

Wilson County Schools



Fourth Grade Curriculum Framework

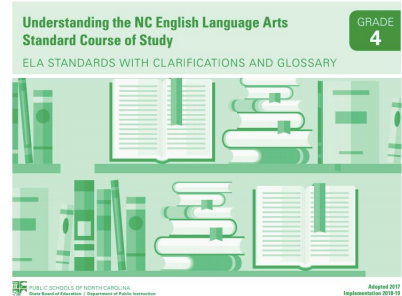
English Language Arts

2018-2019



Scan code to view 4th Grade progressions & resources!

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District Expectations		
90 Minute Reading Block	All K-5 teachers	<u>90 Minute Reading Block Example</u> <u>Planning for 90 minute Literacy Block</u> <u>Guided Reading Plan Templates</u>
Writing Plan for all Content Areas	All K-5 teachers	<u>WCS Writing Plan</u>
Learning Focused		<u>Lesson Plan Template</u> <u>Lesson Plan w/ Examples</u> <u>LF Online</u>
Balanced Literacy	All K-5 teachers	<u>Balanced Literacy (see WCS BL Framework)</u>
90 Minute Math Block (Guided Math)	All K-5 teachers	<u>Quick overview of Guided Math</u>
Student Portfolios	All K-5 teachers	<u>4-5 Portfolio Cover</u>
4th Grade - Understanding the NC ELA Standard Course of Study	4th Grade teachers	 <p style="text-align: center;"><u>4th Grade NCSCoS</u></p>



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Readiness - First 20 Days		
Prepare environment for Balanced Literacy (see WCS BL Framework)	Design schedule and set-up classroom Sample Daily Schedule	
Teach Behavior Expectations	Teach routines, rules and procedures	Teacher models and students role-play
Teach expectations for whole group, small group, centers (Reading & Math)	Teach routines, rules and procedures	Teacher models and students role-play
Teach expectations for writer's workshop	Teach routines, rules and procedures	Teacher models and students role-play

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
BOLD Standards are priority standards for the quarter. Review all tested standards as needed. Standard link will take you to resources.			
Priority - RL.1 , RL.2 , RL.3 , RL.4 , RL.1 , RL.2 , RI.4 , W.3 , SL.1 , SL.4 Supporting - RL.6 , W.6, SL.4 , L.1-6 Text Complexity - RL.10 , RI.10	Priority - RL.1 , RL.2 , RL.3 , RI.1 , RI.2 , RI.3 , RI.5 , RI.6 , RI.8 , W.2 , SL.2 , SL.4 Supporting - RI.4 , W.4, W.5, SL.1 , L.1-6 Text Complexity - RL.10 , RI.10	Priority - RL.4 , RL.5 , RL.6 , RL.7 , RL.9 , RI.4 , RI.5 , RI.6 , RI.8 , RI.9 , W.1 , SL.3 , SL.5 Supporting - All others Text Complexity - RL.10 , RI.10	Priority - RI.7 , RI.8 Review all RL/RI standards Review standards as needed. Text Complexity - RL.10 , RI.10
Reading Foundational Skills should be taught across all quarters until mastered. Language Standards are supporting standards during writing workshop.			

BLUE - link to more information.

RED - Assessment alignment and standards information

GREEN - Additional information

PURPLE - Scaffolded standard - progresses across quarters



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1st Quarter

READING LITERATURE

Strand & Cluster	Standards
Reading Literature:	Reading Literature should be the major focus during the 1st NWs. Teachers may use informational texts as optional resources. During the 3rd and 4th NWs teachers/students will read both literature and informational texts during read alouds, guided reading and independent reading. Students should understand literary story elements such as characters, setting, sequence (B, M, E), problem, solution, etc. Students should understand literary text is linear.
Key Ideas and Details	<p>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.</p> <p>RL.4.2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p> <hr/> <p>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.</p> <p>RI.4.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>
Craft & Structure	<p>RL.4.4 - Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.</p> <p>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.</p> <hr/> <p>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.</p>
Integration of Knowledge and Ideas	<hr/>



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<p>Level of Text Complexity</p> <p>Lexile 750-850</p>	<p>RL.4.10 - By the end of grade 4, read and understand literature within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <hr/> <p>RI.4.10 - By the end of grade 4, read and understand literature within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans</p> <p>Reading Behaviors by LEVELS, Reading Descriptors for Levels A-Z, Reading Behaviors Checklist by Level Independent Sustained Reading Guide</p>
WRITING	
<p>Writing:</p>	<p>Use quality fiction as read alouds and as mentor texts for writing. Expect students to use the same craft and structure authors use.</p> <p>Narrative Mentor Texts, Informational Mentor Texts, Persuasive Mentor Texts</p>
<p>Text Types and Purposes</p> <p>Link for narrative writing lessons.</p> <p>Narrative Task - October 8-12, 2018</p>	<p>W.4.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. c. Use dialogue and description to develop experiences and events or show the responses of characters to situations. d. Use a variety of transitional words and phrases to manage the sequence of events. e. Use concrete words and phrases and sensory details to convey experiences and events precisely. f. Provide a conclusion that follows from the narrated experiences or events. g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.
<p>Production and Distribution of Writing</p>	<p>Media Specialists can help address these standards through collaborative research/writing projects.</p>



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	W.4.6 - 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.
SPEAKING & LISTENING	
Speaking & Listening: Comprehension and Collaboration	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. <ul style="list-style-type: none"> 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.
Presentation of Knowledge and Ideas	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; adjust speech as appropriate to formal and informal discourse.
LANGUAGE	
Language: Conventions of Standard English <u>Language Continuum Guide</u>	L.4.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum. <ul style="list-style-type: none"> a. Subject/Verb Agreement <ul style="list-style-type: none"> ○ Continue to ensure subject/verb agreement b. Nouns <ul style="list-style-type: none"> ○ Use abstract nouns (such as courage) ○ Continue to use regular and irregular plural nouns c. Verbs <ul style="list-style-type: none"> ○ Form and use progressive verb tenses ○ Convey sense of various times, sequences d. Adjectives <ul style="list-style-type: none"> ○ Form and use comparative adjectives and accurately choose which to use - adjective or adverb e. Conjunctions <ul style="list-style-type: none"> ○ Continue to use coordinating and subordinating conjunctions f. Adverbs <ul style="list-style-type: none"> ○ Form and use comparative adverbs



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	<ul style="list-style-type: none"> g. Sentences <ul style="list-style-type: none"> ○ Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences ○ Produce, expand, and rearrange simple, compound, and complex sentences h. Prepositions <ul style="list-style-type: none"> ○ Form and use prepositional phrases i. Pronouns -n/a j. Determiners - n/a k. Commonly Confused Words <ul style="list-style-type: none"> ○ Correctly use frequently confused words (such as to, two, too) l. Interjections <ul style="list-style-type: none"> ○ Continue to use interjections m. Phrases and Clauses <ul style="list-style-type: none"> ○ Explain the function of phrases
<p>Language: Conventions of Standard English</p> <p>Language Continuum Guide</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.</p> <ul style="list-style-type: none"> a. Capitalization <ul style="list-style-type: none"> ○ Capitalize appropriate words in titles ○ Continue to use correct capitalization b. Punctuation <ul style="list-style-type: none"> ○ Continue to use commas in addresses ○ Continue to use commas in dialogue ○ Continue to use quotation marks in dialogue ○ Use a comma before a coordinating conjunction in a compound sentence c. Spelling <ul style="list-style-type: none"> ○ Continue to use conventional spelling for high frequency words and other studied words ○ Continue to use conventional spelling for adding suffixes to base words ○ Continue to use spelling patterns and generalizations when writing words ○ Spell grade-appropriate words correctly d. References



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	<ul style="list-style-type: none"> ○ Continue to consult reference materials as needed to check and correct spellings
Language: Knowledge of Language	<p>L.4.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect.
Language: Vocabulary Acquisition and Use	<p>L.4.4 - Determine and/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: context clues, word parts, word relationships, and reference materials.</p> <p>L.4.5 - Demonstrate understanding of figurative language and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. <p>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 and that are basic to a particular topic.</p>
READING FOUNDATIONAL SKILLS	
Foundational Skills: Print Concepts	Refer back to K-1 standards at-risk students
Foundational Skills: Handwriting	RF.4.2 - Create readable documents with legible handwriting (cursive).
Foundational Skills: Phonological Awareness	Refer back to K-1 standards at-risk students
Foundational Skills: Phonics and Word Recognition	<p>RF.4.4 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context. <p>See WCS Phonemic Awareness and Phonics Scope & Sequence</p>
Foundational Skills: Fluency	RF.4.5 - Read with sufficient accuracy and fluency to support comprehension.



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Lexile 750-850

- 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.

[Reading Behaviors by LEVELS](#), [Reading Descriptors for for Levels A-Z](#), [Reading Behaviors Checklist by Level](#)

See **GUIDED READING LESSON PLAN TEMPLATES**- [Jan Richardson Plans](#)



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2nd Quarter	
READING INFORMATION	
Strand & Cluster	Standards
Reading Information:	Reading Informational texts should be the major focus during the 2nd NWs. Teachers may use fiction texts as optional resources. During the 3rd and 4th NWs teachers/students will read both literature and informational texts during read alouds, guided reading and independent reading. Students should be exposed to both text features and text structures. Students should understand informational text is nonlinear and can be read based on the information the reader is seeking.
Key Ideas and Details	<p>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.</p> <p>RL.4.2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p> <hr/> <p>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.</p> <p>RI.4.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>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.</p>
Craft & Structure	<p>RL.4.4 - Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.</p> <p>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.</p> <hr/> <p>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.</p> <p>RI.4.5 - Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.</p>



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	RI.4.6 - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
Integration of Knowledge and Ideas	<p>RL.4.9 - Compare and contrast the use of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.</p> <hr/> <p>RI.4.7 - Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears..</p> <p>RI.4.8 - Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.9 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>
Level of Text Complexity Lexile 800-900	<p>RI.4.10 - By the end of grade 4, read and understand literature within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <hr/> <p>RI.4.10 - By the end of grade 4, read and understand literature within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans</p> <p>Reading Behaviors by LEVELS, Reading Descriptors for for Levels A-Z, Reading Behaviors Checklist by Level</p> <p>Independent Sustained Reading Guide</p>
WRITING	
Writing:	Narrative Mentor Texts , Informational Mentor Texts , Persuasive Mentor Texts
Text Types and Purposes Link for Information Writing Lessons	<p>W.4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.



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<p>Informative Task - February 1-28, 2019</p>	<ul style="list-style-type: none"> c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. d. Link ideas within categories of information using words and phrases. 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. f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.
<p>Production and Distribution of Writing</p>	<p>Media Specialists can help address these standards through collaborative research/writing projects.</p> <p>W.4.5 - Conduct short research projects that build knowledge through investigation of different aspects of a topic. W.4.6 - 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.</p>
<p>SPEAKING & LISTENING</p>	
<p>Speaking & Listening: Comprehension and Collaboration</p>	<p>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.</p> <ul style="list-style-type: none"> 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.
<p>Presentation of Knowledge and Ideas</p>	<p>SL.4.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>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; adjust speech as appropriate to formal and informal discourse.</p>
<p>LANGUAGE</p>	



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<p>Language: Conventions of Standard English</p> <p>Language Continuum Guide</p>	<p>L.4.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.</p> <ul style="list-style-type: none">a. Subject/Verb Agreement<ul style="list-style-type: none">○ Continue to ensure subject/verb agreementb. Nouns<ul style="list-style-type: none">○ Continue to use regular and irregular plural nounsc. Verbs<ul style="list-style-type: none">○ Form and use progressive verb tenses○ Use modal auxiliaries (such as may or must)d. Adjectives<ul style="list-style-type: none">○ Form and use comparative and superlative adjectives and accurately choose which to use - adjective or adverbe. Conjunctions<ul style="list-style-type: none">○ Continue to use coordinating and subordinating conjunctionsf. Adverbs<ul style="list-style-type: none">○ Form and use comparative and superlative adverbsg. Sentences<ul style="list-style-type: none">○ Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences○ Produce, expand, and rearrange simple, compound, and complex sentencesh. Prepositions<ul style="list-style-type: none">○ Form and use prepositional phrasesi. Pronouns<ul style="list-style-type: none">○ Ensure pronoun-antecedent agreementj. Determinersk. Commonly Confused Words<ul style="list-style-type: none">○ Correctly use frequently confused words (such as to, two, too)l. Interjections<ul style="list-style-type: none">○ Continue to use interjectionsm. Phrases and Clauses<ul style="list-style-type: none">○ Explain the function of phrases and clauses○ Recognize independent and dependent phrases and clauses
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<p>Language: Conventions of Standard English</p> <p><u>Language Continuum Guide</u></p>	<p>L.4.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.</p> <ul style="list-style-type: none"> a. Capitalization <ul style="list-style-type: none"> ○ Capitalize appropriate words in titles ○ Continue to use correct capitalization b. Punctuation <ul style="list-style-type: none"> ○ Use punctuation to separate items in a series ○ Continue to use commas in addresses ○ Continue to use commas in dialogue ○ Continue to use quotation marks in dialogue ○ Use a comma before a coordinating conjunction in a compound sentence ○ Use underlining, quotation marks, or italics to indicate titles of works c. Spelling <ul style="list-style-type: none"> ○ Continue to use conventional spelling for high frequency words and other studied words ○ Continue to use conventional spelling for adding suffixes to base words ○ Continue to use spelling patterns and generalizations when writing words ○ Spell grade-appropriate words correctly d. References <ul style="list-style-type: none"> ○ Continue to consult reference materials as needed to check and correct spellings
<p>Language: Knowledge of Language</p>	<p>L.4.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
<p>Language: Vocabulary Acquisition and Use</p>	<p>L.4.4 - Determine and/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: context clues, word parts, word relationships, and reference materials.</p> <p>L.4.5 - Demonstrate understanding of figurative language and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs.



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	<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>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 and that are basic to a particular topic.</p>
READING FOUNDATIONAL SKILLS	
Foundational Skills: Print Concepts	Refer back to K-1 standards at-risk students
Foundational Skills: Handwriting	RF.4.2 - Create readable documents with legible handwriting (cursive).
Foundational Skills: Phonological Awareness	Refer back to K-1 standards at-risk students
Foundational Skills: Phonics and Word Recognition	<p>RF.4.4 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>See WCS Phonemic Awareness and Phonics Scope & Sequence</p>
Foundational Skills: Fluency	<p>RF.4.5 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Reading Behaviors by LEVELS, Reading Descriptors for for Levels A-Z, Reading Behaviors Checklist by Level</p> <p>See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans</p>
Lexile 800-900	



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3rd Quarter

READING LITERATURE & INFORMATION

Strand & Cluster	Standards
Key Ideas and Details	<p>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.</p> <p>RL.4.2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p> <hr/> <p>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.</p> <p>RI.4.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>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.</p>
Craft & Structure	<p>RL.4.4 - Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.</p> <p>RL.4.5 - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.</p> <p>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.</p> <hr/> <p>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.</p> <p>RI.4.5 - Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.</p>



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	RI.4.6 - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
Integration of Knowledge and Ideas	<p>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.</p> <p>RL.4.9 - Compare and contrast the use of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.</p> <hr/> <p>RI.4.7 - Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears..</p> <p>RI.4.8 - Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.9 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>
Level of Text Complexity Lexile 900-1000	<p>RL.4.10 - By the end of grade 4, read and understand literature within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <hr/> <p>RI.4.10 - By the end of grade 4, read and understand literature within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans</p> <p>Reading Behaviors by LEVELS, Reading Descriptors for for Levels A-Z. Reading Behaviors Checklist by Level</p> <p>Independent Sustained Reading Guide</p>
WRITING	
Writing:	Narrative Mentor Texts , Informational Mentor Texts , Persuasive Mentor Texts
Text Types and Purposes	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.</p>



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<p>Opinion Lessons Link</p> <p>Opinion Task - April 29-May 3, 2019</p>	<ul style="list-style-type: none"> b. 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. c. Provide reasons that are supported by facts and details. d. Link opinion and reasons using words and phrases. e. Provide a concluding statement or section related to the opinion presented. f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.
<p>Production and Distribution of Writing</p>	<p>Media Specialists can help address these standards through collaborative research/writing projects.</p> <p>W.4.4 - With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.</p> <p>W.4.5 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.6 - 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.</p>
<p>SPEAKING & LISTENING</p>	
<p>Speaking & Listening: Comprehension and Collaboration</p>	<p>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.</p> <ul style="list-style-type: none"> 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.
<p>Presentation of Knowledge and Ideas</p>	<p>SL.4.3 - Identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL.4.5 - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>
<p>LANGUAGE</p>	



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<p>Language: Conventions of Standard English</p> <p>Language Continuum Guide</p>	<p>L.4.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.</p> <ul style="list-style-type: none">a. Subject/Verb Agreement<ul style="list-style-type: none">○ Continue to ensure subject/verb agreementb. Nouns<ul style="list-style-type: none">○ Use abstract nouns (such as courage)○ Continue to use regular and irregular plural nounsc. Verbs<ul style="list-style-type: none">○ Form and use progressive verb tenses○ Use modal auxiliaries (such as may or must)○ Convey sense of various times, sequencesd. Adjectives<ul style="list-style-type: none">○ Form and use comparative and superlative adjectives and accurately choose which to use - adjective or adverbe. Conjunctions<ul style="list-style-type: none">○ Continue to use coordinating and subordinating conjunctions○ Use correlative conjunctions (such as either/or)f. Adverbs<ul style="list-style-type: none">○ Form and use comparative and superlative adverbsg. Sentences<ul style="list-style-type: none">○ Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences○ Produce, expand, and rearrange simple, compound, and complex sentencesh. Prepositions<ul style="list-style-type: none">○ Form and use prepositional phrasesi. Pronouns<ul style="list-style-type: none">○ Ensure pronoun-antecedent agreementj. Determinersk. Commonly Confused Words<ul style="list-style-type: none">○ Correctly use frequently confused words (such as to, two, too)l. Interjections<ul style="list-style-type: none">○ Continue to use interjectionsm. Phrases and Clauses
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	<ul style="list-style-type: none"> ○ Explain the function of phrases and clauses
<p>Language: Conventions of Standard English</p> <p>Language Continuum Guide</p>	<p>L.4.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.</p> <ul style="list-style-type: none"> a. Capitalization <ul style="list-style-type: none"> ○ Capitalize appropriate words in titles ○ Continue to use correct capitalization b. Punctuation <ul style="list-style-type: none"> ○ Use punctuation to separate items in a series ○ Continue to use commas in addresses ○ Continue to use commas in dialogue ○ Continue to use quotation marks in dialogue ○ Use a comma before a coordinating conjunction in a compound sentence ○ Use commas and quotations to mark direct speech and quotations from a text c. Spelling <ul style="list-style-type: none"> ○ Continue to use conventional spelling for high frequency words and other studied words ○ Continue to use conventional spelling for adding suffixes to base words ○ Continue to use spelling patterns and generalizations when writing words ○ Spell grade-appropriate words correctly d. References <ul style="list-style-type: none"> ○ Continue to consult reference materials as needed to check and correct spellings
<p>Language: Knowledge of Language</p>	<p>L.4.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
<p>Language: Vocabulary Acquisition and Use</p>	<p>L.4.4 - Determine and/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: context clues, word parts, word relationships, and reference materials.</p> <p>L.4.5 - Demonstrate understanding of figurative language and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors in context.

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	<p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</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>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 and that are basic to a particular topic.</p>
READING FOUNDATIONAL SKILLS	
<p>Foundational Skills: Print Concepts</p>	<p>Refer back to K-1 standards at-risk students</p>
<p>Foundational Skills: Handwriting</p>	<p>Continue to practice handwriting with students who need intervention.</p>
<p>Foundational Skills: Phonological Awareness</p>	<p>Refer back to K-1 standards at-risk students</p>
<p>Foundational Skills: Phonics and Word Recognition</p>	<p>RF.4.4 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>See WCS Phonemic Awareness and Phonics Scope & Sequence</p>
<p>Foundational Skills: Fluency</p> <p>Lexile 900-1000</p>	<p>RF.4.5 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Reading Behaviors by LEVELS, Reading Descriptors for for Levels A-Z, Reading Behaviors Checklist by Level</p> <p>See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans</p>



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4th Quarter	
READING LITERATURE & INFORMATION	
Strand & Cluster	Standards
Reading:	
Key Ideas and Details	Review RL and RI standards 1-3 as needed.
Craft & Structure	Review RL and RI standards 4-6 as needed.
Integration of Knowledge and Ideas	Review RL and RI standards 7-9 as needed.
Level of Text Complexity	<p>RL.4.10 - By the end of grade 4, read and understand literature within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <hr/> <p>RI.4.10 - By the end of grade 4, read and understand literature within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>
Lexile 950-1050	<p style="background-color: yellow;">See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans</p> <p>Reading Behaviors by LEVELS, Reading Descriptors for for Levels A-Z, Reading Behaviors Checklist by Level</p> <p>Independent Sustained Reading Guide</p>
WRITING	
Writing:	Narrative Mentor Texts , Informational Mentor Texts , Persuasive Mentor Texts



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Text Types and Purposes	Review Narrative, Information, and Opinion
Production and Distribution of Writing	Media Specialists can help address these standards through collaborative research/writing projects. Review Standards 4-6
SPEAKING & LISTENING	
Speaking & Listening: Comprehension and Collaboration	Review Standards 1-3
Presentation of Knowledge and Ideas	Review Standards 4-5
LANGUAGE	
Language: Conventions of Standard English	Review Standard 1 <u>Language Continuum Guide</u>
Language: Conventions of Standard English	Review Standard 2 <u>Language Continuum Guide</u>
Language: Knowledge of Language	Review Standards 3
Language: Vocabulary Acquisition and Use	L.4.5 - Demonstrate understanding of figurative language and nuances in word meanings. d. Explain the meaning of simple similes and metaphors in context. e. Recognize and explain the meaning of common idioms, adages, and proverbs.



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READING FOUNDATIONAL SKILLS	
Foundational Skills: Print Concepts	Refer back to K-1 standards at-risk students
Foundational Skills: Handwriting	Continue to practice handwriting with students who need intervention.
Foundational Skills: Phonological Awareness	Refer back to K-1 standards at-risk students
Foundational Skills: Phonics and Word Recognition	<p>RF.4.4 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p style="padding-left: 40px;">b. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>See WCS Phonemic Awareness and Phonics Scope & Sequence</p>
Foundational Skills: Fluency Lexile 950-1050	<p>RF.4.5 - Read with sufficient accuracy and fluency to support comprehension.</p> <p style="padding-left: 40px;">d. Read on-level text with purpose and understanding.</p> <p style="padding-left: 40px;">e. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p style="padding-left: 40px;">f. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Reading Behaviors by LEVELS, Reading Descriptors for for Levels A-Z, Reading Behaviors Checklist by Level</p> <p style="background-color: yellow;">See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans</p>

