



**Brookhaven School District
Pacing Guide 2018-19
Fourth Grade ELA**

1 st Nine Weeks			
Timeline (specific dates)	Concepts and Skills for the Time Period	Standards	Resources (textbooks, links, etc.)
Aug. 6-17	<p>Weeks 1-2</p> <p>(RI) -Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. -Determine the main idea of a text and explain how it is supported by key details; summarize the text. -Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade 4 topics or subject areas.</p> <p>(L) Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking -Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons*</p> <p>-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. -Use correct capitalization. -Spell grade-appropriate words correctly, consulting references as needed. - 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> <p>(SL) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. -Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. -Follow agreed-upon rules for discussions and carry out assigned roles. -Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. -Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>-Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. -Identify the reasons and evidence a speaker provides to support particular points. -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. -Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. -Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)</p>	<p>RI.4.1 RI.4.2 RI.4.4</p> <p>L.4.1 L.4.1f L.4.2 L.4.2a L.4.2d L.4.6</p> <p>SL.4.1 SL.4.1 a SL.4.1b SL.4.1c SL.4.1d SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6</p>	<p>http://www.mde.k12.ms.us/ESE/ccr</p> <p>http://www.ixl.com/standards/common-core/ela</p> <p>www.newsela.com</p> <p>http://www.fcrr.org/for-educators/sca_cc.asp</p> <p>https://www.edcite.com/</p> <p>https://www.commonlit.org/</p> <p>www.dogonews.com</p> <p>http://www.ncpublicschools.org/acre/standards/common-core-tools/#unpacking</p> <p>http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=1704</p> <p>http://www2.mcrel.org/lesson-plans/</p> <p>http://digitalsandbox.weebly.com/unit-development.html</p> <p>http://www.azed.gov/standards-development-assessment/parcc-assessment/</p> <p>https://learningconnection.doe.in.gov/Standards/About.aspx?art=11</p> <p>http://www.teachthought.com/teaching/50-common-core-resources-for-teachers/</p> <p>http://www.roe11.k12.il.us/Links/Common_Core_Standards.htm</p> <p>http://www.achieve.org/achieving-common-core</p>

<p>Weeks 1-2</p>	<p>(RF) Know and apply grade-level phonics and word analysis skills in decoding words -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. -Read with sufficient accuracy and fluency to support comprehension. -Read grade-level text with purpose and understanding. -Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>(W) Write informative/explanatory texts to examine a topic and convey ideas and information clearly. -Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to reading comprehension. -Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). -Use precise language and domain-specific vocabulary to inform about or explain the topic. -Provide a concluding statement or section related to the information or explanation presented.</p> <p>-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.) -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.) -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. -Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). -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.</p>	<p>RF.4.3 RF.4.3a RF.4.4 RF.4.4a RF.4.4c W.4.2 W.4.2a W.4.2b W.4.2c W.4.2d W.4.2e W.4.4 W.4.5 W.4.6 W.4.9b W.4.10</p>	<p>http://www.masteryconnect.com/ http://www.engageny.org/common-core-curriculum-assessments http://secc.sedl.org/common_core_videos/ http://www.louisianabelieves.com/resources/classroom-support-toolbox http://commoncore.wested.org/</p>
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	<p>-Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. -Link ideas with categories of information using words and phrases (e.g., another, for example, also, because). -Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>-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.) -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.) -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. -Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). -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.</p> <p>Week 4-Timed Informational Writing</p>	<p>W.4.2b W.4.2c W.4.2d</p> <p>W.4.4</p> <p>W.4.5</p> <p>W.4.6</p> <p>W.4.9b</p> <p>W.4.10</p>	
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<p>Sept.5-15</p> <p>Weeks 5-6</p> <p>(RL) -Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>(RI) -Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>(L) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. -Demonstrate understanding of words by relating them to their opposites (antonyms)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Use commas and quotation marks to mark direct speech and quotations from a text. - Use a comma before a coordinating conjunction in a compound sentence. -Spell grade-appropriate words correctly, consulting references as needed.</p> <p>-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> <p>(SL) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. -Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. -Follow agreed-upon rules for discussions and carry out assigned roles. -Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. -Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>-Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. -Identify the reasons and evidence a speaker provides to support particular points. -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. - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. -Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)</p> <p>(RF) Know and apply grade-level phonics and word analysis skills in decoding words -Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>Read with sufficient accuracy and fluency to support comprehension. - Read grade-level text with purpose and understanding. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		<p>RL.4.6</p> <p>RI.4.6</p> <p>L.4.5 L.4.5c</p> <p>L.4.2 L.4.2b L.4.2c L.4.2d</p> <p>L.4.6</p> <p>SL.4.1</p> <p>SL.4.1 a</p> <p>SL.4.1b SL.4.1c</p> <p>SL.4.1d</p> <p>SL 4.2</p> <p>SL 4.3 SL 4.4</p> <p>SL 4.5 SL.4.6</p> <p>RF.4.3 RF.4.3a</p> <p>RF.4.4 RF.4.4a RF.4.4c</p>	<p>http://www.mde.k12.ms.us/ESE/ccr</p> <p>http://www.ixl.com/standards/common-core/ela</p> <p>www.newsela.com</p> <p>http://www.fcrr.org/for-educators/sca_cc.asp</p> <p>https://www.edcite.com/</p> <p>https://www.commonlit.org/</p> <p>www.dogonews.com</p> <p>http://www.ncpublicschools.org/acre/standards/common-core-tools/#unpacking</p> <p>http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=1704</p> <p>http://www2.mcrel.org/lesson-plans/</p> <p>http://digitalsandbox.weebly.com/unit-development.html</p> <p>http://www.azed.gov/standards-development-assessment/parcc-assessment/</p> <p>https://learningconnection.doe.in.gov/Standards/About.aspx?art=11</p> <p>http://www.teachthought.com/teaching/50-common-core-resources-for-teachers/</p> <p>http://www.roe11.k12.il.us/Links/Common_Core_Standards.htm</p> <p>http://www.achieve.org/achieving-common-core</p> <p>http://www.masteryconnect.com/</p> <p>http://www.engageny.org/common-core-curriculum-assessments</p> <p>http://secc.sedl.org/common_core_videos/</p> <p>http://www.louisianabelieves.com/resources/classroom-support-toolbox</p> <p>http://commoncore.wested.org/</p>
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	<p>(W) Write informative/explanatory texts to examine a topic and convey ideas and information clearly. -Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. -Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. - Link ideas with categories of information using words and phrases (e.g., another, for example, also, because). -Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>-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.) -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.) -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. -Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). -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</p>	<p>W.4.2 W.4.2a</p> <p>W.4.2b W.4.2c W.4.2d</p> <p>W.4.4</p> <p>W.4.5</p> <p>W.4.6</p> <p>W.4.9b</p> <p>W.4.10</p>	
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<p>Sept.18-29</p>	<p>Weeks 7-8</p> <p>(RL) -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). - Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>(L) Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. -Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p>-Spell grade-appropriate words correctly, consulting references as needed. -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> <p>(SL) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. -Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. -Follow agreed-upon rules for discussions and carry out assigned roles. -Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. -Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>-Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. -Identify the reasons and evidence a speaker provides to support particular points. -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. -Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. -Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)</p> <p>(RF) Know and apply grade-level phonics and word analysis skills in decoding words -Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>Read with sufficient accuracy and fluency to support comprehension. - Read grade-level text with purpose and understanding. -Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Week 7- Timed Informational Writing (W) Write informative/explanatory texts to examine a topic and convey ideas and information clearly. -Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and</p>	<p>RL.4.4</p> <p>RL.4.9</p> <p>L.4.1</p> <p>L.4.1d</p> <p>L.4.3</p> <p>L.4.3c</p> <p>L.4.2d</p> <p>L.4.6</p> <p>SL.4.1</p> <p>SL.4.1 a</p> <p>SL.4.1b</p> <p>SL.4.1c</p> <p>SL.4.1d</p> <p>SL.4.2</p> <p>SL.4.3</p> <p>SL.4.4</p> <p>SL.4.5</p> <p>SL.4.6</p> <p>RF.4.3</p> <p>RF.4.3a</p> <p>RF.4.4</p> <p>RF.4.4a</p> <p>RF.4.4c</p> <p>W.4.2</p> <p>W.4.2a</p>	<p>http://www.mde.k12.ms.us/ESE/ccr</p> <p>http://www.ixl.com/standards/common-core/ela</p> <p>www.newsela.com</p> <p>http://www.fcrr.org/for-educators/sca_cc.asp</p> <p>https://www.edcite.com/</p> <p>https://www.commonlit.org/</p> <p>www.dogonews.com</p> <p>http://www.ncpublicschools.org/acre/standards/common-core-tools/#unpacking</p> <p>http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=1704</p> <p>http://www2.mcrel.org/lesson-plans/</p> <p>http://digitalsandbox.weebly.com/unit-development.html</p> <p>http://www.azed.gov/standards-development-assessment/parcc-assessment/</p> <p>https://learningconnection.doe.in.gov/Standards/About.aspx?art=11</p> <p>http://www.teachthought.com/teaching/50-common-core-resources-for-teachers/</p> <p>http://www.roe11.k12.il.us/Links/Common_Core_Standards.htm</p> <p>http://www.achieve.org/achieving-common-core</p> <p>http://www.masteryconnect.com/</p> <p>http://www.engageny.org/common-core-curriculum-assessments</p> <p>http://secc.sedl.org/common_core_videos/</p> <p>http://www.louisianabelieves.com/resources/classroom-support-toolbox</p> <p>http://commoncore.wested.org/</p>
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<p>Oct. 2-6</p>	<p>multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> -Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. -Link ideas with categories of information using words and phrases (e.g., another, for example, also, because). -Use precise language and domain-specific vocabulary to inform about or explain the topic. <p>-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.)</p> <ul style="list-style-type: none"> -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.) -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. -Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). -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 <p>Review of all skills First Nine Weeks Tests</p>	<p>W.4.2b W.4.2c W.4.2d</p> <p>W.4.4</p> <p>W.4.5</p> <p>W.4.6</p> <p>W.4.9b</p> <p>W.4.10</p>	
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2nd Nine Weeks

Timeline (specific dates)	Concepts and Skills for the Time Period	Standards	Resources (textbooks, links, etc.)
Oct.9-20	<p>Weeks 10-11</p> <p>(RI) -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. -Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade 4 topics or subject areas. -Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>(L) Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. -Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. -Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). -Spell grade-appropriate words correctly, consulting references as needed. -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). Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies. -Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. -Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>(SL) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. -Follow agreed-upon rules for discussions and carry out assigned roles. -Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. -Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. -Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. -Identify the reasons and evidence a speaker provides to support particular points. -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. -Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. -Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)</p> <p>(RF) Know and apply grade-level phonics and word analysis skills in decoding words -Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read</p>	<p>RI.4.5</p> <p>RI.4.4</p> <p>RI.4.7</p> <p>L.4.1</p> <p>L.4.1c</p> <p>L.4.1g</p> <p>L.4.2d</p> <p>L.4.6</p> <p>L.4.4</p> <p>L.4.4a</p> <p>L.4.4c</p> <p>SL.4.1</p> <p>SL.4.1 a</p> <p>SL.4.1b</p> <p>SL.4.1c</p> <p>SL.4.1d</p> <p>SL.4.2</p> <p>SL.4.3</p> <p>SL.4.4</p> <p>SL.4.5</p> <p>SL.4.6</p> <p>RF.4.3</p> <p>RF.4.3a</p>	<p>http://www.mde.k12.ms.us/ESE/ccr</p> <p>http://www.ixl.com/standards/common-core/ela</p> <p>www.newsela.com</p> <p>http://www.fcrr.org/for-educators/sca_cc.asp</p> <p>https://www.edcite.com/</p> <p>https://www.commonlit.org/</p> <p>www.dogonews.com</p> <p>http://www.ncpublicschools.org/acre/standards/common-core-tools/#unpacking</p> <p>http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=1704</p> <p>http://www2.mcrel.org/lesson-plans/</p> <p>http://digitalsandbox.weebly.com/unit-development.html</p> <p>http://www.azed.gov/standards-development-assessment/parcc-assessment/</p> <p>https://learningconnection.doe.in.gov/Standards/About.aspx?art=11</p> <p>http://www.teachthought.com/teaching/50-common-core-resources-for-teachers/</p> <p>http://www.roe11.k12.il.us/Links/Common_Core_Standards.htm</p> <p>http://www.achieve.org/achieving-common-core</p> <p>http://www.masteryconnect.com/</p> <p>http://www.engageny.org/common-core-curriculum-assessments</p> <p>http://secc.sedl.org/common_core_videos/</p> <p>http://www.louisianabelieves.com/resources/classroom-support-toolbox</p>

	<p>accurately unfamiliar multisyllabic words in context and out of context.</p> <p>Read with sufficient accuracy and fluency to support comprehension. -Read grade-level text with purpose and understanding. -Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Week 10- (W) Write opinion pieces on topics or texts, supporting a point of view with reasons and information. -Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. -Provide reasons that are supported by facts and details. -Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). -Provide a concluding statement or section related to the opinion presented.</p> <p>-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.) -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.) -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 -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</p>	<p>RF.4.4 RF.4.4a RF.4.4c</p> <p>W.4.1 W.4.1a</p> <p>W.4.1b W.4.1c W.4.1d</p> <p>W.4.4</p> <p>W.4.5</p> <p>W.4.6</p> <p>W.4.10</p>	<p>http://commoncore.wested.org/</p>
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<p>Oct. 25- Nov. 3</p>	<p>Weeks 12-13</p> <p>(RI) - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>(RL) - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>(L) Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. - Form and use prepositional phrases.</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Choose words and phrases to convey ideas precisely. - Choose punctuation for effect.</p> <p>-Spell grade-appropriate words correctly, consulting references as needed. -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> <p>(SL) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. -Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. -Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p>RI.4.9</p> <p>RL.4.1</p> <p>L.4.1</p> <p>L.4.1e</p> <p>L.4.3</p> <p>L.4.3a L.4.3b</p> <p>L.4.2d L.4.6</p> <p>SL.4.1</p> <p>SL.4.1 a</p> <p>SL.4.1b</p>	<p>http://www.mde.k12.ms.us/ESE/ccr</p> <p>http://www.ixl.com/standards/common-core/ela</p> <p>www.newsela.com</p> <p>http://www.fcrr.org/for-educators/sca_cc.asp</p> <p>https://www.edcite.com/</p> <p>https://www.commonlit.org/</p> <p>www.dogonews.com</p> <p>http://www.ncpublicschools.org/acre/standards/common-core-tools/#unpacking</p> <p>http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=1704</p> <p>http://www2.mcrel.org/lesson-plans/</p> <p>http://digitalsandbox.weebly.com/unit-development.html</p> <p>http://www.azed.gov/standards-development-assessment/parcc-assessment/</p>
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<p>-Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. -Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>-Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. - Identify the reasons and evidence a speaker provides to support particular points. - 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. -Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. -Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)</p> <p>(RF) Know and apply grade-level phonics and word analysis skills in decoding words -Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>Read with sufficient accuracy and fluency to support comprehension. -Read grade-level text with purpose and understanding. -Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Week 12 (W) Write opinion pieces on topics or texts, supporting a point of view with reasons and information. - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>-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.) -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.) -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 -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</p> <p>Week 13- Timed Opinion Writing</p>	<p>SL.4.1c SL.4.1d SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6 RF.4.3 RF.4.3a RF.4.4 RF.4.4a RF.4.4c W.4.1 W.4.1c W.4.4 W.4.5 W.4.6 W.4.10</p>	<p>https://learningconnection.doe.in.gov/Standards/About.aspx?art=11</p> <p>http://www.teachthought.com/teaching/50-common-core-resources-for-teachers/</p> <p>http://www.roe11.k12.il.us/Links/Common_Core_Standards.htm</p> <p>http://www.achieve.org/achieving-common-core</p> <p>http://www.masteryconnect.com/</p> <p>http://www.engageny.org/common-core-curriculum-assessments</p> <p>http://secc.sedl.org/common_core_videos/</p> <p>http://www.louisianabelieves.com/resources/classroom-support-toolbox</p> <p>http://commoncore.wested.org/</p>
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<p>Nov.6-17</p>	<p>Weeks 14- 15</p> <p>(RI) - 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. -Explain how an author uses reasons and evidence to support particular points in a text. - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade 4 topics or subject areas.</p> <p>(L) Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. -Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). -Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>-Spell grade-appropriate words correctly, consulting references as needed. - 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> <p>(SL) 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> <p>-Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. -Follow agreed-upon rules for discussions and carry out assigned roles. -Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. -Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>-Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. -Identify the reasons and evidence a speaker provides to support particular points. -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. -Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. -Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)</p> <p>(RF) Know and apply grade-level phonics and word analysis skills in decoding words -Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>Read with sufficient accuracy and fluency to support comprehension. -Read grade-level text with purpose and understanding. -Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RI.4.3 RI.4.8 RI.4.4 L.4.1 L.4.1a L.4.1b L.4.2d L.4.6 SL.4.1 SL.4.1 a SL.4.1b SL.4.1c SL.4.1d SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6 RF.4.3 RF.4.3a RF.4.4 RF.4.4a RF.4.4c</p>	<p>http://www.mde.k12.ms.us/ESE/ccr http://www.ixl.com/standards/common-core/ela www.newsela.com http://www.fcrr.org/for-educators/sca_cc.asp https://www.edcite.com/ https://www.commonlit.org/ www.dogonews.com http://www.ncpublicschools.org/acre/standards/common-core-tools/#unpacking http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=1704 http://www2.mcrel.org/lesson-plans/ http://digitalsandbox.weebly.com/unit-development.html http://www.azed.gov/standards-development-assessment/parcc-assessment/ https://learningconnection.doe.in.gov/Standards/About.aspx?art=11 http://www.teachthought.com/teaching/50-common-core-resources-for-teachers/ http://www.roe11.k12.il.us/Links/Common_Core_Standards.htm http://www.achieve.org/achieving-common-core http://www.masteryconnect.com/ http://www.engageny.org/common-core-curriculum-assessments http://secc.sedl.org/common_core_videos/ http://www.louisianabelieves.com/resources/classroom-support-toolbox http://commoncore.wested.org/</p>
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<p>(W) Write narratives to develop real or imagined experiences or events using effective technique, descriptive and clear event sequences. -Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. -Use dialogue and description to develop experiences and events or show the responses of characters to situations. -Use a variety of transitional words and phrases to manage the sequence of events. -Use concrete words and phrases and sensory details to convey experiences and events precisely. -Provide a conclusion that follows from the narrated experiences or events.</p> <p>-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.) -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.) -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 -Conduct short research projects that build knowledge through investigation of different aspects of a topic. -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. -Apply <i>grade 4 Reading standards</i> 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].”). -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</p> <p>Week 14- Timed Informational Writing Week 15- Timed Informational Writing</p>		<p>W.4.3</p> <p>W.4.3a</p> <p>W.4.3b</p> <p>W.4.3c</p> <p>W.4.3d</p> <p>W.4.3e</p> <p>W.4.4</p> <p>W.4.5</p> <p>W.4.6</p> <p>W.4.7</p> <p>W.4.8</p> <p>W.4.9a</p> <p>W.4.10</p>	
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<p>Nov. 27- Dec. 8</p>	<p>Weeks 16- 17</p> <p>(RI) -Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>(RF) -Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words -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. - Read with sufficient accuracy and fluency to support comprehension. -Read grade-level text with purpose and understanding. -Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>(RL) 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>(L) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. -Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. -Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>-Spell grade-appropriate words correctly, consulting references as needed. - 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> <p>(SL) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. -Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. -Follow agreed-upon rules for discussions and carry out assigned roles. -Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>-Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. -Identify the reasons and evidence a speaker provides to support particular points. -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. -Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. -Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)</p> <p>(W) Write narratives to develop real or imagined experiences or events using effective technique, descriptive and clear event sequences. -Orient the reader by establishing a situation and introducing a narrator and/or characters; organize and event sequence that unfolds naturally.</p>	<p>RI.4.5</p> <p>RF.4.4b</p> <p>RF.4.3</p> <p>RF.4.3a</p> <p>RF.4.4</p> <p>RF.4.4a</p> <p>RF.4.4c</p> <p>RL.4.7</p> <p>L.4.5</p> <p>L.4.5a</p> <p>L.4.5b</p> <p>L.4.2d</p> <p>L.4.6</p> <p>SL.4.1</p> <p>SL.4.1 a</p> <p>SL.4.1b</p> <p>SL.4.1c</p> <p>SL.4.1d</p> <p>SL.4.2</p> <p>SL.4.3</p> <p>SL.4.4</p> <p>SL.4.5</p> <p>SL.4.6</p> <p>W.4.3</p> <p>W.4.3a</p>	<p>http://www.mde.k12.ms.us/ESE/ccr</p> <p>http://www.ixl.com/standards/common-core/ela</p> <p>www.newsela.com</p> <p>http://www.fcrr.org/for-educators/sca_cc.asp</p> <p>https://www.edcite.com/</p> <p>https://www.commonlit.org/</p> <p>www.dogonews.com</p> <p>http://www.ncpublicschools.org/acre/standards/common-core-tools/#unpacking</p> <p>http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=1704</p> <p>http://www2.mcrel.org/lesson-plans/</p> <p>http://digitalsandbox.weebly.com/unit-development.html</p> <p>http://www.azed.gov/standards-development-assessment/parcc-assessment/</p> <p>https://learningconnection.doe.in.gov/Standards/About.aspx?art=11</p> <p>http://www.teachthought.com/teaching/50-common-core-resources-for-teachers/</p> <p>http://www.roe11.k12.il.us/Links/Common_Core_Standards.htm</p> <p>http://www.achieve.org/achieving-common-core</p> <p>http://www.masteryconnect.com/</p> <p>http://www.engageny.org/common-core-curriculum-assessments</p> <p>http://secc.sedl.org/common_core_videos/</p> <p>http://www.louisianabelieves.com/resources/classroom-support-toolbox</p> <p>http://commoncore.wested.org/</p>
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<p>Dec. 11-20</p>	<p>Week 18- Review all skills 2nd Nine Weeks Test</p>	<ul style="list-style-type: none"> -Use dialogue and description to develop experiences and events or show the responses of characters to situations. -Use a variety of transitional words and phrases to manage the sequence of events. -Use concrete words and phrases and sensory details to convey experiences and events precisely - Provide a conclusion that follows from the narrated experiences or events. -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.) -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.) -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 -Conduct short research projects that build knowledge through investigation of different aspects of a topic. -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. -Apply <i>grade 4 Reading standards</i> 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].”). -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 	<ul style="list-style-type: none"> W.4.3b W.4.3c W.4.3d W.4.3e W.4.4 W.4.5 W.4.6 W.4.7 W.4.8 W.4.9a W.4.10
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3rd Nine Weeks			
Timeline (specific dates)	Concepts and Skills for the Time Period	Standards	Resources (textbooks, links, etc.)
<p>All standards were taught for mastery by the end of 1st semester. 3rd 9 weeks will be spent applying and extending standards at a more rigorous level. This will be done primarily through the use of appropriately lexiled reading passages employing close read strategies, writing to text, and mini-research projects. Intense differentiation will be provided, mostly through the power hour initiative. NWEA MAP winter data will drive instruction. After week 22, writing will be addressed during Power Hour.</p>			
Jan. 8-19	<p>Weeks 19-20</p> <p>(RI) -Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. -Determine the main idea of a text and explain how it is supported by key details; summarize the text. -Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade 4 topics or subject areas.</p> <p>(L) Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking -Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons*</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. -Use correct capitalization. -Spell grade-appropriate words correctly, consulting references as needed.</p> <p>-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> <p>(SL) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. -Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. -Follow agreed-upon rules for discussions and carry out assigned roles. - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>-Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. -Identify the reasons and evidence a speaker provides to support particular points. -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. -Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. -Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)</p> <p>(RF) Know and apply grade-level phonics and word analysis skills in decoding words -Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>RI.4.1 RI.4.2 RI.4.4</p> <p>L.4.1 L.4.1f</p> <p>L.4.2 L.4.2a L.4.2d</p> <p>L.4.6</p> <p>SL.4.1 SL.4.1 a SL.4.1b SL.4.1c SL.4.1d</p> <p>SL.4.2</p> <p>SL.4.3 SL.4.4</p> <p>SL.4.5 SL.4.6</p> <p>RF.4.3 RF.4.3a</p>	<p>http://www.mde.k12.ms.us/ESE/ccr</p> <p>http://www.ixl.com/standards/common-core/ela</p> <p>www.newsela.com</p> <p>http://www.fcrr.org/for-educators/sca_cc.asp</p> <p>https://www.edcite.com/</p> <p>https://www.commonlit.org/</p> <p>www.dogonews.com</p> <p>http://www.ncpublicschools.org/acre/standards/common-core-tools/#unpacking</p> <p>http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=1704</p> <p>http://www2.mcrel.org/lesson-plans/</p> <p>http://digitalsandbox.weebly.com/unit-development.html</p> <p>http://www.azed.gov/standards-development-assessment/parcc-assessment/</p> <p>https://learningconnection.doe.in.gov/Standards/About.aspx?art=11</p> <p>http://www.teachthought.com/teaching/50-common-core-resources-for-teachers/</p> <p>http://www.roe11.k12.il.us/Links/Common_Core_Standards.htm</p> <p>http://www.achieve.org/achieving-common-core</p> <p>http://www.masteryconnect.com/</p> <p>http://www.engageny.org/common-core-curriculum-assessments</p>

<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> - Read grade-level text with purpose and understanding. -Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>(W)</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive and clear event sequences.</p> <ul style="list-style-type: none"> -Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. - Use dialogue and description to develop experiences and events or show the responses of characters to situations. -Use a variety of transitional words and phrases to manage the sequence of events. -Use concrete words and phrases and sensory details to convey experiences and events precisely -Provide a conclusion that follows from the narrated experiences or events. <p>-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.)</p> <ul style="list-style-type: none"> -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.) -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 -Conduct short research projects that build knowledge through investigation of different aspects of a topic. -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. -Apply <i>grade 4 Reading standards</i> 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].”). -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 <p>Week 20- Timed Narrative Writing</p>	<p>RF.4.4 RF.4.4a RF.4.4c</p> <p>W.4.3 W.4.3a</p> <p>W.4.3b W.4.3c W.4.3d W.4.3e</p> <p>W.4.4</p> <p>W.4.5</p> <p>W.4.6</p> <p>W.4.7 W.4.8</p> <p>W.4.9a</p> <p>W.4.10</p>	<p>http://secc.sedl.org/common_core_videos/</p> <p>http://www.louisianabelieves.com/resources/classroom-support-toolbox</p> <p>http://commoncore.wested.org/</p>
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<p>Jan. 22- Feb. 1</p>	<p>Weeks 21-22</p> <p>(RL) -Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. -Determine a theme of a story, drama, or poem from details in the text; summarize the text. Describe in depth a character, setting, or event in a story or drama; drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p>(RF) Know and apply grade-level phonics and word analysis skills in decoding words -Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>Read with sufficient accuracy and fluency to support comprehension. -Read grade-level text with purpose and understanding. -Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. -Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>(L) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies. -Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. -Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>). -Spell grade-appropriate words correctly, consulting references as needed. - 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> <p>(SL) 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> <p>(W) Write informative/explanatory texts to examine a topic and convey ideas and information clearly. - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. -Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. -Link ideas with categories of information using words and phrases (e.g., another, for example, also, because). -Use precise language and domain-specific vocabulary to inform about or explain the topic. -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.) -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.) -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. -Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular - points in a text”). -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.</p>	<p>RL.4.1 RL.4.2 RL.4.3 RF.4.3 RF.4.3a RF.4.4 RF.4.4a RF.4.4b RF.4.4c L.4.4 L.4.4a L.4.4b L.4.2d L.4.6 SL.4.4 W.4.2 W.4.2a W.4.2b W.4.2c W.4.2d W.4.4 W.4.5 W.4.6 W.4.9b W.4.10</p>	<p>http://www.mde.k12.ms.us/ESE/ccr http://www.ixl.com/standards/common-core/ela www.newsela.com http://www.fcrr.org/for-educators/sca_cc.asp https://www.edcite.com/ https://www.commonlit.org/ www.dogonews.com http://www.ncpublicschools.org/acre/standards/common-core-tools/#unpacking http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=1704 http://www2.mcrel.org/lesson-plans/ http://digitalsandbox.weebly.com/unit-development.html http://www.azed.gov/standards-development-assessment/parcc-assessment/ https://learningconnection.doe.in.gov/Standards/About.aspx?art=11 http://www.teachthought.com/teaching/50-common-core-resources-for-teachers/ http://www.roe11.k12.il.us/Links/Common_Core_Standards.htm http://www.achieve.org/achieving-common-core http://www.masteryconnect.com/ http://www.engageny.org/common-core-curriculum-assessments http://secc.sedl.org/common_core_videos/ http://www.louisianabelieves.com/resources/classroom-support-toolbox http://commoncore.wested.org/</p>
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	<p>Week 21- Timed Informational Writing</p> <p>Week 22- Timed Informational Writing</p>		
Feb. 5-16	<p>Weeks 23-24</p> <p>(RL) -Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. -Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>(L) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. -Demonstrate understanding of words by relating them to their opposites (antonyms)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. -Use commas and quotation marks to mark direct speech and quotations from a text. - Use a comma before a coordinating conjunction in a compound sentence.</p>	<p>RL.4.6</p> <p>RI.4.6</p> <p>L.4.5</p> <p>L.4.5c</p> <p>L.4.2</p> <p>L.4.2b</p> <p>L.4.2c</p>	<p>http://www.mde.k12.ms.us/ESE/ccr</p> <p>http://www.ixl.com/standards/common-core/ela</p> <p>www.newsela.com</p> <p>http://www.fcrr.org/for-educators/sca_cc.asp</p> <p>https://www.edcite.com/</p> <p>https://www.commonlit.org/</p> <p>www.dogonews.com</p> <p>http://www.ncpublicschools.org/acre/standards/common-core-tools/#unpacking</p> <p>http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=1704</p> <p>http://www2.mcrel.org/lesson-plans/</p>
Feb.20- Mar. 2	<p>Weeks 25-26</p> <p>(RL) -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). -Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>(L) Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. -Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening. -Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>RL.4.4</p> <p>RL.4.9</p> <p>L.4.1</p> <p>L.4.1d</p> <p>L.4.3</p> <p>L.4.3c</p>	<p>http://digitalsandbox.weebly.com/unit-development.html</p> <p>http://www.azed.gov/standards-development-assessment/parcc-assessment/</p> <p>https://learningconnection.doe.in.gov/Standards/About.aspx?art=11</p> <p>http://www.teachthought.com/teaching/50-common-core-resources-for-teachers/</p> <p>http://www.roe11.k12.il.us/Links/Common_Core_Standards.htm</p> <p>http://www.achieve.org/achieving-common-core</p> <p>http://www.masteryconnect.com/</p> <p>http://www.engageny.org/common-core-curriculum-assessments</p> <p>http://secc.sedl.org/common_core_videos/</p> <p>http://www.louisianabelieves.com/resources/classroom-support-toolbox</p> <p>http://commoncore.wested.org/</p>
Mar. 5-9	<p>Review all skills. Third Nine Weeks Tests</p>		

4th Nine Weeks			
Timeline (specific dates)	Concepts and Skills for the Time Period	Standards	Resources (textbooks, links, etc.)
<p>All standards were taught for mastery by the end of 1st semester. 4th 9 weeks will be spent applying and extending standards at a more rigorous level. This will be done primarily through the use of appropriately lexiled reading passages employing close read strategies, writing to text, and mini-research projects. Intense differentiation will be provided, mostly through the power hour initiative. NWEA MAP winter data will drive instruction. After week 22, writing will be addressed during Power Hour.</p>			
Mar.19-29	<p>Weeks 28-29</p> <p>(RI) -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. -Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade 4 topics or subject areas. -Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>(L) Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. -Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. -Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies. -Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. -Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	RI.4.5 RI.4.4 RI.4.7 L.4.1 L.4.1c L.4.1g L.4.4 L.4.4a L.4.4c	<p>http://www.mde.k12.ms.us/ESE/ccr</p> <p>http://www.ixl.com/standards/common-core/ela</p> <p>www.newsela.com</p> <p>http://www.fcrr.org/for-educators/sca_cc.asp</p> <p>https://www.edcite.com/</p> <p>https://www.commonlit.org/</p> <p>www.dogonews.com</p> <p>http://www.ncpublicschools.org/acre/standards/common-core-tools/#unpacking</p> <p>http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=1704</p> <p>http://www2.mcrel.org/lesson-plans/</p> <p>http://digitalsandbox.weebly.com/unit-development.html</p> <p>http://www.azed.gov/standards-development-assessment/parcc-assessment/</p> <p>https://learningconnection.doe.in.gov/Standards/About.aspx?art=11</p> <p>http://www.teachthought.com/teaching/50-common-core-resources-for-teachers/</p> <p>http://www.roe11.k12.il.us/Links/Common_Core_Standards.htm</p> <p>http://www.achieve.org/achieving-common-core</p> <p>http://www.masteryconnect.com/</p> <p>http://www.engageny.org/common-core-curriculum-assessments</p>
Apr. 3-13	<p>Weeks 30-31</p> <p>(RI) Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>(RL) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>(L) Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. -Form and use prepositional phrases.</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening. -Choose words and phrases to convey ideas precisely. -Choose punctuation for effect.</p>	RI.4.9 RL.4.1 L.4.1 L.4.1e L.4.3 L.4.3a L.4.3b	<p>http://www.azed.gov/standards-development-assessment/parcc-assessment/</p> <p>https://learningconnection.doe.in.gov/Standards/About.aspx?art=11</p> <p>http://www.teachthought.com/teaching/50-common-core-resources-for-teachers/</p> <p>http://www.roe11.k12.il.us/Links/Common_Core_Standards.htm</p> <p>http://www.achieve.org/achieving-common-core</p> <p>http://www.masteryconnect.com/</p> <p>http://www.engageny.org/common-core-curriculum-assessments</p>

Apr. 16-27	<p>Weeks 32-33</p> <p>(RI) -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. -Explain how an author uses reasons and evidence to support particular points in a text. -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. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade 4 topics or subject areas.</p> <p>(L) Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. -Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). -Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p>	<p>RI.4.3</p> <p>RI.4.8</p> <p>RI.4.10</p> <p>RI.4.4</p> <p>L.4.1</p> <p>L.4.1a</p> <p>L.4.1b</p>	<p>http://secc.sedl.org/common_core_videos/</p> <p>http://www.louisianabelieves.com/resources/classroom-support-toolbox</p> <p>http://commoncore.wested.org/</p>
Apr. 30- May 11	<p>Weeks 34-35</p> <p>(RL) -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. -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. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>(RF) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>(L) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. -Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. -Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>RL.4.5</p> <p>RL.4.7</p> <p>RL.4.10</p> <p>RF.4.4b</p> <p>L.4.5</p> <p>L.4.5a</p> <p>L.4.5b</p>	
May 14-24	<p>Review all skills. 4th Nine Weeks Tests</p>		

I Can Statements
Contributed by Jennifer Bray

Weeks 1-2 I Can:

- RI.4.2.1 Select the most important details from the passage.
- RI.4.2.2 Use the most important details to determine the main idea.
- RI.4.2.3 Combine the main idea and important details to summarize the passage.
- RI.4.2.4 Justify how the key details support the main idea.

- RI.4.4.1 Locate unfamiliar words and phrases found in grade 4 informational text.
- RI.4.4.2 Use reference materials (dictionary, thesaurus, glossary, internet, teacher, or peers) to determine meanings to unfamiliar words and phrases.
- RI.4.4.3 Use context clues that give meaning to unfamiliar words and phrases found in grade 4 informational text.
- RI.4.4.4 Explain words and phrases that refer to grade 4 informational text.

- L.4.1.f.1 Compose a simple sentence.
- L.4.1.f.2 Compose a compound sentence.
- L.4.1.f.3 Identify independent (main) and dependent (subordinate) clauses (complex sentences).
- L.4.1.f.4 Compose a complex sentence.
- L.4.1.f.5 Determine the correct punctuation within and at the end of sentences.
- L.4.1.f.6 Compose a compound sentence using a semicolon.
- L.4.1.f.7 Identify fragments, run-ons, and complete sentences.
- L.4.1.f.8 Modify fragments and run-ons to create complete sentences.

- L.4.2.a.1 Use correct capitalization in writing.
- L.4.2.a.2 Correctly punctuate and capitalize titles (e.g., books, songs, magazines, poems, stories, etc...).

Weeks 3-4 I Can:

- RL.4.1.1 Retell a story in my own words.
- RL.4.1.2 Explain an inference.
- RL.4.1.3 Use prior knowledge to understand what I read to create an inference.
- RL.4.1.4 Include specific details/examples from the story to support my retelling and inferences.
- RL.4.1.5 Locate/Recognize clues to understand ideas and events that are not stated directly in the text.

- RL.4.2.1 Identify the most important details from the passage.
- RL.4.2.2 Use the most important details to determine the theme.
- RL.4.2.3 Combine the theme and important details to summarize the story, drama, or poem with a beginning, middle, and ending.

- RL.4.3.1 Identify the character, setting, and important events from the story.
- RL.4.3.2 Discuss the characters' thoughts and actions.
- RL.4.3.3 Uncover reasons for the characters' thoughts and actions and use these thoughts and actions to describe the character.
- RL.4.3.4 Describe the setting (time and place) of the story.
- RL.4.3.5 Examine how the setting affects what happens in the story.
- RL.4.3.6 Locate and summarize the events of a story/drama using specific details from the text – e.g. problem/solution.
- RL.4.3.7 Explain the events that led to a turning point in the story.
- RL.4.3.8 Justify the description of a character, setting, or event by using specific details from the story/drama.

- L.4.4.a.1 Use context clues to figure out the meanings of unfamiliar words or phrases (e.g., definitions, examples, synonyms/antonyms or restatements in text).

- L.4.4.b.1 Identify Greek affixes and roots.
- L.4.4.b.2 Identify Latin affixes and roots.
- L.4.4.b.3 Use Greek and Latin affixes and roots as clues to determine the meaning of words (e.g., *telegraph*, *photograph*, *autograph*).

Weeks 5-6 I Can:

- RL.4.6.1 Define narrator, point of view, first person, & third person point of view.
- RL.4.6.2 Identify and explain the characteristics of first-person point of view in passages.
- RL.4.6.3 Identify and explain the characteristics of third-person point of view in passages.
- RL.4.6.4 Compare and contrast first and third person points of view in different stories.

- RI.4.6.1 Determine narrator's point of view.
- RI.4.6.2 Define firsthand and secondhand account.
- RI.4.6.3 Compare/contrast a firsthand account and secondhand account of the same informational text.

- L.4.5.c.1 Identify antonyms.
- L.4.5.c.2 Identify synonyms.

- L.4.2.b.1 Use commas and quotation marks to show dialogue.
- L.4.2.b.2 Use commas and quotation marks to show quotations from a text.

- L.4.2.c.1 Identify coordinating conjunctions.
- L.4.2.c.2 Identify compound sentences.
- L.4.2.c.3 Use a comma before a coordinating conjunction correctly in a compound sentence.
- L.4.2.c.4 Compose a compound sentence using a comma and coordinating conjunction correctly.

Weeks 7-8 I Can:

- RL.4.4.1 Locate unfamiliar words and phrases.
- RL.4.4.2 Use context clues that give meaning to unfamiliar words and phrases.
- RL.4.4.3 Identify and explain multiple meaning words using context clues.
- RL.4.4.4 Identify figurative language and give the literal meanings - onomatopoeia, simile, metaphor, hyperbole, personification, idiom, alliteration, assonance, imagery, rhyme.
- RL.4.4.5 Identify and explain words and phrases that refer to mythological characters such as Hercules.

- RL.4.9.1 Examine the text to determine the author's purpose.
- RL.4.9.2 Explain the patterns of events in a text (stories, myths, and traditional literature).
- RL.4.9.3 Identify the topics of different types of text (stories, myths, and traditional literature) from different cultures. RL.4.9.4 Identify the themes of different types of text (stories, myths, and traditional literature) from different cultures.
- RL.4.9.5 Explain how the themes and topics of similar text (stories, myths, and traditional literature) are alike and different.
- RL.4.9.6 Draw conclusions from the text to infer the themes for stories, myths, and traditional literature.

- L.4.1.d.1 Arrange adjectives within sentences in the conventional order.

- L.4.3.c.1 Speak using formal English when presenting to an audience.
- L.4.3.c.2 Speaking using informal English when working in a small group.

Weeks 10-11 I Can:

- RI.4.5.1 Define chronological order (time order).

RI.4.5.2 Identify text that is presented in chronological order.
RI.4.5.3 Explain events, ideas, concepts, or information in a text or part of a text in chronological order.
RI.4.5.4 Define compare and contrast.
RI.4.5.5 Identify text organized using comparison, contrast, or both.
RI.4.5.6 Explain how compare and contrast is used in the informational text.
RI.4.5.7 Define cause (why) and effect (what happened).
RI.4.5.8 Identify text organized using cause and effect.
RI.4.5.9 Explain cause/effect relationships in informational text.
RI.4.5.10 Define problem and solution as found in informational text.
RI.4.5.11 Explain a problem and its solution found in informational text.
RI.4.5.12 Discover characteristics of each text structure (chronology, compare/contrast, cause/effect, problem/solution).
RI.4.5.13 Determine the overall structure used in informational text. (e.g., chronology, compare/contrast, cause/effect, problem/solution).

RI.4.4.1 Locate unfamiliar words and phrases found in grade 4 informational text.
RI.4.4.2 Use reference materials (dictionary, thesaurus, glossary, internet, teacher, or peers) to determine meanings to unfamiliar words and phrases.
RI.4.4.3 Use context clues that give meaning to unfamiliar words and phrases found in grade 4 informational text.
RI.4.4.4 Explain words and phrases that refer to grade 4 informational text.
RI.4.7.1 Identify the information presented visually (e.g. charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages).
RI.4.7.2 Examine the charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages and discuss how it helps me to understand the text.
RI.4.7.3 Interpret the charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages and relate them to my understanding of the text.
L.4.1.c.1 Identify auxiliary verbs (shall, will, should, could, would, etc.).
L.4.1.c.2 Use auxiliary verbs (shall, will, should, could, would, etc.) correctly in reference to time or mood.
L.4.1.g.1 Identify homophones (e.g., *to, too, two; there, their*).
L.4.1.g.2 Determine which homophones to use in a sentence (e.g., *to, too, two; there, their*).
L.4.1.g.3 Use homophones correctly when writing (e.g., *to, too, two; there, their*).
L.4.4.a.1 Use context clues to figure out the meanings of unfamiliar words or phrases (e.g., definitions, examples, synonyms/antonyms or restatements in text).
L.4.4.c.1 Use a dictionary/glossary (print or digital) to pronounce words.
L.4.4.c.2 Use a dictionary/glossary (print or digital) to determine the meaning of key words and phrases.
L.4.4.c.3 Use a thesaurus to clarify the meaning of key words and phrases.

Weeks 12-13 I Can:

RI.4.9.1 Read two related informational texts.
RI.4.9.2 Identify the key points in each informational text.
RI.4.9.3 Explain how the two informational texts are related.
RI.4.9.4 Combine the key points from two informational texts to write or speak about a topic.

RL.4.1.1 Retell a story in my own words.
RL.4.1.2 Explain an inference.
RL.4.1.3 Use prior knowledge to understand what I read to create an inference.
RL.4.1.4 Include specific details/examples from the story to support my retelling and inferences.
RL.4.1.5 Locate/Recognize clues to understand ideas and events that are not stated directly in the text.

L.4.1.c.1 Identify auxiliary verbs (shall, will, should, could, would, etc.).
L.4.1.c.2 Use auxiliary verbs (shall, will, should, could, would, etc.) correctly in reference to time or mood

L.4.1.e.1 Identify prepositions.
L.4.1.e.2 Identify prepositional phrases.
L.4.1.e.3 Create a sentence that includes prepositional phrases.

L.4.3.a.1 Use words and phrases to express my ideas when writing, speaking, reading, or listening.
L.4.3.b.1 Use correct punctuation when writing to show different effects.

Weeks 14- 15 I Can:

- RI.4.3.1 Identify key events in informational text.
- RI.4.3.2 Identify procedures in informational text.
- RI.4.3.3 Identify ideas in informational text.
- RI.4.3.4 Identify concepts in informational text.
- RI.4.3.5 Identify the cause/effect relationship with a historical, scientific, or technical text.
- RI.4.3.6 Explain the key events, procedures, ideas, and concepts used in informational text (i.e., steps in a lab procedure).
- RI.4.3.7 Justify my explanation based on specific information in the text.

- RI.4.8.1 Identify key points in the text.
- RI.4.8.2 List reasons and proof why these points are there.
- RI.4.8.3 Justify why key points are important.
- RI.4.8.4 Interpret the author's point/position based on his/her reasons and evidence.
- RI.4.8.5 Evaluate the text to determine the reasons for the author's point/position.

- RI.4.4.1 Locate unfamiliar words and phrases found in grade 4 informational text.
- RI.4.4.2 Use reference materials (dictionary, thesaurus, glossary, internet, teacher, or peers) to determine meanings to unfamiliar words and phrases.
- RI.4.4.3 Use context clues that give meaning to unfamiliar words and phrases found in grade 4 informational text.
- RI.4.4.4 Explain words and phrases that refer to grade 4 informational text.

- L.4.1.a.1 Identify relative pronoun in text.
- L.4.1.a.2 Use relative pronouns when I write or speak.
- L.4.1.a.3 Identify relative adverbs in text.
- L.4.1.a.4 Use relative adverbs when I write or speak.

- L.4.1.b.1 Identify progressive verbs (e.g., *I was walking; I am walking; I will be walking*).
- L.4.1.b.2 Create sentences using progressive verbs correctly (e.g., *I was walking; I am walking; I will be walking*).

Weeks 16- 17 I Can:

- RL.4.5.1 Define and discuss examples of elements of poems.
- RL.4.5.2 Locate the verse of a poem (a line of poetry).
- RL.4.5.3 Identify and describe the meter (beat) of poems.
- RL.4.5.4 Identify and describe the rhyme scheme of poems.
- RL.4.5.5 Identify and describe the rhythm of poems (the flow of words).
- RL.4.5.6 Create a poem with verse, rhythm, meter, and a specific rhyme scheme.
- RL.4.5.7 Define and discuss examples of elements of dramas (plays).
- RL.4.5.8 Determine the setting.
- RL.4.5.9 Locate the cast of characters.
- RL.4.5.10 Recognize and apply stage directions.
- RL.4.5.11 Compare and contrast elements of poems, drama, and prose.
- RL.4.5.12 Categorize a piece of literature as poetry, drama, or prose.
- RL.4.5.13 Write and discuss the similarities and differences of poems, drama, and prose.

- RL.4.7.1 Read a story or drama (play) and describe in detail what it was about.
- RL.4.7.2 Listen to a story or drama and describe in detail what I heard.
- RL.4.7.3 View and understand a literary representation of a story.
- RL.4.7.4 Listen to and comprehend an oral presentation of the story.
- RL.4.7.5 Compare and contrast specific elements of a text to the movie/play/audio version.

- L.4.5.a.1 Identify a simile.
- L.4.5.a.2 Tell in my own words what a simile means in context
- L.4.5.a.3 Identify a metaphor.

L.4.5.a.4 Tell in my own words what a metaphor means in context.

L.4.5.b.1 Identify idioms.

L.4.5.b.2 Tell in my own words what an idiom means in context.

L.4.5.b.3 Identify adages and proverbs.

L.4.5.b.4 Tell in my own words what an adage or proverb means in context.