



ORGANIZING THEME/TOPIC	FOCUS STANDARDS & SKILLS
<p>UNIT 1- IDENTITY LIFE STORIES Students define heritage and learn how it is passed on and shapes a person's identity.</p> <p>Inquiry Investigation</p> <p>Suggested Time Frame: 4 weeks</p> <p>Writing Unit – Launching Writer's Workshop, Personal Narrative</p> <p>Suggested Time Frame: 4 weeks</p> <p>Target Skill</p> <ul style="list-style-type: none"> Determine Author's Purpose Sequence <p>Comprehension Strategy</p> <ul style="list-style-type: none"> Determine important Information Make Inferences <p>Writing</p> <ul style="list-style-type: none"> Evaluate Sources Use Library Resources Personal Narrative Sequence of Events Subject Verb Agreement Sentence Rules Idioms Quotation Marks Commas <p>21st Century Skills</p> <ul style="list-style-type: none"> Listening Skills Evaluate Sources 	<p>READING FOR LITERATURE</p> <ul style="list-style-type: none"> 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.4.3 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 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. R.KCCRS.4.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text <p>READING FOR INFORMATION</p> <ul style="list-style-type: none"> 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 Determine the main idea of a text and explain how it is supported by key details; summarize 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.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. <p>WRITING</p> <ul style="list-style-type: none"> W.4.2.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. W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W.4.3.d Use concrete words and phrases and sensory details to convey experiences and events

- Use Library resources

Vocabulary Strategy

- Synonyms
- Context Clues
- Metaphors

Word Study and Phonics

- Adjective Suffixes
- Greek and Latin Roots

precisely.

- 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 here.)
- 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; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- 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.KCCRS.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

READING FOUNDATIONAL SKILLS

- RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.4.3.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.
- RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.4.4.a Read grade-level text with purpose and understanding.
- RF.4.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SPEAKING AND LISTENING SKILLS

- 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.
- SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.4.1c 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.
- SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion
- 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.

LANGUAGE

- L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
- L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text.
- L.4.2.c Use a comma before a coordinating conjunction in a compound sentence.

- L.4.3.a Choose words and phrases to convey ideas precisely.*
- 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.
- L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- L.4.5.b Recognize and explain the meaning of common idioms, adages, and proverbs
- L.4.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

UNIT 2- EVERYDAY SCIENCE-A GREEN FUTURE

Students look at the Earth’s resources, and what we can do to conserve them.

Inquiry investigation

Suggested Time Frame: 4 weeks

Writing Unit –

Suggested Time Frame: 4 to 6 weeks

Target Skill

- Draw conclusions
- Recall and Retell

Comprehension Strategy

- Monitor Comprehension
- Make Predictions

Writing

- Evaluate Sources
- Use Library Resources
- Regular and Irregular Past Tense Verbs
- Use Dialogue to Establish Character Traits
- Create a Tone
- Striking Words and Phrases

READING FOR 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.4.3 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.4.7 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.

READING FOR INFORMATION

- 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 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 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.

WRITING

- W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.

21st Century Skills

- Collaboration
- Use Voice Effectively

Vocabulary Strategy

- Antonyms
- Idioms
- Dictionary or Glossary

Word Study and Phonics

- Noun Suffixes
- Prefixes That Mean “Not”

- W.4.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- 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 here.)
- 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.
- W.4.9.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].”).
- W.4.9.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.
- W.KCCRS.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

READING FOUNDATIONAL SKILLS

- RF.4.3 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.
- RF.4.3.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.
- RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.4.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SPEAKING AND LISTENING SKILLS

- 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.
- SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.4.1c 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.
- SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion
- 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.

	<p>LANGUAGE</p> <ul style="list-style-type: none"> • L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.4.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. • L.4.1.e Form and use prepositional phrases. • L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • L.4.2.a Use correct capitalization. • L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text. • L.4.2.c Use a comma before a coordinating conjunction in a compound sentence. • L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. • 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. • L.4.4.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.b Recognize and explain the meaning of common idioms, adages, and proverbs. • L.4.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
<p>Benchmark Week Suggest Time Frame: 1 week</p>	<p>Quarterly Benchmark Assessment 1 Reading Progress Assessment</p>
<p>UNIT 3 GEOGRAPHY AND ECONOMICS- A NATION'S BEGINNING Students read about New England and the Middle South Atlantic states.</p> <p>Inquiry Investigation</p> <p>Suggested Time Frame: 4 weeks</p> <p>Writing Unit- Science Fiction</p> <p>Suggested time Frame: 4- 6 weeks</p> <p>Target Skill</p> <ul style="list-style-type: none"> • Generalize • Paraphrase 	<p>READING FOR LITERATURE</p> <ul style="list-style-type: none"> • 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 Determine a theme of a story, drama, or poem from details in the text; summarize 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.4.7 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.

<p>Comprehension Strategy</p> <ul style="list-style-type: none"> • Visualize • Summarize <p>Writing</p> <ul style="list-style-type: none"> • Evaluate Sources • Use Library Resources <p>21st Century Skills</p> <ul style="list-style-type: none"> • Understanding Reference Materials • Use Encyclopedias and Almanacs • Use an Atlas 	<p>READING FOR INFORMATION</p> <ul style="list-style-type: none"> • 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.4.3 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 reasons and 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.
<p>Vocabulary Strategy</p> <ul style="list-style-type: none"> • Connotation and Denotation • Context Clues • Homophones <p>Word Study and Phonics</p> <ul style="list-style-type: none"> • Noun Suffixes • Prefixes That Mean “Not” • Inflected Endings –s, -es • Prefixes that Tell “When” 	<p>READING FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • RF.4.3 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. • RF.4.3.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. • RF.4.4 Read with sufficient accuracy and fluency to support comprehension. • RF.4.4.a Read grade-level text with purpose and understanding. • RF.4.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	<p>WRITING</p> <ul style="list-style-type: none"> • W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • W.4.2.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. • W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • W.4.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic. • W.4.2.e Provide a concluding statement or section related to the information or explanation presented. • W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. • W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • 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.

SPEAKING AND LISTENING SKILLS

- 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.
- SL.4.1.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.
- SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.4.1c 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.
- SL.4.1d 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.4.6 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 here for specific expectations.)

LANGUAGE

- L.4.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.4.2.a Use correct capitalization.
- L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text.
- L.4.3 Choose words and phrases to convey ideas precisely.*
- L.4.3c 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.
- L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**UNIT 4- EARTH SCIENCE-
PATTERNS IN THE SKY**

Students explore the sun, moon, stars, and planets from scientific, historical, and futuristic viewpoints.

Inquiry Investigation

Suggested Time Frame: 4 weeks

Writing Unit – Informational Reports

Suggested Time Frame: 4 -6 weeks

Target Skill

- Distinguish fact and Opinion
- Identify Text Structure

Comprehension Strategy

- Make Connections
- Ask and Answer Questions

Writing

- Informational Reports
- Analyze the Features of an Informational Text
- Evaluating Internet Resources
- Strong Lead
- Plural Possessive Nouns
- Singular Possessive Pronoun Its
- Irregular Possessive Nouns
- Appositives
- Capitalization of Abbreviations
- Colons

21st Century Skills

- Internet Safety
- Internet Search Engines
- Evaluate Internet Sources
- Use Notes Effectively

Vocabulary Strategy

- Synonyms

READING FOR 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.4.3 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 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- 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.
- R.KCCRS.4.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, science, or stanza) relate to each other and the whole.

READING FOR INFORMATION

- 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.4.3 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.4.5 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 reasons and evidence to support particular points in a text.

READING FOUNDATIONAL SKILLS

- RF.4.3.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.
- RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.4.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

WRITING

- W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4.1.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.
- W.4.1.b Provide reasons that are supported by facts and details.
- W.4.1.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.
- W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

<ul style="list-style-type: none"> • Analogies • Classify Words <p>Word Study and Phonics</p> <ul style="list-style-type: none"> • Noun Suffixes • Comparatives and Superlatives 	<ul style="list-style-type: none"> • W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • 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; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. • 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.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].”). • W.4.9b 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.KCCRS.4.8 – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	<p>SPEAKING AND LISTENING SKILLS</p> <ul style="list-style-type: none"> • 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. • SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles. • SL.4.1c 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. • SL.4.1.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 here for specific expectations.)
	<p>LANGUAGE</p> <ul style="list-style-type: none"> • L.4.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • L.4.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. • L.4.2.a Use correct capitalization. • L.4.2.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. • L.4.3.c Differentiate between contexts that call for formal English (e.g., presenting ideas) and

	<p>situations where informal discourse is appropriate (e.g., small-group discussion).</p> <ul style="list-style-type: none"> • 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. • L.4.4.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 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • L.4.5.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 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).
<p>Benchmark Week Suggest Time Frame: 1 week</p>	<p>Quarterly Benchmark Assessment 2 Reading Progress Assessment</p>
<p>UNIT 5 HISTORY AND CULTURE- AMERICA'S HEARTLAND Students read about the Midwestern and South Central states.</p> <p>Inquiry Investigation</p> <p>Suggested Time Frame: 4 weeks</p> <p>Writing Unit – Informational Reports (continued from previous unit)</p> <p>Suggested time Frame: 4 to 6 weeks</p> <p>Target Skill</p> <ul style="list-style-type: none"> • Identify Main Ideas and Details • Identify Cause and Effect <p>Comprehension Strategy</p> <ul style="list-style-type: none"> • Visualize • Monitor Comprehension • Make Predictions • Determine Important Information <p>Writing</p> <ul style="list-style-type: none"> • Short Research Project • Take Notes and Categorize 	<p>READING FOR LITERATURE</p> <ul style="list-style-type: none"> • 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.4.3 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.4.9 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. <p>READING FOR INFORMATION</p> <ul style="list-style-type: none"> • RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. • 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 reasons and 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.

<p>Information</p> <ul style="list-style-type: none"> Evaluate Sources Descriptive Details to Support Main Theme <p>21st Century Skills</p> <ul style="list-style-type: none"> Communication Responsibility and Leadership Collaboration Appreciate Diversity <p>Vocabulary Strategy</p> <ul style="list-style-type: none"> Antonyms Thesaurus Similes <p>Word Study and Phonics</p> <ul style="list-style-type: none"> Prefixes that Tell Where Greek and Latin Roots 	<p>READING FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.3.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. RF.4.4 Read with sufficient accuracy and fluency to support comprehension. RF.4.4a Read grade-level text with purpose and understanding RF.4.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. <hr/> <p>WRITING</p> <ul style="list-style-type: none"> W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. 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; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. 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. W.4.9a 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].”). W.4.9b 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. <hr/> <p>SPEAKING AND LISTENING</p> <ul style="list-style-type: none"> 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. SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1.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. 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.
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- 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 here for specific expectations.)

LANGUAGE

- L.4.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.4.3.a Choose words and phrases to convey ideas precisely.*
- 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.
- L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- L.4.4.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 Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- L.4.5.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 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).

UNIT 6 – LIFE SCIENCE- NATURE’S NEIGHBORHOODS

Students find out about ecosystems, food chains, and webs, interdependence, and adaptation for survival.

Inquiry Investigation

Suggested Time Frame: 4 weeks

Writing Unit – Book Reviews (continued from previous unit)

Suggested Time Frame: 4-6 weeks

Target Skill

- Categorize and Classify

Comprehension Strategy

- Making inferences

READING FOR 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.4.3 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.4.7 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.

READING FOR INFORMATION

- 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 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text,

<ul style="list-style-type: none"> Summarize Make Connections Ask and answer Questions <p>Writing</p> <ul style="list-style-type: none"> Book Reviews Analyzing features of Book Draft a Strong Ending Use Persuasive Voice Adjective Selection Add Questions to Connect to the Audience Noun/Pronoun Agreement Add thoughts and Feelings to Persuade Audience Use Commas in Compound Sentences <p>21st Century Skills</p> <ul style="list-style-type: none"> Use information responsibly Use Quotations Correctly Cite Sources Properly Gestures and Body Language <p>Vocabulary Strategy</p> <ul style="list-style-type: none"> Connotations and Denotation Idioms Word Relationships <p>Word Study and Phonics</p> <ul style="list-style-type: none"> Greek and Latin Roots Comparatives and Superlatives 	<p>including what happened and why, based on specific information in the text.</p> <ul style="list-style-type: none"> 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 reasons and evidence to support particular points in a text. <p>READING FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> RF.4.3a 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. RF.4.4 Read with sufficient accuracy and fluency to support comprehension. RF.4.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. <p>WRITING</p> <ul style="list-style-type: none"> W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.4.2.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. W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W.4.2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). W.4.2.e Provide a concluding statement or section related to the information or explanation. 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 here.) 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; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. 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. W.4.9a 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].”). W.4.9b 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”).
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- W.KCCRS.4.8 – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

SPEAKING AND LISTENING SKILLS

- 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.
- SL.4.1.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.
- SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.4.1.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.
- SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- 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 here for specific expectations.)

LANGUAGE

- L.4.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text.
- L.4.2.c Use a comma before a coordinating conjunction in a compound sentence.
- L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.4.3.a Choose words and phrases to convey ideas precisely.*
- L.4.3.b Choose punctuation for effect.*
- 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.
- L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- L.4.4.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 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.4.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.
- L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to

	<p>words with similar but not identical meanings (synonyms).</p> <ul style="list-style-type: none"> • 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).
<p>Benchmark Week Suggest Time Frame: 1 week</p>	<p>Quarterly Benchmark Assessment 3 Reading Progress Assessment</p>
<p>UNIT 7 GOVERNMENT AND CITIZENSHIP- THE WIDE-OPEN WEST Students read about the Mountain and Pacific States.</p> <p>Inquiry Investigation</p> <p>Suggested Time Frame: 4 weeks</p> <p>Writing Unit- Procedural Texts</p> <p>Suggested Time Frame: 4-6 weeks</p> <p>Target Skill</p> <ul style="list-style-type: none"> • Generalize • Cause and Effect • Sequence of Events • Recall and Retell <p>Comprehension Strategy</p> <ul style="list-style-type: none"> • Visualize • Monitor Comprehension • Make Predictions • Determine Important Information <p>Writing</p> <ul style="list-style-type: none"> • Analyze Features of a Procedural Text • Plan, revise, and edit • Prepositional phrases and Adjectives • Commas to Separate Definitions in a Sentence 	<p>READING FOR LITERATURE</p> <ul style="list-style-type: none"> • RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize 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 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. • 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. <p>READING FOR INFORMATION</p> <ul style="list-style-type: none"> • 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 Determine the main idea of a text and explain how it is supported by key details; summarize the text. • 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 reasons and 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

<ul style="list-style-type: none"> • Dependent Clauses • Use Specific and Accurate Language <p>21st Century Skills</p> <ul style="list-style-type: none"> • Listening Skills • Collaboration • Evaluate Sources • Consider your Audience <p>Vocabulary Strategy</p> <ul style="list-style-type: none"> • Synonyms • Context Clues • Descriptive Language <p>Word Study and Phonics</p> <ul style="list-style-type: none"> • Negative Prefixes • Contractions 	<p>subject knowledgeably.</p> <ul style="list-style-type: none"> • 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. <p>WRITING</p> <ul style="list-style-type: none"> • W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. • W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. • W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations. • W.4.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely. • W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. • W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • 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; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. • 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.4.9a 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].”). • W.4.9b 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. • W.KCCRS.4.8 – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. <p>READING FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. • RF.4.3.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. • RF.4.4 Read with sufficient accuracy and fluency to support comprehension. • RF.4.4a Read grade-level text with purpose and understanding. • RF.4.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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	<p>SPEAKING AND LISTENING SKILLS</p> <ul style="list-style-type: none"> • 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. • SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. • SL.4.1.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. • 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.4.6 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 here for specific expectations.)
	<p>LANGUAGE</p> <ul style="list-style-type: none"> • L.4.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • L.4.1.e Form and use prepositional phrases. • L.4.1.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. • L.4.2.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. • L.4.3 a Choose words and phrases to convey ideas precisely.* • 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. • L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. • L.4.4.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 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • L.4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. • L.4.5.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 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).
<p>UNIT 8 CHALLENGES- ACHIEVING DREAMS Students focus on the challenge of reaching personal goals.</p> <p>Inquiry Investigation</p>	<p>READING FOR LITERATURE</p> <ul style="list-style-type: none"> • 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 Determine a theme of a story, drama, or poem from details in the text; summarize 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).

<p>Suggested Time Frame: 4 weeks</p> <p>Writing Unit – Procedural Texts (continued from last unit)</p> <p>Suggested Time Frame: 4- 6 weeks</p> <p>Target Skill</p> <ul style="list-style-type: none"> • Draw Conclusions • Compare and Contrast • Identify Text Structure • Paraphrase <p>Comprehension Strategy</p> <ul style="list-style-type: none"> • Make Inferences Summarize • Make Connections • Ask and Answer Questions <p>Writing</p> <ul style="list-style-type: none"> • Evaluate Internet Sources • Develop a Topic • Introduce a Narrator and Characters <p>21st Century Skills</p> <ul style="list-style-type: none"> • Evaluate Internet Sources • Internet search Engines • Use Information Responsibility • Interact with Your Audience <p>Vocabulary Strategy</p> <ul style="list-style-type: none"> • Antonyms • Analogies • Multiple-Meaning Words <p>Word Study and Phonics</p> <ul style="list-style-type: none"> • Adverb Suffixes • Contractions with am, is, are, will 	<ul style="list-style-type: none"> • 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 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. • 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. • R.KCCRS.4.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, science, or stanza) relate to each other and the whole.
	<p>READING FOR INFORMATION</p> <ul style="list-style-type: none"> • 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 Determine the main idea of a text and explain how it is supported by key details; summarize 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 reasons and evidence to support particular points in a text. • 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.
	<p>READING FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • RF.4.3.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. • RF.4.4 Read with sufficient accuracy and fluency to support comprehension. • RF.4.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
	<p>WRITING</p> <ul style="list-style-type: none"> • W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • W.4.2.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. • W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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- W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 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; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- 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.
- W.4.9a 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].”).
- W.4.9b 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.CCR.4.8 – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

SPEAKING AND LISTENING SKILLS

- 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.
- SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.4.1.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.
- SL.4.1.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 here for specific

expectations.)

LANGUAGE

- L.4.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
- L.4.1g 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.
- L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text.
- L.4.2.c Use a comma before a coordinating conjunction in a compound sentence.
- L.4.2.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.
- L.4.3.a Choose words and phrases to convey ideas precisely.*
- L.4.3.b Choose punctuation for effect.*
- 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.
- L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- L.4.4.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 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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Benchmark Week
Suggest Time Frame: 1 week

Quarterly Benchmark Assessment 4