

Domain: Reading Standards for Literature		
Cluster: Key Ideas and Details		
Standards: Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How does referring to the text show a deeper understanding of the text?	Students understand that: -Inferences drawn by the reader and explicit details should be supported by textual evidence.	To assist in meeting this standard, students may: -Participate in an appropriately leveled guided reading lesson -Read, Ask, and Paraphrase (RAP) -Participate in Buddy Reading with an extension activity to answer questions with evidence from the text -Participate in a Text Based Evidence lesson
Content Statements		
Students will be able to: -Make references to the text to demonstrate comprehension and inference skills.		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Respond to an open ended question referring to evidence in the text as the basis for the answer -Make accurate predictions from cues		corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com
Equipment Needed		sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Teachers may use the following: - Various text of student's reading level -Leveled Guided Reading lesson plan -Sticky Notes		
Desired Results		
Sample question to consider for this standard: How do all the objects in the classroom look to Mariela and Isabel after they shrink? Use details and examples from the text.		

Domain: Reading Standards for Literature

Cluster: Key Ideas and Details		
Standards: Determine the theme of a story, drama, or poem from details in the text; summarize the text.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>Why is theme important to the meaning of a text?</p> <p>What are the components of an effective summary?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Recognizing the theme is important to comprehending what is read. -Students understand that summarizing literature shows understanding of the text. 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Participate in an appropriately leveled guided reading lesson -Read, Ask, and Paraphrase (RAP) -Participate in Buddy Reading with an extension activity to answer questions with evidence from the text -Participate in a Text Based Evidence lesson -Participate in a genre study -Buddy Read stories, drama or poems
Content Statements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Determine the theme and summarize a text. 		
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Write about the theme of a story, using details from the text to show understanding -Students are given a cold read of a fable, folktale, or myth to independently read and then identify the theme of the story with evidence from the text to support their answers. 		<p>corestandards.org</p> <p>sharemylesson.com</p> <p>achievethecore.org</p> <p>scholastic.com</p> <p>connect.mheducation.com</p> <p>janrichardsonguidedreading.com</p> <p>learningally.org</p> <p>kbumreading.com</p>
Equipment Needed		
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> - Various text of student's reading level -Read-aloud text above student's independent reading level -Interactive Whiteboards -Overhead projector -Story Map Graphic Organizers 		<p>biguniverse.com</p> <p>readworks.org</p> <p>discovery.com</p> <p>newsela.com</p> <p>teachingchannel.org</p> <p>readingandwritingproject.org</p> <p>betterlesson.com</p> <p>pbslearningmedia.org</p>
Desired Results		
<p>Sample question to consider for this standard:</p> <p>What is the theme of this passage?</p> <p>A Everyone needs friends.</p> <p>R Learn from your mistakes</p>		

- B Learn from your mistakes.
- C It takes a big idea to solve a problem.
- D If you do not help, do not expect a reward.

RL 4.3 2018

Domain: Reading Standards for Literature		
Cluster: Key Ideas and Details		
Standards: 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).		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>How does relating and understanding a character's motives and actions lead to an understanding of text?</p> <p>Why is the choice of setting important to the tone, plot, and theme of the story?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Extensive details are necessary to make an accurate depiction of a character, setting, and plot. 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Use a character map -Assume the role of a character (role-play) -Participate in a guided reading lesson -Complete a story map, Venn Diagram, Cause/Effect Chart, or Storyboard -Create an artistic representation of the setting and a report on it
Content Statements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -analyze the character, setting, and events of a story. 		
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Write about how the character's traits influenced how they reacted to a major event/challenge in the story, using evidence to support the text. -Explain the motives of an assigned character 		<p>corestandards.org</p> <p>sharemylesson.com</p> <p>achievethecore.org</p> <p>scholastic.com</p> <p>connect.mheducation.com</p> <p>janrichardsonguidedreading.com</p> <p>learningally.org</p> <p>kbumreading.com</p>
Equipment Needed		
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> - Various text of student's reading level -Read-aloud text above student's independent reading level -Interactive Whiteboards -Chart Paper -Story Map Graphic Organizers 		<p>biguniverse.com</p> <p>readworks.org</p> <p>discovery.com</p> <p>newsela.com</p> <p>teachingchannel.org</p> <p>readingandwritingproject.org</p> <p>betterlesson.com</p> <p>pbslearningmedia.org</p>

Desired Results
<p><i>Sample question to consider for this standard:</i></p> <p><i>What happens as the robin if flying south?</i></p> <p><i>A The robin lands on a branch.</i></p> <p><i>B The robin has a clever idea.</i></p> <p><i>C The robin becomes thirsty.</i></p> <p><i>D The robin drinks water.</i></p>

RL 4.4 | 2018

Domain: Reading Standards for Literature

Cluster: Craft and Structure

Standards: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p><i>How does the understanding of mythological language aid in the interpretation of text and real world situations?</i></p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> -A basic comprehension of mythological language plays a significant role in the expression of ideas. 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Study of main characters in mythology -Create Illustrations/Comic Strips with examples of mythological language -Engage in Role-Play -Identify mythological references in various texts
<p>Content Statements</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -Interpret the meaning of mythological language within literature. 		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Write a story/essay incorporating a mythological reference -In pairs, prepare an oral presentation that demonstrates the difference between two mythological characters and explain the story behind their myths 		<ul style="list-style-type: none"> <li style="width: 50%;">corestandards.org <li style="width: 50%;">sharemylesson.com <li style="width: 50%;">achievethecore.org <li style="width: 50%;">scholastic.com <li style="width: 50%;">connect.mheducation.com <li style="width: 50%;">janrichardsonguidedreading.com <li style="width: 50%;">learningally.org <li style="width: 50%;">kbumreading.com
Equipment Needed		
<p><i>Teachers may use the following:</i></p> <ul style="list-style-type: none"> - Various text of student's reading level 		<ul style="list-style-type: none"> <li style="width: 50%;">biguniverse.com <li style="width: 50%;">readworks.org <li style="width: 50%;">discovery.com <li style="width: 50%;">newsela.com <li style="width: 50%;">teachingchannel.org <li style="width: 50%;">readingandwritingproject.org

-Read-aloud text above student's independent reading level -Thesaurus -Word Webs -Overhead projector	betterlesson.com	pbslearningmedia.org
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Desired Results

Sample question to consider for this standard:

It turned out the team was more concerned with him finishing his race due to his time out of the water that they didn't care about how he did it.

What is the meaning of the above sentence?

A. Jeremy's friends did not care about him much.
B. The team was more concerned about winning than Jeremy.
C. The team was proud of Jeremy that he finished the race even though he was sick for so long.
D. The team did not care about winning.

[RL 4.5](#) 2018

Domain: Reading Standards for Literature

Cluster: Craft and Structure

Standards: 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.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
What is unique about the literary structures of poems, drama, and prose?	Students will understand that: -Poems, drama, and prose contain distinct elements which contribute to the overall meaning of the literary work.	To assist in meeting this standard, students may: -Participate in an appropriately leveled guided reading lesson -Create a sequence of events chain -Compose various types of poems -Create a play/skit to perform -Complete a graphic organizer (Story Map)
Content Statements		
Students will be able to: distinguish between literary structures of poems, drama, and prose.		
Assessments	Teacher Resources	
To show evidence of meeting this standard, students may: -Analyze various types of poems -Perform a student created play/skit Label elements of a literary work (e.g., poem, drama, prose)	corestandards.org achievethecore.org connect.mheducation.com	sharemylesson.com scholastic.com janrichardsonguidedreading.com

-Label elements of a literary work (e.g., poem, drama, prose) -Teacher generated assessment	learningally.org	kbumreading.com
Equipment Needed	biguniverse.com	readworks.org
Teachers may use the following: - Various text of student's reading level -Read-aloud text above student's independent reading level -Venn Diagrams -Chart Paper -Story Starter Prompts	discovery.com teachingchannel.org betterlesson.com	newsela.com readingandwritingproject.org pbslearningmedia.org
Desired Results		
Sample question to consider for this standard: Read line 2 from the poem. <i>There was no one she wouldn't face.</i> Which line from the poem ends with a word that rhymes with face? A. line 1 B. line 3 C. line 4 D. line 5		

[RL 4.6](#) | 2018

Domain: Reading Standards for Literature		
Cluster: Craft and Structure		
Standards: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How does the point of view from which a story is told affect the story's meaning?	Students will understand that: -The perspective from which a story is told affects the way a message is conveyed to the reader.	To assist in meeting this standard, students may: -Choose a familiar story to rewrite a section from their personal point of view -Participate in an appropriately leveled guided reading lesson -Write a personal experience. Then rewrite it from the viewpoint of a secondary source who was present at the event.
Content Statements		
Students will be able to: -Distinguish between first- and third-person narratives.		

Assessments	Teacher Resources	
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Create two comic strips, each one highlighting a different point of view of the same situation. -Create a personal experience writing activity and grade it on a holistic scoring rubric 	corestandards.org achievethecore.org connect.mheducation.com learningally.org	sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com
Equipment Needed		
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Various literary works -Writing journals -Chrome Books 	biguniverse.com discovery.com teachingchannel.org betterlesson.com	readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org

[RL 4.6](#) 2018

Desired Results
<p>Sample question to consider for this standard:</p> <p>From whose point of view did the author explain what had happened to Jeremy in the past? Select the right answer.</p> <p>A. Jeremy told the story. B. His friends told the story. C. The author told the story. D. His mother told the story.</p>

[RL 4.7](#) 2018

Domain: Reading Standards for Literature		
Cluster: Integration of Knowledge and Ideas		
Standards: Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>How can artistic media assist the student in making connections to the meaning of the text?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Artistic media is used to aid students in enhancing the connection to literary text. 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Compare and contrast a book to the movie -Illustrate a scene from the story -Design a book cover for the story -Create a comic strip
Content Statements		

<p>Students will be able to: -Recognize a connection between artistic media and text.</p>		<p>-Listen to books on tape</p>								
Assessments		Teacher Resources								
<p>To show evidence of meeting this standard, students may: -Create a Venn Diagram -Respond to an open-ended question -Add captions to pictures that they are given so that they can enhance the understanding of the text -Compose an essay comparing and contrasting the written work to the visual representation of it</p>	<table border="0"> <tr> <td>corestandards.org</td> <td>sharemylesson.com</td> </tr> <tr> <td>achievethecore.org</td> <td>scholastic.com</td> </tr> <tr> <td>connect.mheducation.com</td> <td>janrichardsonguidedreading.com</td> </tr> <tr> <td>learningally.org</td> <td>kbumreading.com</td> </tr> </table>		corestandards.org	sharemylesson.com	achievethecore.org	scholastic.com	connect.mheducation.com	janrichardsonguidedreading.com	learningally.org	kbumreading.com
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biguniverse.com	readworks.org									
discovery.com	newsela.com									
teachingchannel.org	readingandwritingproject.org									
betterlesson.com	pbslearningmedia.org									
<p>Teachers may use the following: - Various text of student's reading level -Read-aloud text above student's independent reading level -Graphic Organizers -Comic Strips -Chart Paper</p>										
Desired Results										
<p>Sample question to consider for this standard:</p> <p>The illustration best helps the reader to understand:</p> <p>A. Paragraph 4 B. Paragraph 6 C. Paragraph 15 C. Paragraph 17</p>										

[RL 4.9](#) 2018

Domain: Reading Standards for Literature		
Cluster: Integration of Knowledge and Ideas		
Standards: Compare, contrast, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) genre (e.g., mysteries, and adventure stories) on their approaches to similar themes and topics.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences

<p>How can similar themes be portrayed through different forms of literature?</p> <p>How does reading literature from different cultures enhance the understanding of similar themes?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Similar themes, topics, and events appear throughout various forms of literature. -Students will understand that similar themes appear within literature from other cultures. 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Compare and contrast stories with similar themes, as well as those from various cultures -Participate in a guided reading lesson -Create a T-Chart -Engage in small group discussions
<p>Content Statements</p>		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Analyze how similar themes, topics, and events occur in traditional literature, as well as in literature from other cultures. 		
<p>Assessments</p>		<p>Teacher Resources</p>
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Use a graphic organizer to compare and contrast the same characters in different versions of a story. -Answer an open-ended question -Answer higher order comprehension questions with supporting details from the text 		<p>corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com</p>
<p>Equipment Needed</p>		
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> - Various text of student's reading level -Read-aloud text above student's independent reading level -Graphic Organizers -Overhead projector -Chart Paper 		<p>biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org</p>
<p>Desired Results</p>		
<p>Sample question to consider for this standard:</p> <p>The myth and the article both provide explanations for why evergreen trees keep their leaves in the winter. How are the explanations similar and different? Use specific examples from the myth and the article to support your answer.</p>		

Cluster: Range of Reading and Level of Text Complexity		
Standards: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at grade text complexity or above, with scaffolding as needed.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>How does exposure to and comprehension of literature enhance student's academic success?</i>	<i>Students will understand that: -Exposure to and comprehension of literature helps students become independent and proficient readers.</i>	<i>To assist in meeting this standard, students may: -Participate in an appropriately leveled guided reading lesson -Participate in literature circles -Participate in book club -Participate in author study</i>
Content Statements		
<i>Students will be able to: -Comprehend various forms of literature independently and proficiently.</i>		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may: -Create a book review log -Complete several book reports including different genres</i>		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
Equipment Needed		
<i>Teachers may use the following: - Various prose and poems -Overhead Projector -Graphic Organizers -Chart Paper</i>		
Desired Results		
<i>Sample question to consider for this standard: Read and comprehend literary text independently and proficiently.</i>		

Domain: Reading Standards for Informational Text		
Cluster: Key Ideas and Details		
Standards: Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>Why is it important to refer to the text when explaining or making inferences?</i>	<i>Students will understand that:</i> -Being able to refer to the text demonstrates a higher level of synthesizing. -Discussing a text requires the use of relevant details and examples.	<i>To assist in meeting this standard, students may:</i> -Teacher provides a statement about a particular text and students will create an inference based on text support -Students are given a text and asked to create an inference based on that passage -Form an opinion and use evidence from the text to support ideas
Content Statements		
<i>Students will be able to:</i> -Discuss a text in meaningful ways using details and the ability to generate inferences.		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may:</i> -Answer questions about key details after a silent cold read -Generate their own questions and work with a partner to answer questions with evidentiary support		corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com
Equipment Needed		sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
<i>Teachers may use the following:</i> -Various informational text at student's reading level -Notebook -Graphic Organizers -Sticky Notes -Sentence Strips		
Desired Results		
<i>Sample question to consider for this standard:</i> <i>What are the important ideas in this text? Show where you found them using textual evidence.</i>		

Domain: Reading Standards for Informational Text		
Cluster: Key Ideas and Details		
Standards: Determine the main idea of a text and explain how it is supported by key details; summarize the text.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p><i>Why is it necessary when summarizing the text to focus on the main idea?</i></p> <p><i>What information is appropriate to include in a summary?</i></p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> -Separating the main idea from supporting details provides a deeper understanding of the text. -It is important to include the details that support the main idea when creating a summary of a text. 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Read multiparagraph texts. Use hand-shaped templates, students write the main topics of texts on the palms and the focus of each paragraph on the fingers. -Create outlines using headings and topics sentences to understand the progression of information within a non-fiction passage (Non-fiction Pyramid) -Read a passage and utilize the Read, Answer, and Paraphrase (RAP) strategy -Work with partners to read common text and pause frequently (e.g., at the end of each section, chapter, page) to share details to identify the main idea
Content Statements		
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -Understand that main ideas can be summarized in ways that maintain meaning and logical order. 		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Write a summary of the text using key details to support the main idea -Read a passage and complete a Main Idea/Key Details graphic organizer -Write an informational paragraph about a topic of choice 		<ul style="list-style-type: none"> corestandards.org achievethecore.org connect.mheducation.com learningally.org sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com
Equipment Needed		
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Various informational text of student's reading level -Graphic Organizers -Overhead projector 		<ul style="list-style-type: none"> biguniverse.com discovery.com teachingchannel.org betterlesson.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Desired Results		

Sample question to consider for this standard:

Which sentence BEST explains what this article is about?

- A. Riding bikes is good exercise.
- B. Some businesses help others.
- C. It is difficult to start a new business.
- D. A day at the amusement park is fun.

RI 4.3 | 2018

Domain: Reading Standards for Informational Text

Cluster: Key Ideas and Details

Standards: 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.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why is it important to use specific information in the text in order to explain events, procedures, ideas, or concepts in a historical, scientific, or technical text?	Students will understand that: -Explaining relationships between a series of events, ideas, or steps (e.g., cause/effect, sequence, chronological order) and how understanding those relationships, give the reader the ability to deepen comprehension.	To assist in meeting this standard, students may: -Read and follow a series of steps to complete scientific investigations. Students create visual representations of the outcomes and explain the connections between the steps. -Use a series of pictures that represent historical events and think aloud as they sequence the events on timelines. -Create a timeline to show order of events in historical text (Transportation, Technology, Medicine) -Create a cause and effect chart
Content Statements		
Students will be able to: -Understand the relationships between a series of events and its order using text from the passage.		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -After reading non-fiction, informational text, students can create a timeline to show the sequence of events. -Write a How To essay on an informational topic -Answer higher order thinking open-ended questions		corestandards.org achievethecore.org connect.mheducation.com learningally.org sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com
Equipment Needed		biguniverse.com readworks.org

<p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Various informational text of student's reading level -Venn Diagram -Graphic Organizers -Chart Paper 	discovery.com teachingchannel.org betterlesson.com	newsela.com readingandwritingproject.org pbslearningmedia.org
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Desired Results

Sample question to consider for this standard:

Which word best describes Carey at the end of the race?

A. boastful
 B. angry
 C. worried
 D. weary

[RI 4.4](#) | 2018

Domain: Reading Standards for Informational Text

Cluster: Craft and Structure

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

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>Why is it important to understand the meaning of key words or phrases relative to specific topic?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Possessing a grade level appropriate vocabulary ensures a deeper understanding of the topic being studied. 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Work with partners, students match vocabulary words to definitions and/or pictures with partners. Partner A tells the meaning of the words. Partner B uses the words or phrases in sentences. Students repeat the process, reversing roles. -Use glossaries to locate meanings of selected words. As students work in pairs, partner A restates the meaning of a word and partner B paraphrases the meaning -Highlight context clues that support the meaning of a word -Create a topic area or subject related dictionaries -Word Study Concept Sorts -Incorporate new words into writing pieces and classroom discussions
<p>Content Statements</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> -Expand vocabulary by the exploration of new words based on grade level. 	<ul style="list-style-type: none"> -Acquiring both domain specific words and academic vocabulary is necessary in interpreting or making meaning from the topic being studied. 	

Assessments	Teacher Resources
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To show evidence of meeting this standard, students may:	corestandards.org	sharemylesson.com
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<ul style="list-style-type: none"> -Use context clues to insert new vocabulary words -Teacher generated vocabulary assessment specific to subject area -Write sentences/paragraphs using subject specific vocabulary -Use graphic organizer 	achievethecore.org connect.mheducation.com learningally.org	scholastic.com janrichardsonguidedreading.com kbumreading.com
Equipment Needed	biguniverse.com	readworks.org
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Various informational text of student's reading level -Vocabulary Notebook -Word Web Organizers -Dictionary/Thesaurus 	discovery.com teachingchannel.org betterlesson.com	newsela.com readingandwritingproject.org pbslearningmedia.org
Desired Results		
<p>Sample question to consider for this standard:</p> <p>Which words in the sentence help you understand the meaning of the word "segregation"?</p>		

[RI 4.5](#) | 2018

Domain: Reading Standards for Informational Text		
Cluster: Craft and Structure		
Standards: 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.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>Why is it essential to describe the structure of a specific text to derive meaning from it?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -The acquisition of information through the use of various text features can increase knowledge of the topic at hand. 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Locate and place sticky notes on named features of texts. Students discuss or write information provided by the features. -Respond to questioning prompts in order to tell the most appropriate features to locate specific information. Students answer additional questions that require the use of features (e.g. Where would word meanings be found?; What is the meaning of ____?; Where would we find information about ____?; On what page does ____ begin?) -Complete a Problem/Solution graphic organizer
Content Statements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Use a variety of text features to locate key facts for information within a text. 		

Assessments	Teacher Resources	
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Locate and identify various text features in an informational text. -Create an informational pamphlet including captions, subheadings, and glossaries regarding a topic -Demonstrate the ability to access electronic menus 	corestandards.org achievethecore.org connect.mheducation.com learningally.org	sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com
Equipment Needed		
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Various informational written text -Sticky Notes -Highlighters -Chrome Books 	biguniverse.com discovery.com teachingchannel.org betterlesson.com	readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org

Desired Results

Sample question to consider for this standard:

The author describes different pedals in paragraph 2 on page 38 to:

- A. show the problems caused by each type of pedal
- B. explain how each type of pedal helps the rider
- C. show which type of pedal was invented first
- D. explain when pedals were first used

[RI.4.6](#) 2018

Domain: Reading Standards for Informational Text

Cluster: Craft and Structure

Standards: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>Why is it important to consider different points of view about an event or topic?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Understanding the point of view of the topic/event is needed to gain a deeper 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Work in small groups to read common stories and list important details to collaboratively determine the author's purpose Read text and identify the author's point of view and then students

<p>Content Statements</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> -Compare and contrast ways in which to view an event or topic to have meaning and understanding of the text. 	<p>needed to gain a deeper understanding of the text.</p>	<ul style="list-style-type: none"> -Read text and identify the author's point of view and then students rewrite the text from their own point of view -Students can participate in a classroom debate with one group defending the author's point of view, and the other group defending the student's point of view. -Identify and discuss cultural and historical perspectives that are in conflict with and in support of the text 																
<p>Assessments</p>		<p>Teacher Resources</p>																
<p>To show evidence meeting this standard, students may:</p> <ul style="list-style-type: none"> -Answer higher ordering thinking open-ended questions -Complete a Venn Diagram to compare two different texts written from two different points of view 	<table border="0"> <tr> <td>corestandards.org</td> <td>sharemylesson.com</td> </tr> <tr> <td>achievethecore.org</td> <td>scholastic.com</td> </tr> <tr> <td>connect.mheducation.com</td> <td>janrichardsonguidedReader.com</td> </tr> <tr> <td>learningally.org</td> <td>kbumreading.com</td> </tr> <tr> <td>biguniverse.com</td> <td>readworks.org</td> </tr> <tr> <td>discovery.com</td> <td>newsela.com</td> </tr> <tr> <td>teachingchannel.org</td> <td>readingandwritingproject.org</td> </tr> <tr> <td>betterlesson.com</td> <td>pbslearningmedia.org</td> </tr> </table>		corestandards.org	sharemylesson.com	achievethecore.org	scholastic.com	connect.mheducation.com	janrichardsonguidedReader.com	learningally.org	kbumreading.com	biguniverse.com	readworks.org	discovery.com	newsela.com	teachingchannel.org	readingandwritingproject.org	betterlesson.com	pbslearningmedia.org
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teachingchannel.org	readingandwritingproject.org																	
betterlesson.com	pbslearningmedia.org																	
<p>Equipment Needed</p>																		
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> - Informational Passage - Venn Diagrams 																		
<p>Desired Results</p>																		
<p>Sample question to consider for this standard:</p> <p>Both articles are secondhand accounts, How would the focus and information in "School Strike!" and "Standing up to Segregation" change if they were written as firsthand accounts? Support your answer with clear text evidence from the articles.</p>																		

[RI 4.7](#) | 2018

<p>Domain: Reading Standards for Informational Text</p>		
<p>Cluster: Integration of Knowledge and Ideas</p>		
<p>Standards: 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>Essential Questions</p>	<p>Enduring Understandings</p>	<p>Activities, Investigations, and Student Experiences</p>
<p>What strategies do effective readers use to understand</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Print and digital sources have 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Look at illustrations from informational text and identify key ideas.

<p><i>informational text? How do text features and structures aid comprehension?</i></p>	<p><i>characteristics and structure, which directly contribute to the meaning of a text.</i></p>	<p><i>Students locate words in the texts that are related to the illustrations.</i></p>
<p>Content Statements</p>	<p><i>-Interpreting and identifying informational texts in</i></p>	<p><i>-Use texts containing graphic representations (e.g. diagrams, illustrations, charts) and explain how the graphic images support printed texts</i></p>
<p><i>Students will be able to:</i> <i>-Use information from illustrations and text to help demonstrate understanding of the text.</i></p>	<p><i>different media and formats support a students ability to solve problems efficiently and think critically.</i></p>	<p><i>-Generate a Reader's Response Entry</i> <i>-Create Puzzles</i> <i>-Summary (e.g., write a summary on a topic such as evolution after exploring a variety of mediums such as a textbook, blog, and magazine)</i></p>
<p>Assessments</p>		<p>Teacher Resources</p>
<p><i>To show evidence of meeting this standards, students may:</i> <i>-Use print and digital sources, students will study the components and structure of non-fiction text</i> <i>-Complete a KWL Chart</i> <i>-Create an informational pamphlet displaying the structure and components of a non-fiction text</i></p>	<p>corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com</p>	
<p>Equipment Needed</p>		<p>biguniverse.com readworks.org</p>
<p><i>Teachers may use the following:</i> <i>-Nonfiction text</i> <i>-Sticky Notes</i> <i>-Chart Paper</i> <i>-Writing Journals</i></p>	<p>discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org</p>	
<p>Desired Results</p>		
<p><i>Sample question to consider for this standard:</i></p> <p><i>Read the flowchart.</i> <i>Which sentence best belongs in the empty box?</i> A. Clean up your mess. B. Open the lid of the ice cream carton. C. Place the other cookie over the scoop of ice cream. D. Ask an adult to help you bake your favorite cookie.</p>		

Domain: Reading Standards for Informational Text		
Cluster: Integration of Knowledge and Ideas		
Standards: Explain how an author uses reasons and evidence to support particular points in a text.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>Why is it important to use reason/evidence to support a point of view?</i>	<i>Students will understand that: -Reasons and evidence are essential to support an author's particular points in a text.</i>	<i>To assist in meeting this standard, students may: -Be provided with key points in a text. Students are asked to explain why the author choose to include those key points to connect sentences or paragraphs in a text. -Engage in a close reading of a select paragraph -Analyze and generate recipes -Select and complete an appropriate graphic organizer -Engage in small group discussions -Generate a Reader's Response Entry -Complete a Non-Fiction Pyramid</i>
Content Statements		
<i>Students will be able to: -Understand how reasons and evidence lend credence to an author's ideas.</i>		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may: -Design and present a political action plan on a local public issue of choice -Engage in a debate about a given topic -Construct an Opinion letter regarding a specific topic</i>		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com
Equipment Needed		biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
<i>Teachers may use the following: -Informational Text -Graphic Organizers -Highlighters -Chart paper -Chrome books</i>		
Desired Results		
<i>Sample question to consider for this standard:</i>		

What evidence from the text BEST supports the author's point that African American schools were in poor condition?

- A. African American students went on strike.
- B. White students had a modern brick building.
- C. The school board added three temporary classrooms.
- D. Moton High School was crowded with too many students.

RI 4.9 | 2018

Domain: Reading Standards for Informational Text

Cluster: Integration of Knowledge and Ideas

Standards: Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How does integrating information from two texts support a student's response about a topic?	Students will understand that: -Distinguishing similarities and differences from two sources on the same topic supports more effective answers when speaking or writing about a subject.	To assist in meeting this standard, students may: -Read texts on the same topics and work with partners to complete Venn Diagrams showing similarities and differences of the text. -Generate a Reader's Response Entry -Create a Non-Fiction Pyramid and Venn Diagram -Journaling
Content Statements		
Students will be able to: -Integrate information from two sources to support their verbal or written answers.		
Assessments	Teacher Resources	
To show evidence of meeting this standard, students may: -Complete a Venn Diagram using key words to compare and contrast two informational texts that deal with the same	corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com	
Equipment Needed	biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org	
Teachers may use the following: -Two informational texts on the same topic -Venn Diagram -Highlighters -Sticky Notes		

-Sticky Notes
-Chart Paper

Desired Results

Sample question to consider for this standard:

The myth and the article both provide explanations for why evergreen trees keep their leaves in the winter. How are the explanations similar and different? Use specific examples from the myth and the article to support your answer.

[RI.4.10](#) 2018

Domain: Reading Standards for Informational Text

Cluster: Range of Reading and Level of Text Complexity

Standards: By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How does exposure to and comprehension of informational text enhance students' academic success?	Students will understand that: -Exposure to and comprehension of informational text helps students become independent and proficient readers.	To assist in meeting this standard, students may: -Complete a Venn Diagram -Generate a Reader's Response Entry -Create a Non-Fiction Pyramid using non-fiction text -Create a Summary using the RAP Strategy
Content Statements Students will be able to: -Read and comprehend more complex informational text independently and proficiently		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Utilize nonfiction leveled readers to monitor fluency and comprehension -Show an increase of reading level on an individualized reading assessment -Provide an informational passage and complete higher level thinking questions to assess comprehension.		corestandards.org achievethecore.org connect.mheducation.com learningally.org sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com
Equipment Needed		biguniverse.com readworks.org

<p><i>Teachers may use the following:</i> <i>-Various nonfiction text at student's independent and instructional reading levels</i> <i>-Chrome Books</i></p>	<p>discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org</p>
<p style="text-align: center;">Desired Results</p>	
<p><i>Sample question to consider for this standard:</i></p> <p><i>Read and comprehend complex informational texts independently and proficiently.</i></p>	

Domain: Reading Foundational Skills		
Cluster: Phonics and Word Recognition		
Standards: Know and apply grade-level phonics and word analysis skills in decoding and encoding words. RF 4.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>What skills can be used to decode words?</p> <p>What word structures do words have in common?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Specific strategies for decoding words, learning roots, affixes, and word structure enhances decoding, spelling ability, and vocabulary development 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Identify spelling patterns -Identify word families -Identify word structure -Sort Words -Tap sounds -Blend sounds -Mark words by syllable types -Build words using magnetic letters -Use cards containing affixes, tell the meaning of an affix, and name words that contain the affixes -Highlight words appearing in a text that use the current syllable type of affix being learned
Content Statements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Decode words -Learn how roots and affixes enhance all reading skills -Read unfamiliar multisyllabic words -Apply word analysis skills -Identify word structure -Identify syllable patterns 		
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Show recognition and automaticity of letter sound correspondence and variant correspondence -Show recognition and automaticity of decoding skills -Show recognition and automaticity reading affixes 		<p>corestandards.org</p> <p>sharemylesson.com</p> <p>achievethecore.org</p> <p>scholastic.com</p> <p>connect.mheducation.com</p> <p>janrichardsonguidedreading.com</p> <p>learningally.org</p> <p>kbumreading.com</p>

<ul style="list-style-type: none"> -Show recognition and automaticity reading affixes -Show recognition and automaticity reading unfamiliar multisyllabic words -Show recognition and automaticity identifying syllable patterns -Demonstrate automaticity of decoding skills and reading unfamiliar multisyllabic words during oral reading observed by teacher 		
Equipment Needed	biguniverse.com	readworks.org
Teachers may use the following: <ul style="list-style-type: none"> -Chrome Book -Overhead projector -Internet -Journals/Notebooks 	discovery.com teachingchannel.org betterlesson.com	newsela.com readingandwritingproject.org pbslearningmedia.org
Desired Results		
<p>Sample question to consider for this standard:</p> <p>Suffixes -ion, -ation, -ition The suffixes -ion, -ation, all mean "the act or process of." Sometimes these suffixes have spelling changes. When a word ends with a silent e, drop the e. Then add -ion, -ation, or -ition. Create - creation Decorate - decoration Oppose - opposition</p>		

[RF 4.4](#) | 2018

Domain: Reading Foundational Skills		
Cluster: Fluency		
Standards: Read with sufficient accuracy and fluency to support comprehension. RF 4.4.A Read grade-level text with purpose and understanding. RF 4.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF 4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why is reading with fluency and accuracy important? How does fluency affect comprehension?	Students will understand that: -Fluency helps process language for meaning and enjoyment	To assist in meeting this standard, students may: -Read and practice high frequency word recognition in the word study center Practice oral reading in the reading center

<p>comprehension? How does rereading improve understanding of a passage?</p>	<p>enjoyment -Fluent readers are able to focus attention on the meaning of the text</p>	<p>-Practice oral reading in the reading center -Engage in Reader's Theatre -Engage in a guided reading lesson and read instructional level text with prose and accuracy</p>																
<p>Content Statements</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> -Read text with purpose and understanding -Understand the purpose for reading various texts before they read -Learn how to adjust reading rate to increase accuracy with decoding and comprehension -Check for understanding/comprehension before, during and after reading -Group words quickly while reading to help them gain meaning from what they read 	<p>-Readers reread and self correct to comprehend a passage</p>	<p>-Create a play and read dialogue with expression -Analyze fiction and informational text and determine the purpose for reading -Apply scooping to improve reading fluency -Engage in timed independent reading to build reading stamina</p>																
Assessments		Teacher Resources																
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Orally read text with purpose and understanding during a guided reading lesson and independent reading time -Identify the purpose for reading various texts before they read -Demonstrate reading with fluency during oral reading and graded on a fluency rubric 	<table border="0"> <tr> <td>corestandards.org</td> <td>sharemylesson.com</td> </tr> <tr> <td>achievethecore.org</td> <td>scholastic.com</td> </tr> <tr> <td>connect.mheducation.com</td> <td>janrichardsonguidedreading.com</td> </tr> <tr> <td>learningally.org</td> <td>kbumreading.com</td> </tr> <tr> <td>biguniverse.com</td> <td>readworks.org</td> </tr> <tr> <td>discovery.com</td> <td>newsela.com</td> </tr> <tr> <td>teachingchannel.org</td> <td>readingandwritingproject.org</td> </tr> <tr> <td>betterlesson.com</td> <td>pbslearningmedia.org</td> </tr> </table>		corestandards.org	sharemylesson.com	achievethecore.org	scholastic.com	connect.mheducation.com	janrichardsonguidedreading.com	learningally.org	kbumreading.com	biguniverse.com	readworks.org	discovery.com	newsela.com	teachingchannel.org	readingandwritingproject.org	betterlesson.com	pbslearningmedia.org
corestandards.org	sharemylesson.com																	
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teachingchannel.org	readingandwritingproject.org																	
betterlesson.com	pbslearningmedia.org																	
Equipment Needed																		
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Chrome Book -Overhead projector -Internet -Journal/Notebooks 																		
Desired Results																		
<p>Sample question to consider for this standard:</p>																		

Scooping activity using:

"Lights! Camera! Action! There's a lot of preparation that goes into the production of a movie."

Domain: Writing		
Cluster: Text Types and Purposes		
<p>Standards: Writing opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W 4.1.A Introduce the topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>W 4.1.B Provide reasons that are supported by facts from text and/or other sources. .</p> <p>W 4.1.C Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>W 4.1.D Provide a conclusion related to the opinion presented.</p>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
What is effective reasoning essential to writing an opinion piece?	Students will understand that: -Details, examples, and evidence are necessary to present ideas in a piece of writing. Transitional words support both the content and organization of the piece.	To assist in meeting this standard, students may: -Create a graphic organizer that helps the student visualize the reasons and supporting evidence of the topic -Engage in discussion that helps the students develop necessary thinking and language skills for writing -Generate a list of transition words and phrases that can be used to assist student's writing skills -Use student models of essays to practice elaboration for examples, details, and evidence
Content Statements		
Students will learn how to: -Write an opinion piece on a specific topic -Use details to illustrate their position on a topic -Use transition phrases to organize writing -Write a summary statement		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Write an opinion piece using supporting evidence/details, transitional words, and summary statement and grade using a holistic scoring rubric -Play the role of a reporter and write a news article highlighting the pros and cons of the classroom debate.		corestandards.org achievethecore.org connect.mheducation.com learningally.org sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com
Equipment Needed		
Teacher may use the following: -Laptop -Overhead projector Internet		biguniverse.com discovery.com teachingchannel.org betterlesson.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org

-Internet
 -Journals/Notebooks
 -Holistic Scoring Rubrics



Desired Results

Sample question to consider for this standard:

Your assignment is to use the information from the sources to write an opinion paper to convince your audience about the eating habits that are most healthful for young people. Make sure you clearly state your opinion and write several paragraphs supporting your opinion with reasons and details from the sources.

Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to give the source title or number for the details or facts you use.

[W 4.2](#) | 2018

Domain: Writing

Cluster: Text Types and Purposes

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

W 4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W 4.2.B Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

W 4.2.C Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).

W 4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.

W 4.2.F Provide a conclusion related to the information or explanation presented.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>Why is it important to use precise language when writing an informative/explanatory piece?</p> <p>When writing, how can words and phrases link information from one paragraph to another?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -When writing an informative/explanatory piece, it is important to use precise language, to develop the topic with evidence, and to provide a concluding statement. 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Create an organizer identify topics, key points, and supporting facts for each point -Generate a list of subordinating conjunctions and phrases to use to link ideas -Use the graphic organizer to write a paragraph for each key point referencing facts, details, and supporting information -Use student writing to model and to peer edit and refine the concluding statements. Chart statements into four categories: restate, summarize, challenge the reader with a question, state a personal response -Peer conference to listen for details and information. Students should
Content Statements		

<p>Students will be able to: -Write informative/explanatory texts with precise language, strong details, and a concluding statement.</p>		<p>-Peer conference to listen for details and information. Students should listen for clarity and fluency</p>
Assessments	Teacher Resources	
<p>To show evidence of meeting this standard, students may: -Write a informative or explanatory essay including topic, facts, and concluding statement using 21st Century themes and skills.</p>	<p>corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org</p>	
Equipment Needed		
<p>Teacher may use the following: -Writing journals/notebooks -Holistic Scoring Rubrics -Audio Stories -Internet videos -Chart Paper/Graphic Organizers -Chrome Books</p>		
Desired Results		
<p>Sample question to consider for this standard:</p> <p>Your class is creating a website about early people. Your tasks is to write an informational article about Neanderthals and their development. Your article will be read by other students, teacher, and parents. Using more than one source, develop a main idea about Neanderthals and their development. Choose the most important information from more than one source to support your main idea. Then write an informtaional article about your main idea that is several paragraphs long. Clearly organize your article and support your main idea with details from the sources. Use your own words except when quoting directly from the sources.</p>		

[W 4.3](#) | 2018

Domain: Writing
Cluster: Text Types and Purposes
Standards: Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and

clear event sequences.

W 4.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W 4.3.B Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations.

W 4.3.C Use a variety of transitional words and phrases to manage the sequence of events.

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

W 4.3.E Provide a conclusion that follows from the narrated experiences or events.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why is it important to use effective technique, descriptive details, and clear event sequences when writing a narrative?	Students will understand: -How to introduce a narrator and/or characters; organize an event sequence that unfolds naturally in a real or imagined narrative	To assist in meeting this standard, students may: -Students use a story glove template to organize narrative writing - Write the prompt on the palm, and on each finger write the character, setting, problem, solution, and moral -Students exchange papers with partners to invite peers to add details to improve drafts
Content Statements	-Students will understand how to apply dialogue and description to develop experiences and events or show the responses of characters to situations and how to bring closure to the narrative's essential problem.	-Publish with illustrations, create a mini-book
Students will be able to: -Write a narrative -Use transition words and sensory details -Provide a conclusion to the narrative		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Independently create a finished narrative with technique, details, and event sequences utilizing 21st Century skills.		corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com
Equipment Needed		sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Teacher may use the following: -Overhead projector -Internet -Writing journals/notebooks -Chrome Books		
Desired Results		
Sample question to consider for this standard:		

Your task is to write about a story about the United States in the 1840's. You will write your own story from the point of view of an Irish immigrant who has come to the United States to escape the potato famine.

Your story will be read by parents, teachers, and other students in your school. You should use information from the sources you have read to write your story. In your story, describe why you first come to America, what your life is like in the new world, and how living in the United States is different from Ireland.

When writing your story, find ways to use information and details from the sources to improve your story. Make sure you develop your character(s), the setting, and the plot, using detail, dialogue, and description.

W 4.4 | 2018

Domain: Writing		
Cluster: Production and Distribution of Writing		
Standards: 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 with Standards 1-3 above).		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How do students develop the skill of producing clear and coherent writing?	Students will understand: -The importance of clear and coherent writing with keeping task, purpose, and audience in mind.	To assist in meeting this standard, students may: -Apply rubric analysis of a written draft to determine if expectations were met and where support is needed. -Conduct conferences in individual or cooperative groups so that students can take on specific roles (content and organization, mechanics, sentence construction, and usage) to edit their work. -Peer edit for increasingly complex sentence structure and syntax to express ideas
Content Statements		
Students will be able to: -Produce a clear and coherent writing piece		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Produce a writing piece that demonstrates clarity of organization and development utilizing 21st Century skills.		corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com
Equipment Needed		sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Teacher may use the following: -Holistic Scoring Rubrics -Internet -Writing journals/notebooks -Chrome Books		
Desired Results		

Sample question to consider for this standard:

Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

W 4.5 | 2018

Domain: Writing

Cluster: Production and Distribution of Writing

Standards: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How can support from peers and adults develop skills and strategies as writers?	Students will understand that: -Writing requires planning, revising, and editing are necessary to the writing process.	To assist in meeting this standard, students may: -Participate in teacher/student writing conferences and use feedback to revise, edit and improve individual writing pieces -Use rubrics and checklist to evaluate writing -Develop peer editing groups to provide constructive feedback to strengthen original writing samples
Content Statements Students will be able to: -Plan, revise, and edit individual writing samples with peer and adult support.		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Students will publish a piece, using technology, and be graded on a holistic scoring rubric utilizing 21st Century Skills.		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
Equipment Needed		
Teacher may use the following: -Chrome Books -Holistic Scoring Rubric -Internet -Writing journals/notebooks		

Desired Results

Sample question to consider for this standard:

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W 4.6 2018

Domain: Writing		
Cluster: Production and Distribution of Writing		
Standards: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How do students utilize technology to become published authors?	Students will understand that: -Writing is intended for different purposes and audiences to share.	To assist in meeting this standard, students may: -Use digital tools to publish revised writing pieces demonstrating technological expectations -Students transfer revised writing to pieces to sharing websites
Content Statements		
Students will be able to: - Produce and publish writing using technology to interact and collaborate with others.		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Complete an original writing sample to publish and share using technology utilizing 21st Century skills		corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com
Equipment Needed		sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Teacher may use the following: -Chrome Books -Holistic Scoring Rubric -Internet -Writing journals/notebooks		
Desired Results		
Sample question to consider for this standard:		

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W 4.7 2018

Domain: Writing		
Cluster: Research to Build and Present Knowledge		
Standards: Conduct short research projects that build knowledge through investigation of different aspects of a topic.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How can using research broaden ones knowledge of a subject?	Students will understand that: -Knowledge of a topic is deepened through the use of research.	To assist in meeting this standard, students may: -Select topics to investigate. Students state problems in questions from research plans to organize the investigations -With selected topics organize research with KWL charts -Work with a team to develop a list of sources to utilize to conduct research
Content Statements		
Students will be able to: -Conduct a short research project -Investigate using a variety of resources		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -build the writing portfolio and complete research on a specific topic utilizing 21st Century Skills.		corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com
Equipment Needed		sharemylesson.com scholastic.com janrichardsonguidedReader.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Teacher may use the following: -Laptop -Holistic Scoring Rubric -Internet -Writing journals/notebooks		
Desired Results		
Sample question to consider for this standard:		

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W 4.8 | 2018

Domain: Writing		
Cluster: Research to Build and Present Knowledge		
Standards: Recall relevant information from experiences or gather relevant information from print and digital sources; take brief notes and categorize information, and provide a list of sources.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why is it important to gather information from a variety of sources?	Students will understand that: -Note taking from a variety of sources (e.g., materials read, media sources, and personal experiences) helps to develop ones writing eventually leading to a more developed product.	To assist in meeting this standard, students may: -Create a graphic organizer labeled Topic, Sources, and Information learned to record information relevant to research topic -Students record essential information on index cards and note multiple, yet varied sources. Students group cards to categorize information
Content Statements		
Students will be able to: -Use personal experiences to develop ideas for writing -Research ideas from print and digital sources for writing.		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Demonstrate note taking as part of the writing process utilizing 21st Century Skills.		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
Equipment Needed		
Teacher may use the following: -Chrome Books -Holistic Scoring Rubric -Internet -Writing journals/notebooks		
Desired Results		
Sample question to consider for this standard:		

A student is writing a description of the history museum he visited on his field trip. Reread the draft of the description and complete the task that follows.

....Each invention has changed a lot. This was because of new technology.

-Write a paragraph that explains the idea that technology changes inventions as stated in the above sentence.

W 4.9 | 2018

Domain: Writing		
Cluster: Research to Build and Present Knowledge		
Standards: Draw evidence from literary or informational text to support analysis, reflection, and research. W 4.9.A Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions])." W 4.9.B Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").		
Essential Question	Enduring Understandings	Activities, Investigations, and Student Experiences
How can analyzing text help to answer higher order thinking questions?	Students will understand that: -Information for writing comes directly from referring back to fiction and nonfiction text.	To assist in meeting this standard, students may: -refer back to reading to answer open-ended type questions
Content Statements Students will be able to: -Answer higher order thinking questions by referencing text for analysis, reflection, and research.		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Answer open-ended typed questions through writing by referring back to text utilizing 21st Century skills when		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
Equipment Needed		
Teacher may use the following: -Chrome Book -Holistic Scoring Rubric Internet		

-Internet -Writing journals/notebooks	
Desired Results	
Sample question to consider for this statement:	
Draw evidence from literary or informational texts to support analysis, reflection, and research.	

[W 4.10](#) | 2018

Domain: Writing		
Cluster: Range of Writing		
Standards: Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>In what ways, does writing vary when given different amounts of time?</i>	<i>Students will understand that: -Writing is for different purposes (e.g., testing, research, communication); the necessary amount of time varies according to the task; audiences of the writing samples changes according to the task at hand.</i>	<i>To assist in meeting this standard, students may: -Practice writing for State Testing according to recommended time allowed -Use a specific time frame for researching a topic with more than two sources (e.g., a month long research paper on a local river) -Compare and contrast how long it takes to write a proper friendly letter as compared to an email</i>
Content Statements		
<i>Students will be able to: -Complete writing assignments according to different time frames.</i>		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may: -Develop a writing piece based on an appropriate timeframe utilizing 21 Century skills when appropriate.</i>		corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com
Equipment Needed		sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
<i>Teacher may use the following: -Chrome Books -Holistic Scoring Rubric -Internet -Writing journals/notebooks</i>		

Desired Results

Sample question to consider for this standard:

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day) for a range of text, purposes, and audiences.

Domain: Speaking & Listening		
Cluster: Comprehension and Collaboration		
<p>Standards: 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>SL 4.1.A Explicitly draw on previously read text or materials and other information known about the topic to explore ideas under discussion.</p> <p>SL 4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL 4.1.C Prose 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.</p> <p>SL 4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why is it necessary to learn how to work and discuss in collaborative groups?	Students will understand that: -After discussing, and working in collaborative groups, the importance of sharing ideas, learning from others, and reflecting on discussions will make them better understand what they read	To assist in meeting this standard, students may: -Move from pairs, to groups of four, to whole class discussions -Use self-assessment checklist -Participate in student-led discussions -Reflect up key ideas from previous discussions and write conclusions
Content Statements		
Students will be able to: -Work and have meaningful discussions in collaborative groups.		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Collaborative work in small group guided reading lessons where answers are scored on a rubric -Participate in teacher conferencing		corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com
Equipment Needed		sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Teachers may use the following: -Leveled reading books and discussion groups -Technology for listening and discussion -Class Participation Rubric		

Desired Results
<p><i>Sample question to consider for this standard:</i></p> <p><i>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on the others' ideas and expressing their own clearly and persuasively.</i></p>

[SL 4.2](#) 2018

Domain: Speaking & Listening				
Cluster: Comprehension and Collaboration				
Standards: Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).				
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences		
<p><i>Why is paraphrasing of various sources important to comprehend the given text?</i></p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> -Identifying the important information found in various media, such as slideshows, video clips, photos, and graphs by: Outlining ideas, taking notes, making charts is important to comprehension 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Work with partners to interpret and identify the main idea of a text provided visually and verbally -Create and share multi-media presentations to paraphrase read aloud texts 		
Content Statements				
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -Comprehend the importance of paraphrasing various texts. 				
Assessments	Teacher Resources			
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Collaborative work in small group guided reading lessons where answers are scored on a rubric -Participate in teacher conferencing 	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com </td> <td style="width: 50%; vertical-align: top;"> sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org </td> </tr> </table>		corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com	sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
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Equipment Needed				
<p><i>Teachers may use the following:</i></p> <ul style="list-style-type: none"> -Leveled reading books and discussion groups -Technology for listening and discussion 				
Desired Results				
<p><i>Sample question to consider for this standard:</i></p>				

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL 4.3 2018

Domain: Speaking & Listening		
Cluster: Comprehension and Collaboration		
Standards: Identify the reasons and evidence a speaker provides to support particular points.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>Why is it important to identify the main idea and supporting details?</i>	<i>Students will understand that: -Evaluating a speaker's point of view, reasoning, and use of evidence and rhetoric are important tools in speaking.</i>	<i>To assist in meeting this standard, students may: -Write supporting evidence from text -Critique outlines -Work with partners to summarize key points, citing evidence from presentations to justify main points -Read, Answer, and Paraphrase (RAP)</i>
Content Statements		
<i>Students will be able to: -Identify the points a speaker makes and explain how each claim is supported by reason and evidence.</i>		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may: -Collaborative work in small group guided reading lessons where answers are scored on a rubric -Participate in teacher conferencing</i>		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
Equipment Needed		
<i>Teachers may use the following: -Leveled reading books and discussion groups -Technology for listening and discussion -Writing Journal</i>		
Desired Results		
<i>Sample question to consider for this standard:</i>		
<i>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</i>		

Domain: <i>Speaking & Listening</i>		
Cluster: <i>Presentation of Knowledge and Ideas</i>		
Standards: <i>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; speaking clearly at an understandable pace.</i>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>Why is it important to be able to clearly present a report on a given topic?</i>	<i>Students will understand that: -Presenting information, findings, and supporting evidence such that the listener can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</i>	<i>To assist in meeting this standard, students may: -Gather information and formulate opinions -State reasons supporting opinions during discussions/debates -Research topics and record key points on note cards -Use note cards to organize and present oral report</i>
Content Statements		
<i>Students will be able to: -Effectively retell using appropriate technology to ensure validity.</i>		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may: -Students will orally present information to an audience and will be graded on a holistic scoring rubric. -Participate in a teacher conference to retell a story and graded on a retelling rubric.</i>		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com
Equipment Needed		biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
<i>Teachers may use the following: -Graphic Organizers, Chart -Technology for listening and discussion -Art & Crafts materials -Newspapers -Retell Rubric</i>		
Desired Results		
<i>Sample question to consider for this standard:</i>		
<i>Present information, findings, and supportive evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</i>		

development, and style are appropriate to task, purpose, and audience.

SL 4.5 2018

Domain: Speaking & Listening		
Cluster: Presentation of Knowledge and Ideas		
Standards: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>Why is it important to include multi-media components in presentations?</i>	<i>Students will understand that:</i> -Using various communication techniques, they will be able to express themselves in diverse settings. -They must alter their delivery method to match their audience.	<i>To assist in meeting this standard, students may:</i> -Use graphic organizers to display information -Use technology to record own voices (e.g., dictation application) -Experiment with a karaoke machine to recount past experiences -Draw an illustration and orally present using descriptive words -Create posters -Design book jackets containing author's name, title, setting, characters, conflicts, and themes
Content Statements		
<i>Students will be able to:</i> -Listen and respond to meaning of verbal messages/text. -Analyze and evaluate various forms of communication. -Develop a voice about issues of great importance to their		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may:</i> -Teacher conferencing will be used to inquire about specific details of the assignment -Students will provide feedback to other student's work		corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com
		sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Equipment Needed		
<i>Teachers may use the following:</i> -Technology for listening and discussion -Retell Rubric		
Desired Results		
Sample question to consider for this standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		

Domain: Speaking & Listening		
Cluster: Presentation of Knowledge and Ideas		
Standards: 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.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>Why is it important to be able to identify the differences between formal and informal English?</i>	<i>Students will understand that:</i> -Through an author's voice, new points of view can be formed. -An author's voice sets the tone for a piece of writing depending on the situation.	<i>To assist in meeting this standard, students may:</i> -Read story excerpts that model formal and informal English usage -Use Venn Diagrams to record likenesses and differences within word choices, tasks, and situations -Read two passages with common topics, one passage using formal language and the other using informal language. Use two column charts to record required information about each passage and compare the differences
Content Statements		
<i>Students will be able to:</i> -Use standard English conventions in writing (sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting)		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may:</i> -Teacher conferencing will be used to inquire about specific details of the assignment. -Students will provide feedback to other student's work		corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com
		sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Equipment Needed		
<i>Teachers may use the following:</i> -Technology for listening and discussion -Fluency Rubrics		
Desired Results		
Sample question to consider for this standard: Adapt speech to a variety of contexts and communicate tasks, demonstrating command of formal English when indicated or appropriate.		

Domain: Language		
Cluster: Conventions of Standard English		
<p>Standards: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L 4.1.A Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>L 4.1.B Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>L 4.1.C Use modal auxiliaries (e.g. can, may, must) to convey various conditions.</p> <p>L 4.1.D Order adjectives within sentences according to convention patterns (e.g., a small red bag rather than a red small bag).</p> <p>L 4.1.E Form and use prepositional phrases.</p> <p>L 4.1.F Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L 4.1.G Correctly use frequently confused words (e.g. to, too, two; there, their).</p>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
To what extent does knowledge of grammar help me to become a better reader, writer, and speaker?	Students will understand that: -The conventions of English grammar help readers understand what is being communicated.	To assist in meeting this standard, students may: -Read sentences and compose second sentences using the correct conventions including sequencing, appropriate verb tenses, and relative pronouns -Work with partners to compose sentences where they will highlight, circle, and underline appropriate conventions
Content Statements		
Students will be able to: -Demonstrate command of Standard English grammar during oral and written communication.		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Proof-read and edit given writing pieces and grade with rubric -Participate in teacher conference to inquire about specific details of the assignment -Students will provide feedback to other student's work		corestandards.org achievethecore.org connect.mheducation.com learningally.org sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com
Equipment Needed		
Teachers may use the following: - Various text of student's reading level		biguniverse.com discovery.com teachingchannel.org readworks.org newsela.com readingandwritingproject.org

-Writing Journals/Notebooks -Whiteboard -Sentence Strips -Newspaper/Magazine articles	betterlesson.com	pbslearningmedia.org
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Desired Results

Sample question to consider for this standard:

- Which is a complete sentence?
 A. Mary went to the store.
 B. Itome is in time for dinner.
 C. Will cook spaghetti
 D. Favorite thing to eat.

[L 4.2](#) 2018

Domain: Language

Cluster: Conventions of Standard English

Standards: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L 4.2.A Use correct capitalization.**
- L 4.2.B Use commas and quotation marks to mark direct speech and quotations from a text.**
- L 4.2.C Use a comma before a coordinating conjunction in a compound sentence.**
- L 4.2.D Spell grade-appropriate words correctly, consulting references as needed.**

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
To what extent does knowledge of grammar and mechanics help me to become a better reader, write, and speaker?	Students will understand that: -The conventions of English grammar and mechanics help readers understand what is being communicated.	To assist in meeting this standard, students may: -Demonstrate spelling proficiency in daily writing tasks, using references as needed; for example, digital or print sources, word walls, individual word banks -Arrange prepared note cards to build complete sentences beginning with introductory clauses -Place objects representing commas in sentences -Reference material awareness (dictionary, glossary, etc) -Respond orally to teacher's questions using signal for comma placements; for example, "Would you like an apple for a snack:" "Yes, (clap hands) apples are my favorite snack."
Content Statements Students will be able to: -Demonstrate command of Standard English grammar and mechanics during oral and written communication.		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may:		corestandards.org sharemylesson.com

<p>-Students will complete word building activities using a specific spelling skill</p> <p>-Participate in a teacher conference to discuss friendly letters</p> <p>-Students will provide feedback to there student's work (editing for correct capitalization and punctuation)</p>	<p>achievethecore.org</p> <p>connect.mheducation.com</p> <p>learningally.org</p>	<p>scholastic.com</p> <p>janrichardsonguidedreading.com</p> <p>kbumreading.com</p>
<p>Equipment Needed</p>	<p>biguniverse.com</p>	<p>readworks.org</p>
<p>Teachers may use the following:</p> <p>-Crayons/Markers/Pencils/Chart Paper</p> <p>-Magnetic/Letter Tiles</p> <p>-White Boards</p> <p>-Appropriate word building games</p> <p>-Technology</p>	<p>discovery.com</p> <p>teachingchannel.org</p> <p>betterlesson.com</p>	<p>newsela.com</p> <p>readingandwritingproject.org</p> <p>pbslearningmedia.org</p>
<p>Desired Results</p>		
<p>Sample question to consider for this standard:</p> <p>Which word is spelled correctly?</p> <p>A. couridge</p> <p>B. courage</p> <p>C. kerage</p> <p>D. keridae</p>		

[L.4.3](#) 2018

<p>Domain: Language</p>		
<p>Cluster: Knowledge of Language</p>		
<p>Standards: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.3.A Choose words and phrases to convey ideas precisely.</p> <p>L.4.3.B Choose punctuation for effect.</p> <p>L.4.3.C Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>		
<p>Essential Questions</p>	<p>Enduring Understandings</p>	<p>Activities, Investigations, and Student Experiences</p>
<p>To what extent does knowledge of communication techniques help me to become a better reader, writer, speaker, and listener?</p>	<p>Students will understand that:</p> <p>-Appropriate use of conventions aids the reader's understanding, and utilizing standard conventions to</p>	<p>To assist in meeting this standard, students may:</p> <p>-Have a group discussion to brainstorm ideas on specific topics</p> <p>-Create a graphic organizer (e.g., Venn Diagram) to compare and contrast</p> <p>-Peer conferencing where focus is on punctuation and its proper usage</p>

<i>writer, speaker, and listener</i>	<i>Standard conventions to communicate will produce an effective message</i>	<i>-Peer conferencing where focus is on punctuation and its proper usage</i>								
Content Statements										
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Demonstrate command of Standard English communication techniques within oral and written communication. 										
Assessments	Teacher Resources									
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Students will create a Venn Diagram comparing formal and informal phrases -Teacher conferences will be used to discuss diagrams -Students will provide feedback to other student's work (editing for correct capitalization and punctuation) 	<table border="0"> <tr> <td>corestandards.org</td> <td>sharemylesson.com</td> </tr> <tr> <td>achievethecore.org</td> <td>scholastic.com</td> </tr> <tr> <td>connect.mheducation.com</td> <td>janrichardsonguidedreading.com</td> </tr> <tr> <td>learningally.org</td> <td>kbumreading.com</td> </tr> </table>		corestandards.org	sharemylesson.com	achievethecore.org	scholastic.com	connect.mheducation.com	janrichardsonguidedreading.com	learningally.org	kbumreading.com
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Equipment Needed										
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> - Pencils/Markers/Crayons -Writing Journals/Notebooks -Picture Cards -Technology 	<table border="0"> <tr> <td>biguniverse.com</td> <td>readworks.org</td> </tr> <tr> <td>discovery.com</td> <td>newsela.com</td> </tr> <tr> <td>teachingchannel.org</td> <td>readingandwritingproject.org</td> </tr> <tr> <td>betterlesson.com</td> <td>pbslearningmedia.org</td> </tr> </table>		biguniverse.com	readworks.org	discovery.com	newsela.com	teachingchannel.org	readingandwritingproject.org	betterlesson.com	pbslearningmedia.org
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Desired Results										
<p>Sample question to consider for this standard:</p> <p>Read the sentence from the letter.</p> <p style="padding-left: 40px;"><i>We will advertise your museum <u>in the papers</u>.</i></p> <p>Which words should replace <u>in the papers</u> to give a more exact meaning?</p> <ul style="list-style-type: none"> A. in several papers B. using drawings C. in our school building D. using some email messages 										

[L.4.4](#) | 2018

Domain: Language

Cluster: Vocabulary Acquisition and Use

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

L 4.4.A Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L 4.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a words (e.g., telegraph, photograph, autograph).

L 4.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences	
<p>To what extent does knowledge of vocabulary help clarify multiple-meaning words, roots, prefixes, suffixes, and affixes? How does using reference materials assist in understanding the meaning of words and phrases?</p>	<p>Students will understand that: -Through knowledge of vocabulary and use of reference materials, they will achieve optimum understanding of origin of words.</p>	<p>To assist in meeting this standard, students may: -After shared read aloud containing figurative language, students identify examples in texts and discuss meanings during teacher led discussions -Record roots, prefixes, and suffixes on individual note cards. With partners, students join note cards to build words, read words, and determine meanings -In pairs, students will use dictionaries/glossaries to identify meanings of words; students will create their own personal dictionaries with curriculum-based words</p>	
<p>Content Statements Students will understand that: -Vocabulary is essential to achieve meaning of words/phrases.</p>			
Assessments		Teacher Resources	
<p>To show evidence of meeting this standard, students may: -Create Vocabulary flip charts -Create personal word walls</p>		<p>corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com</p>	
Equipment Needed		<p>biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org</p>	
<p>Teachers may use the following: - Pencils/Markers/Crayons -Writing Journals/Notebooks -Picture Cards -Technology</p>			

Desired Results
<p>Sample question to consider for this standard:</p> <p>What is the meaning of the Latin root in the word <i>motionless</i>?</p> <p>A. to hide B. to move C. to send D. to fill</p>

L.4.5 | 2018

Domain: Language										
Cluster: Vocabulary Acquisition and Use										
<p>Standards: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>L.4.5.A Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>L.4.5.B Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>L.4.5.C Demonstrate understanding of words by relating them to the opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>										
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences								
<p>Why is it important to understand and utilize figurative language?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Identifying figurative language in written text helps make real life connections. 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Given a list of vocabulary words, students complete graphic organizers for words to deepen understanding of word meanings. Students write targeted words in center circles of organizer and list antonyms, synonyms, and analogies for those words in 3 surrounding circles -After shared read aloud containing figurative language, students identify examples in texts and discuss meanings during teacher led discussions -Pair-share connections to real-life experiences 								
Content Statements										
<p>Students will be able to: understand that figurative language helps achieve meaning of words/phrases.</p>										
Assessments		Teacher Resources								
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Participate in shared writing in small group to write a paragraph rich in descriptive words within a given topic -Use internet games -Highlight figurative language used in everyday text/supplied reading selections 		<table border="0"> <tr> <td>corestandards.org</td> <td>sharemylesson.com</td> </tr> <tr> <td>achievethecore.org</td> <td>scholastic.com</td> </tr> <tr> <td>connect.mheducation.com</td> <td>janrichardsonguidedreading.com</td> </tr> <tr> <td>learningally.org</td> <td>kbumreading.com</td> </tr> </table>	corestandards.org	sharemylesson.com	achievethecore.org	scholastic.com	connect.mheducation.com	janrichardsonguidedreading.com	learningally.org	kbumreading.com
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Teachers may use the following: - Pencils/Markers/Crayons -Writing Journals/Notebooks -Picture Cards -Technology	discovery.com teachingchannel.org betterlesson.com	newsela.com readingandwritingproject.org pbslearningmedia.org
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Desired Results

Sample question to consider for this standard:

Which phrase is an example of a simile?

A. popping open the oven door
 B. toward the open door
 C. to catch their breath
 D. as soft as a whisper

[L.4.6](#) | 2018

Domain: Language

Cluster: Vocabulary Acquisition and Use

Standards: Acquire and use accurately grade-appropriate conversational, 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, conservations, and endangered when discussing animal preservation).

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why is it important to understand and utilize words and phrases that pertain to a particular topic?	Students will understand that: -Identifying and utilizing specific words/phrases helps enhance oral and written text.	To assist in meeting this standard, students may: -When given domain-specific words, phrases, or clue words, students use spoken and written language to form completed sentences with logical relationships -Demonstrate use of academic vocabulary when recording information in cross-curricular journals paying attention to spatial and temporal relationships
Content Statements Students will be able to: -Use specific words and phrases for a particular topic provides clarity in communication.		

Assessments	Teacher Resources
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To show evidence of meeting this standard, students may:	corestandards.org	sharemylesson.com
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<p>-Participate in shared writing in small group to write a paragraph rich in adjectives and adverbs. -Journal Writing -Teacher Conferencing</p>	<p>achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com</p>	
<p>Equipment Needed</p>	<p>biguniverse.com readworks.org</p>	
<p>Teachers may use the following: - Pencils/Markers/Crayons -Writing Journals/Notebooks -Picture Cards -Technology</p>	<p>discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org</p>	
<p>Desired Results</p>		
<p>Sample question to consider for this standard:</p> <p>Why did the poet MOST LIKELY write "The Holiday"?</p> <p>A. to teach readers to track days on a calendar B. to persuade readers to play baseball at the park C. to encourage readers to have fun on special days D. to inspire readers to be on time for outdoor events</p>		