forbidden • Vocabulary Strategy: Context Clues • Generative Vocabulary: Prefixes sub-, fore-; Spiral Review: Latin Roots port, dict <p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Ask and Answer Questions • Media Techniques • Central Idea 	<p>Exit Tickets Running Records Formal Assessments (Formative & Summative) Teacher Observations</p>	<p>Students will learn that eating healthful, sustainable food is good for our bodies and our world. "Behold, I have given you every plant yielding seed that is on the face of all the earth, and every tree with seed in its fruit. You shall have them for food." Genesis 1:29</p>

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(A)

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.4.4(A)

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

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

L.4.5(A)

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 opposites (antonyms) and to words with similar but not identical

- Ideas and Support

FOUNDATIONAL SKILLS

- Decoding: Words with the VCCV Syllable Division Pattern
- Spelling: Words with the VCCV Pattern
- Fluency: Intonation

COMMUNICATION

- Media Literacy: Interpret/Analyze Media
- Make Connections

WRITING WORKSHOP

- Argument Writing
- Punctuation

WEEK 3

VOCABULARY

- Critical Vocabulary: react, astounded, luscious, culinary, offense, crestfallen, opted
- Vocabulary Strategy: Analogies
- Generative Vocabulary: Greek Roots meter, therm, phon, tele;
Spiral Review: Prefixes sub-, fore-

READING WORKSHOP

- Make and Confirm Predictions
- Text and Graphic Features
- Idioms
- Point of View

FOUNDATIONAL SKILLS

- Decoding: Words with VCCCV Syllable Division Pattern
- Spelling: Words with VCCCV Pattern
- Fluency: Accuracy and Self-Correction

COMMUNICATION

- Speaking and Listening: Oral Instructions

- Make Connections

WRITING WORKSHOP

- Argument Writing
- Commas

	meanings (synonyms).				
Module 9: Global Guardians <i>(updated 6/6/19)</i>	<p>RL.4.2(A) Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.4(A) 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., Hercules).</p> <p>RI.4.5(A) 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.</p> <p>RI.4.7(A) 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.</p> <p>RI.4.8(A) Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>W.4.2(A) Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> •a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. •b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. •c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). •d. Use precise language and domain-specific vocabulary to inform about or explain the topic. •e. Provide a concluding statement or section related to the information or explanation presented. </p> <p>L.4.1(A) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> •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 </p>	<p>What can people do to care for our planet? Learning Mindset: Grit</p>	<p>WEEK 1 VOCABULARY</p> <ul style="list-style-type: none"> • Big Idea Words: ecology, recycle, conservation, sanctuary • Critical Vocabulary: frequent, sufficient, oasis, permission, installing, abandoned • Vocabulary Strategy: Synonyms and Antonyms • Generative Vocabulary: Suffixes -able, -ible; Spiral Review: Greek Roots meter, therm, phon, tele <p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Ideas and Support • Make Inferences • Text and Graphic Features • Theme • Idioms <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: Words with VV Syllable Division Pattern • Spelling: Words with VV Pattern • Fluency: Expression <p>COMMUNICATION</p> <ul style="list-style-type: none"> • Listening Comprehension • Speaking and Listening: Work Collaboratively • Make Connections <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Informational Text Writing • Proper Mechanics <p>WEEK 2 VOCABULARY</p> <ul style="list-style-type: none"> • Critical Vocabulary: obsessed, disoriented, blunt, recruiting, appointed, stranded, estimate, decay • Vocabulary Strategy: Synonyms and Antonyms • Generative Vocabulary: Suffixes -ful, -ous, -less; Spiral Review: Suffixes -able, -ible <p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Retell • Figurative Language • Summarize • Text and Graphic Features • Ideas and Support <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: Final Syllable (r-controlled vowel) Final Schwa + /r/ Sound • Spelling: Final Schwa + /r/ Sound • Fluency: Reading Rate <p>COMMUNICATION</p> <ul style="list-style-type: none"> • Research: Organize and Evaluate Information • Make Connections <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Informational Text Writing • Making Comparisons <p>WEEK 3</p>	<p>Exit Tickets Running Records Formal Assessments (Formative & Summative) Teacher Observations</p>	<p>Students will learn that it is up to all of us to work together to preserve our planet and its natural resources. "This, then, is how you ought to regard us: as servants of Christ and as those entrusted with the mysteries God has revealed. Now it is required that those who have been given a trust must prove faithful." 1 Corinthians 4:1-2</p>

Curriculum Map - English Language Arts - 4 English Language Arts

	<p>(e.g., a small red bag rather than a red small bag.)</p> <ul style="list-style-type: none"> •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). <p>L.4.2(A) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> •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. <p>L.4.4(A) 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.</p> <ul style="list-style-type: none"> •a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. •b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). •c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <p>L.4.5(A) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> •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 opposites (antonyms) and to words with similar but not identical meanings (synonyms). 		<p>VOCABULARY</p> <ul style="list-style-type: none"> • Critical Vocabulary: ancestors, swirled, currents, sneered, outspoken, canopy, envision • Vocabulary Strategy: Context Clues • Generative Vocabulary: Suffixes -en, -ic; Spiral Review: Suffixes -ful, -ous, -less <p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Ask and Answer Questions • Author's Craft • Literary Elements • Text Structure <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: Final Stable Syllables • Spelling: Final Schwa + /l/ Sound • Fluency: Phrasing <p>COMMUNICATION</p> <ul style="list-style-type: none"> • Research: Paraphrase/Cite Sources • Make Connections <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Informational Text Writing • Possessive Pronouns 		
<p>Module 10: Communication Nation <i>(updated 6/6/19)</i></p>	<p>RL.4.1(A) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.3(A) 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).</p>	<p>What forms can communication take? Learning Mindset: Problem Solving</p>	<p><u>WEEK 1</u> VOCABULARY</p> <ul style="list-style-type: none"> • Big Idea Words: broadcast, publication, blog, correspond • Critical Vocabulary: significantly, enabled, patent, peak, transmitted, plucked, proposed, influence • Vocabulary Strategy: Reference Sources 	<p>Exit Tickets Running Records Formal Assessments (Formative & Summative) Teacher Observations</p>	<p>Students will learn that throughout history, God's people have always found a way to communicate with each other. "Let your speech always be gracious, seasoned with salt, so that you may know how you ought to answer each person." Colossians 4:6</p>

- of actions).
- RL.4.6(A)**
Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- RI.4.2(A)**
Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.5(A)**
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(A)**
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.
- W.4.2(A)**
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.
- L.4.1(A)**
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,

- Sources**
- Generative Vocabulary: Latin Roots tele, port, graph; Spiral Review: Suffixes -en, -ic
- READING WORKSHOP**
- Text and Graphic Features
 - Monitor and Clarify
 - Text Structure
 - Central Idea
- FOUNDATIONAL SKILLS**
- Decoding: Multisyllabic Words
 - Spelling: Three-Syllable Words
 - Fluency: Intonation
- COMMUNICATION**
- Listening Comprehension
 - Research: Plan and Gather Information
 - Make Connections
- WRITING WORKSHOP**
- Informational Text Writing
 - Correct Pronouns
- WEEK 2**
- VOCABULARY**
- Critical Vocabulary: astonishment, gestures, linguist(s), instinct, practical, operation, immaculate
 - Vocabulary Strategy: Reference Sources
 - Generative Vocabulary: Prefixes il-, ir-; Spiral Review: Latin Roots tele, port, graph
- READING WORKSHOP**
- Ask and Answer Questions
 - Text Structure
 - Central Idea
 - Media Techniques
- FOUNDATIONAL SKILLS**
- Decoding: Words with Silent Consonants
 - Spelling: Words with Silent Consonants
 - Fluency: Accuracy and Self-Correction
- COMMUNICATION**
- Media Literacy: Interpret/Analyze Media
 - Make Connections
- WRITING WORKSHOP**
- Informational Text Writing
 - Pronoun Contractions
- WEEK 3**
- VOCABULARY**
- Critical Vocabulary: inspect, liveliest, stammered, expectantly, demonstrated
 - Vocabulary Strategy: Synonyms and Antonyms
 - Generative Vocabulary: Prefixes in-/im-; Spiral Review: Prefixes il-, ir-
- READING WORKSHOP**
- Make Inferences
 - Plot

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	<p>recognizing and correcting inappropriate fragments and run-ons. •g. Correctly use frequently confused words (e.g., to, too, two; there, their).</p> <p>L.4.2(A) 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.</p> <p>L.4.4(A) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. •a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. •b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). •c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>			<ul style="list-style-type: none"> • Point of View • Author's Craft <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: Decoding Unusual Spelling Patterns • Spelling: Prefixes • Fluency: Reading Rate <p>COMMUNICATION</p> <ul style="list-style-type: none"> • Speaking and Listening: Give a Presentation • Make Connections <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Informational Text Writing • Frequently Misspelled Words 		
<p>Module 11: Genre Study: Nonfiction <i>(updated 6/6/19)</i></p>	<p>RI.4.2(A) Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.5(A) 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.</p> <p>RI.4.7(A) 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.</p> <p>RI.4.8(A) Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>W.4.3(A) 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</p>		<p>What are the characteristics of informational text? Learning Mindset: Problem Solving</p>	<p><u>WEEK 1</u> READING WORKSHOP</p> <ul style="list-style-type: none"> • Text Structure • Text and Graphic Features • Central Idea <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: Homophones: Using Context to Determine Meaning • Spelling: Unusual Spellings • Fluency: Accuracy and Self-Correction <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Poetry Writing • Grammar Minilessons: Review Proper Nouns, Review Negatives, Review Kinds of Sentences, Review Quotations, Review Parts of a Sentence <p><u>WEEK 2</u> READING WORKSHOP</p> <ul style="list-style-type: none"> • Ideas and Support • Text Structure • Author's Craft <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: Recognize Root Words • Spelling: Review: Adding Inflectional Endings • Fluency: Phrasing 	<p>Exit Tickets Running Records Formal Assessments (Formative & Summative) Teacher Observations</p>	

	<p>sequence that unfolds naturally.</p> <ul style="list-style-type: none"> •b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. •c. Use a variety of transitional words and phrases to manage the sequence of events. •d. Use concrete words and phrases and sensory details to convey experiences and events precisely. •e. Provide a conclusion that follows from the narrated experiences or events. <p>L.4.1(A) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> •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). 		<p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Poetry Writing • Grammar Minilessons: Review Fragments and Run-On Sentences, Review Verbs, Review Verb Tenses, Review Possessive Nouns, Review Compound and Complex Sentences <p>WEEK 3 READING WORKSHOP</p> <ul style="list-style-type: none"> • Text and Graphic Features • Point of View • Ideas and Support <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: Multisyllabic Words with Affixes • Spelling: Review: Adding Prefixes and Suffixes • Fluency: Reading Rate <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Poetry Writing • Grammar Minilessons: Review Progressive Verb Tenses, Review Frequently Confused Words, Review Pronouns, Review: Correct Pronouns, Review Punctuation 		
<p>Module 12: Genre Study: Fiction <i>(updated 6/6/19)</i></p>	<p>RL.4.2(A) Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3(A) 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).</p> <p>RL.4.4(A) 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., Hercules).</p> <p>RL.4.6(A) Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>W.4.1(A) Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> •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. 	<p>What are the characteristics of realistic fiction? Learning Mindset: Noticing</p>	<p>WEEK 1 READING WORKSHOP</p> <ul style="list-style-type: none"> • Point of View • Plot • Characters <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: Review Syllable Division Patterns • Spelling: Review: Syllable Division Patterns • Fluency: Expression <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Argument Writing • Grammar Minilessons: Review Modal Auxiliaries, Review Participles, Review Adverbs, Review Prepositions and Prepositional Phrases, Review Irregular Verbs <p>WEEK 2 READING WORKSHOP</p> <ul style="list-style-type: none"> • Theme • Literary Elements • Figurative Language <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Decoding: Compound Words • Spelling: Compound Words • Fluency: Intonation 	<p>Exit Tickets Running Records Formal Assessments (Formative & Summative) Teacher Observations</p>	

- 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.

L.4.1(A)

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(A)

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.

WRITING WORKSHOP

- Argument Writing
- Grammar Minilessons: Review Abbreviations, Review Relative Pronouns and Adverbs, Review Adjectives, Review Comparative and Superlative Adjectives and Adverbs, Review Commas

WEEK 3

READING WORKSHOP

- Author's Craft
- Theme
- Setting

FOUNDATIONAL SKILLS

- Decoding: Multisyllabic Words
- Spelling: Review: Affixes and Roots; Syllable Division Patterns, Syllable Types
- Fluency: Phrasing

WRITING WORKSHOP

- Argument Writing
- Grammar Minilessons: Review Proper Mechanics, Review Making Comparisons, Review Possessive Pronouns, Review Spelling, Review Pronoun Contractions