# GRADE 4 ENGLISH/LANGUAGE ARTS CURRICULUM

# **Course 50004**

Fourth grade students extend their ability to read and comprehend both fiction and non-fiction texts. In fourth grade, students will begin to analyze texts and compare one text to another. They will also learn to write in response to texts, analyzing them for main idea, theme, point of view, character development, and author's purpose. Statements and writings about texts should be supported with details from the specific texts. Students will learn additional language conventions and increase their knowledge of grade appropriate vocabulary and correct spelling of grade appropriate words.

## **GRADE FOUR ENGLISH/LANGUAGE ARTS OUTLINE:**

Goals	Skills	Summative Assessments	Time Frame	Main Resources
<ul> <li>Demonstrate understanding of figurative language and nuanced meanings.</li> <li>Know the conventions of the English language, including: relative pronouns, progressive verb tenses, modal auxiliaries, adjectives, prepositional phrases, and complete sentences.</li> <li>Know conventions of punctuation, including: capitalization, commas, quotation marks, and spell grade-appropriate words.</li> <li>Determine theme of a text and be able to summarize a text.</li> <li>Compare and contrast point of view from different texts including between first person and third person narratives.</li> </ul>	<ul> <li>Skills</li> <li>Use details to explain what a texts says and to describe character or setting.</li> <li>Use context and roots to determine meaning of unknown words.</li> <li>Write for an intended audience using related ideas that are structured to support your purpose and provide a conclusion.</li> <li>Write using narrative techniques like dialogue and description to develop events, characters, and situations.</li> <li>Draw information from texts to support analysis and reflection.</li> </ul>	End-of-Unit Benchmark Assessments  End of the Year Benchmark Assessment	1-year	Main Resources Reading Street
Compare and contrast treatment of similar topics or themes between texts.				

# GRADE FOUR ENGLISH/LANGUAGE ARTS MAP:

TIME	BIG IDEAS	CONCEPTS	ESSENTIAL	STANDARDS	OBJECTIVES	DIFFERENTIATION	ASSESSMENT
FRAME			QUESTIONS				
Unit 1 (Weeks 1-6)	<ul> <li>Effective readers use appropriate strategies to construct meaning.</li> <li>Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.</li> <li>Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.</li> <li>Effective research requires the use of varied resources to gain or expand knowledge.</li> <li>Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.</li> <li>Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/ listeners.</li> <li>An expanded vocabulary enhances one's ability to express ideas and information.</li> </ul>	Word Analysis Word Ending -ed Suffixes -or, -er Word Ending -ing Compound Words Related Words  Literary Terms Point of View Sensory Words Foreshadowing Dialect Imagery  Comprehension Sequence Summarize Cause and Effect Author's Purpose Questioning Literary Elements: Character, Setting, Plot Background Knowledge Story Structure Main Idea and Details Text Structure Comprehension Skills and Strategies  Vocabulary Affixes: Suffixes (-ist, -ive, -ness) Word Endings Multiple Meaning Words Synonyms and Antonyms Vocabulary Skills  Fluency Appropriate Expression Appropriate Expression Appropriate Expression	<ul> <li>How do strategic readers create meaning from informational and literary text?</li> <li>What is this text really about?</li> <li>How do readers know what to believe?</li> <li>How do readers know what to believe in what they read, hear, and view?</li> <li>How does interaction with text provoke thinking and response?</li> <li>What do good listeners do?</li> <li>How do active listeners make meaning?</li> <li>How do active listeners know what to believe in what they hear?</li> <li>What does a reader look for and how can he/she find it?</li> <li>How does a reader know a source can be trusted?</li> <li>How does one organize and synthesize information from various sources?</li> <li>What makes clear and effective writing?</li> <li>Why do writers write?</li> </ul>	CC.1.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words. • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. CC.1.1.4.E Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text. CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences. CC.1.2.4.C Explain events, procedures, ideas, or concepts in a text, including what happened and why	Unit 1 Week 1 Spell words with the VCCV pattern Identify and write words that have the VCCV pattern Write realistic fiction Identify words and suffixes Identify sequence of events Read aloud with expression Unit 1 Week 2 Spell words with short vowel pattern VCCV Identify and write words that have short vowel sounds with the VCCV pattern Identify sequence of events Classify the main features of realistic fiction Determine the meanings of words with suffixes Read aloud with expression Unit 1 Week 3 Spell words with long a and long i vowels Identify and write words with long a and long i vowel sounds Determine an anthor's purpose for writing	Small Groups with Leveled Readers  Read Directions Aloud  Read Reading Street Sleuth  Reteach  Independent Practice Stations  Practice, Reteach, Extend Amazing Words  Practice, Reteach, Extend Selection Vocabulary  Practice, Reteach, Extend Writing  Reread the Weekly Story  ELL	Week 1 Baseline Group Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring Timed Fluency Test Informal Observation  Week 2 Baseline Group Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring Timed Fluency Test Informal Observation  Week 3 Baseline Group Test Informal Observation  Week 3 Baseline Group Test Informal Observation  Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring Timed Fluency Test Oral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring Timed Fluency Test Informal Observation
		Appropriate Phrasing:	What is the	including what happened and why,	for writing		Informal Observation

Punctuation Cues Rate and Accuracy Friendly Letter Trait: Conventions Personal Narrative Trait: Voice Quick Write for Fluency

#### Writing

Realistic Fiction
Trait: Organization
Expository
Composition Trait:
Organization
Parody Trait: Voice
Compound
Sentences
Clauses and
Complex Sentences
Conventions

#### Conventions

Declarative and Interrogative Sentences Imperative and Exclamatory Sentences Complete Subject and Predicates Compound Sentences Conventions

#### **Spelling**

Short Vowels VCCV Long A and I Long E and O Long U Spelling Patterns

# Listening and Speaking

Dramatic Retelling Introduction Advertisement Oral Report Travel Show purpose?

- How do learners make decisions concerning format and informal language in social and academic settings?
- How do grammar and the conventions of language influence spoken and written communication?
- Why learn new words?
- What strategies and resources does the learner use to figure our unknown vocabulary?
- How does one develop and refine vocabulary?

based on specific information in the text. CC.1.2.4.D Compare and contrast an event or topic told from two different points of view.

CC.1.2.4.E
Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).

CC.1.2.4.F
Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
CC.1.2.4.G

CC.1.2.4.G
Interpret various
presentations of
information within a text
or digital source and
explain how the
information contributes
to an understanding of
text in which it appears.
CC.1.2.4.H
Explain how an author

uses reasons and evidence to support particular points in a text.

CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that

topic.
CC.1.2.4.J
Acquire and use
accurately gradeappropriate
conversational, general

appropriate conversational, general academic, and domain-specific words and phrases, including those that signal

Write and expository composition

- Classify word endings to help determine the meanings of words
- Read aloud with expression

#### Unit 1 Week 4

- Spell words with long e and long o vowels
- Identify and write words with long e and long o vowel sounds
- Distinguish the literary elements plot, character and setting
- Write a parody of a well-known story
- Identify and define multiple-meaning words
- Read aloud at an appropriate rate with accuracy

#### Unit 1 Week 5

- Spell words with long e
- Identify and pronounce words with long e
- Explain an author's purpose for writing
- Write a friendly letter
- Identify the meanings of synonyms and antonyms
- Read with expression

Week 4
Baseline Group
Test
Spelling Test
Weekly Test
Oral Assessment
Fresh Reads for
Fluency
Daily Fix-It
Progress
Monitoring
Timed Fluency
Test
Informal
Observation

Week 5
Baseline Group
Test
Spelling Test
Weekly Test
Oral Assessment
Fresh Reads for
Fluency
Daily Fix-It
Progress
Monitoring
Timed Fluency
Test
Informal
Observation

Week 6 Unit Benchmark Test

	precise actions,		
	emotions, or states of		
	being and that are basic		
	to a particular topic.		
	CC.1.2.4.K		
	Determine or clarify the		
	meaning of unknown		
	and multiple-meaning		
	words and phrases		
	based on grade-level		
	reading and content,		
	choosing flexibly from a		
	range of strategies and		
	tools.		
	CC.1.2.4.L		
	Read and comprehend		
	literary non-fiction and		
	informational text on		
	grade level, reading		
	independently and		
	proficiently.		
	CC.1.3.4.A		
	Determine a theme of a		
	text from details in the		
	text; summarize the		
	text.		
	CC.1.3.4.B		
	Cite relevant details		
	from text to support		
	what the text says		
	explicitly and make		
	inferences.		
	CC.1.3.4.C		
	Describe in depth a		
	character, setting or		
	event in a story or		
	drama, drawing on		
	specific details in the		
	text.		
	CC.1.3.4.D		
	Compare and contrast		
	an event or topic told		
	from two different points		
	of view.		
	CC.1.3.4.E		
	Explain major		
	differences between		
	poems, drama and		
	prose and refer to the		
	structural elements of		
	each when writing or		
	speaking about a text.		

CC.1.3.4.F
Determine the meaning
of words and phrases
as they are used in
grade-level text,
including figurative
language. CC.1.3.4.G
Make connections
between the text of a
story or drama and a
visual or oral
presentation of the text,
identifying where each
version reflects specific
descriptions and
directions in the text.
CC.1.3.4.H
Compare and contrast
similar themes, topics,
and patterns of events
in literature, including
texts from different
cultures.
CC.1.3.4.I
Determine or clarify the
meaning of unknown
and multiple-meaning
words and phrases
based on grade-level
reading and content,
choosing flexibly from a
range of strategies and
tools
CC.1.3.4.J
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 and that are basic
to a particular topic.
CC.1.3.4.K
Read and comprehend
literary fiction on grade-
level, reading
independently and
inseparating site

proficiently.
CC.1.4.4.Å
Write informative/
explanatory texts to
examine a topic and
convey ideas and
information clearly.
CC.1.4.4.B
Identify and introduce
the topic clearly.
CC.1.4.4.C
Develop the topic with
facts, definitions,
concrete details,
quotations, or other
information and
examples related to the
topic; include
illustrations and
multimedia when useful
to aiding
comprehension.
CC.1.4.4.D
Group related
information in
paragraphs and
sections, linking ideas
within categories of
information using words
and phrases; provide a
concluding statement or
section; include
formatting when useful
to aiding
comprehension.
CC.1.4.4.F
Demonstrate a grade-
appropriate command
of the conventions of
standard English
grammar, usage,
capitalization,
punctuation, and
spelling.
CC.1.4.4.G
Write opinion pieces on
topics or texts.
CC.1.4.4.H
Introduce the topic and
state an opinion on the
topic.
CC.1.4.4.I

Provide reasons that
are supported by facts
and details.
CC.1.4.4.J
Create an
organizational structure
that includes related
ideas grouped to
support the writer's
purpose and linked in a
logical order with a
concluding statement or section related to the
opinion.
CC.1.4.4.L
Demonstrate a grade-
appropriate command
of the conventions of
standard English
grammar, usage,
capitalization,
punctuation, and
spelling.
CC.1.4.4.M
Write narratives to
develop real or
imagined experiences
or events.
CC.1.4.4.N
Orient the reader by
establishing a situation
and introducing a
narrator and/or
characters.
CC.1.4.4.0
Use dialogue and
descriptions to develop
experiences and events
or show the responses
of characters to
situations; use concrete
words and phrases and
sensory details to
convey experiences
and events precisely.
CC.1.4.4.P
Organize an event
sequence that unfolds
naturally, using a
variety of transitional
words and phrases to
manage the sequence

of events; provide a
conclusion that follows
from the narrated
experiences and
events.
CC.1.4.4.Q
Choose words and
phrases to convey
ideas precisely.
CC.1.4.4.R
Demonstrate a grade-
appropriate command
of the conventions of
standard English
grammar, usage,
capitalization,
punctuation, and
spelling.
CC.1.4.4.S
Draw evidence from
literary or informational
texts to support
analysis, reflection, and
research, applying
grade-level reading
standards for literature
and informational texts.
CC.1.4.4.T
With guidance and
support form peers and
adults, develop and
strengthen writing as
needed by planning,
revising, and editing.
CC.1.4.4.U
With some guidance
and support, 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.
CC.1.4.4.V
Conduct short research
projects that build
knowledge through
investigation of different
investigation of different

aspects of a topic.
CC.1.4.4.W
Recall relevant
information from
experiences or gather
relevant information
from print and digital
sources; take notes and
categorize information,
and provide a list of
sources.
CC.1.4.4.X
Write routinely over
extended time frames
(time for research,
reflection, and revision)
and shorter time frames
(a single sitting or a day
or two) for a range of
discipline-specific tasks,
purposes and
audiences.
CC.1.5.4.A
Engage effectively in a
range of collaborative
discussions on grade-
level topics and texts,
building on others'
ideas and expressing
their own clearly.
CC.1.5.4.B
Paraphrase portions of
a text read aloud or
information presented
in diverse media and
formats, including
visually, quantitatively,
and orally.
CC.1.5.4.C
Identify the reasons and
evidence a speaker
provides to support
particular points.
CC.1.5.4.D
Report on a topic or
text, tell a story, or
recount an experience
in an organized
manner, using
appropriate facts and
relevant, descriptive
details to support main

				ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations. CC.1.5.4.F Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.			
Unit 2 (Weeks 7-12)	<ul> <li>Effective readers use appropriate strategies to construct meaning.</li> <li>Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.</li> <li>Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.</li> <li>Effective research requires the use of varied resources to gain or expand knowledge.</li> <li>Audience and purpose influence a writer's choice of organizational</li> </ul>	Word Analysis Prefixes un-, in- Word Origins Latin Prefixes dis-, re-, non- Compound Words Suffix -ly Literary Terms Dialogue and Narration Similes and Metaphors Sensory Words Humor  Comprehension Cause and Effect Background Knowledge Literary Elements: Character, Setting, Plot Draw Conclusions Story Structure Author's Purpose Questioning Fact and Opinion Monitor and Clarify	<ul> <li>How do strategic readers create meaning from informational and literary text?</li> <li>What is this text really about?</li> <li>How does what readers read influence how they should read it?</li> <li>How does a reader's purpose influence how text should be read?</li> <li>How do readers know what to believe in what they read, hear, and view?</li> <li>How does interaction with text provoke thinking and response?</li> <li>What do good listeners do?</li> <li>How do active</li> </ul>	CC.1.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words. • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. CC.1.1.4.E Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Unit 2 Week 1  Spell words with long u  Identify and pronounce words with long u  Write a personal narrative  Determine the meanings of words with suffixes -ist and -ive  Identify a selection's main idea and details  Read aloud with appropriate phrasing  Unit 2 Week 2  Spell words with s, es, or, ies added  Identify and pronounce words with s, es, or, ies  Identify cause and effect in fiction	Small Groups with Leveled Readers  Read Directions Aloud  Read Reading Street Sleuth  Reteach Independent Practice Stations  Practice, Reteach, Extend Amazing Words  Practice, Reteach, Extend Selection Vocabulary  Practice, Reteach, Extend Writing  Reread the Weekly Story	Week 1 Baseline Group Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring Timed Fluency Test Informal Observation  Week 2 Baseline Group Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring Timed Fluency

- pattern, language, and literary techniques.
- Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/ listeners.
- An expanded vocabulary enhances one's ability to express ideas and information.

Main Idea and Details Inferring Comprehension Skills and Strategies

### Vocabulary

Prefixes and Suffixes Unknown Words Affixes: Prefixes

# Vocabulary Skills

## **Fluency**

Appropriate Phrasing Expression Fluency Skills

#### Writing

Poetry Trait: Word Choice News Article Trait: Focus/Ideas Expository Composition Trait: Organization Argument/Percussiv e Essay Trait: Organization Quick Write for Fluency

#### Conventions

Common and Proper Nouns Regular and Irregular Plural Nouns Singular and Plural Possessive Nouns Conventions

## **Spelling**

Adding s and es Irregular Plurals Words with ar, or Consonant Patterns ng, nk, ph, wh Words with ear, ir, our, ur Spelling Patterns

#### Listening and

- listeners make meaning?
- How do active listeners know what to believe in what they hear?
- What does a reader look for and how can he/she find it?
- How does a reader know a source can be trusted?
- How does one best present findings?
- How does one organize and synthesize information from various sources?
- How does one best present findings?
- Why do writers write?
- What makes clear and effective writing?
- What is the purpose?
- Who is the audience?
- How do learners make decisions concerning format and informal language in social and academic settings?
- How do grammar and the conventions of language influence spoken and written communication?
- Why learn new words?
- What strategies and resources does the learner use to figure our unknown

CC.1.2.4.A
Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CC.1.2.4.B
Refer to details and examples in text to support what the text says explicitly and make inferences.
CC.1.2.4.C
Explain events, procedures, ideas, or concepts in a text,

including what happened and why, based on specific information in the text. CC.1.2.4.E

Use text structure to interpret information (e.g., chronology, comparison,

cause/effect, problem/ solution).

CC.1.2.4.F
Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
CC.1.2.4.G

language.
CC.1.2.4.G
Interpret various
presentations of
information within a text
or digital source and
explain how the
information contributes
to an understanding of
text in which it appears.
CC.1.2.4.H
Explain how an author

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

CC.1.2.4.I Integrate information  Write a humorous limerick ELL

- Identify the meanings of words with prefixes and suffixes
- Read aloud with appropriate phrases

#### Unit 2 Week 3

- Spell irregular plural words
- Identify and pronounce irregular plural words
- Draw conclusions based on text evidence
- Write a news article
- Determine the meanings of unknown words
- Read aloud with expression

#### Unit 2 Week 4

- Spell words with ar and or
- Identify and pronounce words with ar and or
- Draw conclusions based on text evidence
- Write free-verse poetry
- Determine the meanings of words with prefixes
- Read aloud with expression and intonation

#### Unit 2 Week 5

- Spell words with consonant pairs ng, nk, ph, wh
- Identify and

Test Informal Observation

Week 3
Baseline Group
Test
Spelling Test
Weekly Test
Oral Assessment
Fresh Reads for
Fluency
Daily Fix-It
Progress
Monitoring
Timed Fluency
Test
Informal
Observation

Week 4
Baseline Group
Test
Spelling Test
Weekly Test
Oral Assessment
Fresh Reads for
Fluency
Daily Fix-It
Progress
Monitoring
Timed Fluency
Test
Informal
Observation

Week 5
Baseline Group
Test
Spelling Test
Weekly Test
Oral Assessment
Fresh Reads for
Fluency
Daily Fix-It
Progress
Monitoring
Timed Fluency
Test
Informal
Observation

			from two texts on the	pronounce words	 Week 6
Media			same topic to	with consonant	Unit Benchmark
Sport	tscast, d	levelop and refine	demonstrate	pairs ng, nk, ph,	Test
News	scast ve	ocabulary?	understanding of that	wh	
Read	der's Theater		topic.	<ul> <li>Distinguish</li> </ul>	
Interv	view		CC.1.2.4.J	between fact and	
Pane	el Discussion		Acquire and use	opinion in	
			accurately grade-	expository text	
			appropriate	Write step by step	
			conversational, general	directions	
			academic, and domain-	Determine	
			specific words and	meanings of	
			phrases, including		
			those that signal	unknown words	
			precise actions,	Read aloud with	
			emotions, or states of	expression	
			being and that are basic		
			to a particular topic. CC.1.2.4.K		
			Determine or clarify the		
			meaning of unknown		
			and multiple-meaning		
			words and phrases		
			based on grade-level		
			reading and content,		
			choosing flexibly from a		
			range of strategies and		
			tools.		
			CC.1.2.4.L		
			Read and comprehend		
			literary non-fiction and		
			informational text on		
			grade level, reading		
			independently and		
			proficiently.		
			CC.1.3.4.A		
			Determine a theme of a		
			text from details in the		
			text; summarize the		
			text.		
			CC.1.3.4.B		
			Cite relevant details		
			from text to support		
			what the text says		
			explicitly and make		
			inferences.		
			CC.1.3.4.C		
			Describe in depth a		
			character, setting or		
			event in a story or		
			drama, drawing on		
			specific details in the		
	l l		opositio dotalis ili tile		

text.
CC.1.3.4.E
Explain major
differences between
poems, drama and
prose and refer to the
structural elements of
each when writing or
speaking about a text.
CC.1.3.4.F
Determine the meaning
of words and phrases
as they are used in
grade-level text,
including figurative
language.
CC.1.3.4.G
Make connections
between the text of a
story or drama and a
visual or oral
presentation of the text,
identifying where each
version reflects specific
descriptions and
directions in the text.
CC.1.3.4.H
Compare and contrast
similar themes, topics,
and patterns of events
in literature, including
texts from different
cultures.
CC.1.3.4.I
Determine or clarify the
meaning of unknown
and multiple-meaning
words and phrases
based on grade-level
reading and content,
choosing flexibly from a
range of strategies and
tools
CC.1.3.4.J
Acquire and use
accurately grade-
appropriate
appropriate
conversational, general
academic, and domain-
specific words and
phrases, including
those that signal

l muncion patients	
precise actions,	
emotions, or states of	
being and that are basic	
to a particular topic.	
CC.1.3.4.K	
Read and comprehend	
literary fiction on grade-	
level, reading	
independently and	
proficiently.	
CC.1.4.4.A	
Write informative/	
explanatory texts to	
examine a topic and	
convey ideas and	
information clearly.	
CC.1.4.4.B	
Identify and introduce	
the topic clearly.	
CC.1.4.4.C	
Develop the topic with	
facts, definitions,	
concrete details,	
quotations, or other	
information and	
examples related to the	
topic; include	
illustrations and	
multimedia when useful	
to aiding	
comprehension.	
CC.1.4.4.D	
Group related	
information in	
paragraphs and	
sections, linking ideas	
within categories of	
information using words	
and phrases; provide a	
concluding statement or	
section; include	
formatting when useful	
to aiding	
comprehension.	
CC.1.4.4.E	
Use precise language	
and domain-specific	
vocabulary to inform	
about or explain the	
topic.	
CC.1.4.4.F	
Demonstrate a grade-	

appropriate command of the conventions of standard English grammar, usage, capitalization, pubclossion, and so capitalization, pubclossion, and so capitalization, pubclossion, and so capitalization, pubclossion to take.  CC 1.1.4.4. Write opinion pieces on topics or taxts.  CC 1.4.4.1 Introduce the topic and state an opinion on the topic.  CC 1.1.4.1 CC 1.1.4 CC 1.1.4 CC	
of the conventions of standard English grammar, usage, capitalization, punctication, and conventions of the convention and convention and convention process on topics or texts.  CC.1.4.4.1 Introduce the topic and state an opinion on the special state an opinion on the special state and text of the convention and convent	appropriate command
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narrator and/or characters. CC.1.4.4.O Use dialogue and descriptions to develop	establishing a situation
characters. CC.1.4.4.0 Use dialogue and descriptions to develop	and introducing a
CC.1.4.4.0 Use dialogue and descriptions to develop	
Use dialogue and descriptions to develop	
descriptions to develop	
descriptions to develop	
experiences and events	experiences and events

or show the responses
of characters to
situations; use concrete
words and phrases and
sensory details to
convey experiences
and events precisely.
CC.1.4.4.P
Organize an event
sequence that unfolds
naturally, using a
variety of transitional
words and phrases to
manage the sequence
of events; provide a
conclusion that follows
from the narrated
experiences and
events. CC.1.4.4.Q
Choose words and
phrases to convey
ideas precisely.
CC.1.4.4.T
With guidance and
support form peers and
adults, develop and
strengthen writing as
needed by planning,
revising, and editing.
CC.1.4.4.U
With some guidance
and support, 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.
CC.1.4.4.V
Conduct short research
projects that build
knowledge through
investigation of different
aspects of a topic.
CC.1.4.4.W
Recall relevant
information from
IIIIOIIIIalioii IIoiii

experiences or gather
relevant information
from print and digital
sources; take notes and
categorize information,
and provide a list of
sources. CC.1.4.4.X
Write routinely over
extended time frames
(time for research,
reflection, and revision)
and shorter time frames
(a single sitting or a day
or two) for a range of
discipline-specific tasks,
purposes and
audiences.
CC.1.5.4.A
Engage effectively in a
range of collaborative
discussions on grade-
level topics and texts,
building on others'
ideas and expressing
their own clearly.
CC.1.5.4.B
Paraphrase portions of
a text read aloud or
information presented
in diverse media and
formats, including
visually, quantitatively,
and orally.
CC.1.5.4.C
Identify the reasons and
evidence a speaker
provides to support
particular points.
CC.1.5.4.E
Differentiate between
contexts that require
formal English versus
informal situations.
CC.1.5.4.G
Demonstrate command
of the conventions of
standard English when
speaking based on
grade 4 level and
content.
E04.A-C.3.1.1

				Compare and contrast			
				the treatment of similar			
				themes and topics (e.g.,			
				opposition of good and			
				evil) and patterns of			
				events (e.g., the quest)			
				in stories, myths, and			
				traditional literature			
				from different cultures.			
				Note: "Stories" means			
				narration of events told			
				through the text types			
				of stories, dramas, or			
Unit 3	- Effective readers	Word Analysis	. Have de atratacia	poems. CC.1.1.4.D	Unit 3 Week 1	Small Groups with	Week 1
(Weeks	Effective readers	_	How do strategic			Leveled Readers	Baseline Group
`	use appropriate	Suffixes -ian, -ist, -	readers create	Know and apply grade-	Spell words with	Leveled Readers	1
13-18)	strategies to	ism	meaning from	level phonics and word	ear, ir, our, and ur	Bood Directions	Test
	construct meaning.	Latin Roots aqua,	informational and	analysis skills in	Identify, write and	Read Directions	Spelling Test
	Critical thinkers	dict Profives im in	literary text?	decoding words. • Use	pronounce with	Aloud	Weekly Test Oral Assessment
	actively and	Prefixes im-, in- Greek and Latin	What is this text	combined knowledge of all letter-sound	/er/, spelled ear, ir,	Read Reading	Fresh Reads for
	skillfully interpret,		really about?		our, ur	J	
	analyze, evaluate,	Prefixes trans-, tele- Greek Prefixes	How do readers	correspondences,	Identify the main	Street Sleuth	Fluency Daily Fix-It
	and synthesize		know what to	syllabication patterns,	idea and details of	Datacah	
	information.	amphi-, anti-	believe in what	and morphology to read	a nonfiction	Reteach	Progress Monitoring
	Active listeners	Literary Terms	they read, hear,	accurately unfamiliar	selection	Indopondent	Timed Fluency
	make meaning	Idioms and Jargon Word Choice	and view?	multisyllabic words. CC.1.1.4.E	Write a persuasive	Independent	,
	from what they	Tone	How does	Read with accuracy and	article	Practice Stations	Test Informal
	hear by	Idioms	interaction with text		Determine the	Dractice Betseeh	Observation
	questioning,	Similes and	provoke thinking	fluency to support comprehension: • Read	meanings of	Practice, Reteach, Extend Amazing	Observation
	reflecting,	Metaphors	and response?	on-level text with	unknown words	Words	Week 2
	responding, and	Ivietapriors	What do good	purpose and	<ul> <li>Read aloud with</li> </ul>	VVOIUS	Baseline Group
	evaluating.	Comprehension	listeners do?		expression	Practice Potench	Test
	<ul> <li>Effective research</li> </ul>	Comprehension	<ul> <li>How do active</li> </ul>	understanding. • Read		Practice, Reteach,	
	requires the use of	Compare and	listeners make	on-level text orally with	Unit 3 Week 2	Extend Selection	Spelling Test Weekly Test
	varied resources to	Contrast Visualize	meaning?	accuracy, appropriate	<ul> <li>Spell words with</li> </ul>	Vocabulary	Oral Assessment
	gain or expand		<ul> <li>How do active</li> </ul>	rate, and expression on	ed and ing added	Dractice Beteach	
	knowledge.	Cause and Effect Summarize	listeners know	successive readings. • Use context to confirm	<ul> <li>Identify,</li> </ul>	Practice, Reteach, Extend Writing	Fresh Reads for
	Audience and	Generalize	what to believe in	or self-correct word	pronounce and	LATERIA WITHING	Fluency Daily Fix-It
	purpose influence		what they hear?	recognition and	write words with	Poroad the Maddy	
	a writer's choice of	Sequence	<ul> <li>What does a</li> </ul>		ed and ing added	Reread the Weekly	Progress
	organizational	Important Ideas	reader look for and	understanding,	<ul> <li>Identify</li> </ul>	Story	Monitoring Timed Fluency
	pattern, language,	Graphic Sources	how can he/she	rereading as necessary.	information	ELL	Test
	and literary	Predict and Set Purpose	find it?	CC.1.2.4.A  Determine the main	presented in	CLL	Informal
	techniques.	Literary Elements:	<ul> <li>How does a reader</li> </ul>	idea of a text and	graphic sources		Observation
	Rules of grammar	Character and Plot	know a source can	explain how it is	<ul> <li>Write a narrative</li> </ul>		Onservation
	and language	Monitor and Clarify	be trusted?	supported by key	poem		Week 3
	conventions	Target	<ul> <li>How does one</li> </ul>	details; summarize the	Identify the		Baseline Group
	support clarity of	Comprehension	organize and	text.	meaning of		Test
	communications	Skills and Strategies	synthesize	CC.1.2.4.B	multiple meaning		Spelling Test
	between	Okins and Shalegies	information from	Refer to details and	words		Weekly Test
	writers/speakers	Vocabulary	various sources?	examples in text to	<ul> <li>Read with</li> </ul>		Oral Assessment
L		v ocabalal y	l	Evambles in text to	1	l	Ciai Assessificiil

- and readers/listeners.
- An expanded vocabulary enhances one's ability to express ideas and information.

Synonyms and Antonyms Multiple-Meaning Words Unknown Words Greek and Latin Roots Target Vocabulary Skills

#### **Fluency**

Expression Appropriate Phrasing Fluency Skills

#### Writing

Mystery Trait: Word Choice Song Trait: Word Choice Instructions Trait: Organization Problem-Solution Essay Trait: Focus/Ideas Adventure Story Trait: Word Choice Quick Write for Fluency

#### Conventions

Singular and Plural Pronouns Kinds of Pronouns and Antecedents Possessive Pronouns Contractions and Negatives Conventions

#### **Spelling**

Contractions
Final Syllable Pattern
Consonants Digraph
/sh/
Consonants /j/, /ks/,
and /kw/
Prefixes un-, dis-, inSpelling Patterns

#### Listening and

- What makes clear and effective writing?
- Why do writers write?
- What is the purpose?
- How do learners make decisions concerning format and informal language in social and academic settings?
- How do grammar and the conventions of language influence spoken and written communication?
- Why learn new words?
- What strategies and resources does the learner use to figure our unknown vocabulary?
- How does one develop and refine vocabulary?
- How does a reader's purpose influence how text should be read?
- How does one best present findings?
- What will work best for the audience?

support what the text says explicitly and make inferences. CC.1.2.4.C Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text. CC.1.2.4.D Compare and contrast an event or topic told from two different points of view. CC.1.2.4.E Use text structure to interpret information (e.g., chronology, comparison. cause/effect, problem/ solution). CC.1.2.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language. CC.1.2.4.G Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears. CC.1.2.4.H Explain how an author uses reasons and evidence to support

particular points in a

Integrate information

from two texts on the

understanding of that

text.

topic.

CC.1.2.4.I

same topic to

demonstrate

expression

#### Unit 3 Week 3

- Identify and spell homophones
- Identify and pronounce homophones
- Distinguish between fact and opinion in expository text
- Write an invitation to a party
- Identify the different meanings of multiple meaning words
- Read aloud with expression

#### Unit 3 Week 4

- Spell words with the vowel sound ou as in the word shout
- Identify and pronounce words with the vowel sound ou spelled ou and ow
- Make a generalization based on text
- Write a myth
- Use context clues
- Read aloud with appropriate phrasing

#### Unit 3 Week 5

- Spell compound words
- Identify and pronounce compound words
- Identify cause and effect in nonfiction sections
- Write a formal letter

Fresh Reads for Fluency Daily Fix-It Progress Monitoring Timed Fluency Test Informal Observation

Week 4
Baseline Group
Test
Spelling Test
Weekly Test
Oral Assessment
Fresh Reads for
Fluency
Daily Fix-It
Progress
Monitoring
Timed Fluency
Test
Informal
Observation

Week 5
Baseline Group
Test
Spelling Test
Weekly Test
Oral Assessment
Fresh Reads for
Fluency
Daily Fix-It
Progress
Monitoring
Timed Fluency
Test
Informal
Observation

Week 6 Unit Benchmark Test

Speaking	CC.1.2.4.J	Determine the	
Advertisement	Acquire and use	meanings of root	
Media Literacy: TV	accurately grade-	words	
Commercial and	appropriate	Read aloud using	
Newscast	conversational, general	punctuation to	
Interview	academic, and domain-	guide phrasing	
Retelling	specific words and	guide prirasing	
Retelling	phrases, including		
	those that signal		
	precise actions,		
	emotions, or states of		
	being and that are basic		
	to a particular topic.		
	CC.1.2.4.K		
	Determine or clarify the		
	meaning of unknown		
	and multiple-meaning		
	words and phrases		
	based on grade-level		
	reading and content,		
	choosing flexibly from a		
	range of strategies and		
	tools.		
	CC.1.2.4.L		
	Read and comprehend		
	literary non-fiction and		
	informational text on		
	grade level, reading		
	independently and		
	proficiently.		
	CC.1.3.4.A		
	Determine a theme of a		
	text from details in the		
	text; summarize the		
	text.		
	CC.1.3.4.B		
	Cite relevant details		
	from text to support		
	what the text says		
	explicitly and make		
	inferences.		
	CC.1.3.4.C		
	Describe in depth a		
	character, setting or		
	event in a story or		
	drama, drawing on		
	specific details in the		
	text.		
	CC.1.3.4.D		
	Compare and contrast		
	an event or topic told		
	from two different points		

of view.
CC.1.3.4.E
Explain major
differences between
poems, drama and
prose and refer to the
structural elements of
each when writing or
speaking about a text.
CC.1.3.4.F
Determine the meaning
of words and phrases
as they are used in
grade-level text,
including figurative
language.
CC.1.3.4.G
Make connections
between the text of a
story or drama and a
visual or oral
presentation of the text,
identifying where each
version reflects specific
descriptions and
directions in the text.
CC.1.3.4.H
Compare and contrast
similar themes, topics,
and patterns of events
in literature, including
texts from different
cultures.
CC.1.3.4.I
Determine or clarify the
meaning of unknown
and multiple-meaning
words and phrases
based on grade-level
reading and content,
choosing flexibly from a
range of strategies and
tools
CC.1.3.4.J
Acquire and use
accurately grade-
appropriate
conversational, general
academic, and domain-
specific words and
phrases, including
those that signal
IIIOSE IIIAI SIGNAI

	precise actions,
	emotions, or states of
	being and that are basic
	to a particular topic.
	CC.1.3.4.K
	Read and comprehend
	literary fiction on grade-
	level, reading
	independently and
	proficiently.
	CC.1.4.4.A
	Write informative/
	explanatory texts to
	examine a topic and
	convey ideas and
	information clearly.
	CC.1.4.4.B
	Identify and introduce
	the topic clearly.
	CC.1.4.4.C
	Develop the topic with
	facts, definitions,
	concrete details,
	quotations, or other
	information and
	examples related to the
	topic; include
	illustrations and
	multimedia when useful
	to aiding
	comprehension.
	CC.1.4.4.D
	Group related
	information in
	paragraphs and
	sections, linking ideas
	within categories of
	information using words
	and phrases; provide a
	concluding statement or
	section; include
	formatting when useful
	to aiding
	comprehension.
	CC.1.4.4.E
	Use precise language
	and domain-specific
	vocabulary to inform
	about or explain the
	topic.
	CC.1.4.4.F
	Demonstrate a grade-
1 1	

appropriate command
of the conventions of
standard English
grammar, usage,
capitalization,
punctuation, and
spelling.
CC.1.4.4.G
Write opinion pieces on
topics or texts.
CC.1.4.4.L
Demonstrate a grade-
appropriate command
of the conventions of
standard English
grammar, usage,
capitalization,
punctuation, and
spelling.
CC.1.4.4.M
Write narratives to
develop real or
imagined experiences
or events.
CC.1.4.4.N
Orient the reader by
establishing a situation
and introducing a
narrator and/or
characters.
CC.1.4.4.0
Use dialogue and
descriptions to develop
experiences and events
or show the responses
of characters to
situations; use concrete
words and phrases and
sensory details to
convey experiences
and events precisely.
CC.1.4.4.P
Organize an event
sequence that unfolds
naturally, using a
variety of transitional
words and phrases to
manage the sequence
of events; provide a
conclusion that follows
from the narrated
experiences and

events.
CC.1.4.4.Q
Choose words and
phrases to convey
ideas precisely.
CC.1.4.4.R
Demonstrate a grade-
appropriate command
of the conventions of
standard English
grammar, usage,
capitalization,
punctuation, and
spelling.
CC.1.4.4.S
Draw evidence from
literary or informational
texts to support
analysis, reflection, and
research, applying
grade-level reading
standards for literature
and informational texts.
CC.1.4.4.T
With guidance and
support form peers and
adults, develop and
strengthen writing as
needed by planning,
revising, and editing.
CC.1.4.4.U
With some guidance
and support, 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.
CC.1.4.4.V
Conduct short research
projects that build
knowledge through
investigation of different
aspects of a topic. CC.1.4.4.W
Recall relevant
information from

experiences or gather
relevant information
from print and digital
sources; take notes and
categorize information,
and provide a list of
sources.
CC.1.4.4.X
Write routinely over
extended time frames
(time for research,
reflection, and revision)
and shorter time frames
(a single sitting or a day
or two) for a range of
discipline-specific tasks,
purposes and
audiences.
CC.1.5.4.A
Engage effectively in a
range of collaborative
discussions on grade-
level topics and texts,
building on others'
ideas and expressing
their own clearly.
CC.1.5.4.D
Report on a topic or
text, tell a story, or
recount an experience
in an organized
manner, using
appropriate facts and
relevant, descriptive
details to support main
ideas or themes; speak
clearly with adequate
volume, appropriate
pacing, and clear
pronunciation.
CC.1.5.4.E
Differentiate between
contexts that require
formal English versus
informal situations.
CC.1.5.4.F
Add audio recordings
and visual displays to
presentations when
appropriate to enhance
the development of
main ideas or themes.

Weeks   19-24    Strategies to construct meaning, to construct meaning, and strategies to construct meaning, did for perfects in formation.   Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.   Effective research requires the use of varied resources to gain or expand knowledge.   Audience and purpose influence and purpose and literary text?  Iterated resources to a wirter's choice of organizational patterni, languaga, and literary text?  Iterated resources to a wirter's choice of organizational patterni, languaga, and literary text?  Iterated resources the week of varied resources to a wirter's choice of organizational patterni, languaga, and literary text?  Iterated resources the week of varied resources to a wirter's choice of organizational patterni, languaga, and literary text?  Iterated resources the week					CC.1.5.4.G  Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.			
Roots writing? concepts in a text, elements Test	(Weeks	strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective research requires the use of varied resources to gain or expand knowledge. Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/ listeners. An expanded vocabulary enhances one's	ism Latin Roots aqua, dict Prefixes im-, in- Greek and Latin Prefixes trans-, tele- Greek Prefixes amphi-, anti- Literary Terms Idioms and Jargon Word Choice Tone Idioms Similes and Metaphors  Comprehension Compare and Contrast Visualize Cause and Effect Summarize Generalize Sequence Important Ideas Graphic Sources Predict and Set Purpose Literary Elements: Character and Plot Monitor and Clarify Target Comprehension Skills and Strategies  Vocabulary Synonyms and Antonyms Multiple-Meaning Words Unknown Words Greek and Latin	readers create meaning from informational and literary text?  What is this text really about?  How do readers know what to believe?  How does what readers read influence how they should read it?  How do readers know what to believe in what they read, hear, and view?  How does interaction with text provoke thinking and response?  What do good listeners do?  How do active listeners make meaning?  How do active listeners know what to believe in what they hear?  What does a reader look for and how can he/she find it?  How does one best present findings?  What makes clear	CC.1.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words. • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. CC.1.1.4.E Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text. CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences. CC.1.2.4.C Explain events, procedures, ideas, or	Identify and write possessives Create a generalization based on reading Write a summary Identify the meaning of words with suffixes Read aloud using punctuation clues for appropriate phrasing Unit 4 Week 2 Form and spell contractions correctly Identify, pronounce and write contractions Compare and contrast characters in a story Write a mystery Identify synonyms and antonyms Read aloud with expression Unit 4 Week 3 Spell words with final syllable patterns Identify, write and pronounce words with final syllable patterns Compare and	Read Directions Aloud  Read Reading Street Sleuth  Reteach  Independent Practice Stations  Practice, Reteach, Extend Amazing Words  Practice, Reteach, Extend Selection Vocabulary  Practice, Reteach, Extend Writing  Reread the Weekly Story	Baseline Group Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring Timed Fluency Test Informal Observation  Week 2 Baseline Group Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring Timed Fluency Test Informal Observation  Week 3 Baseline Group Test Informal Observation  Week 3 Baseline Group Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Test Informal Observation

information.

Target Vocabulary Skills

Fluency
Expression

Expression Appropriate Phrasing Fluency Skills

Writing Mystery Trait: Word

Choice

Song Trait: Word Choice Instructions Trait: Organization Problem-Solution Essay Trait: Focus/Ideas Adventure Story Trait: Word Choice Quick Write for Fluency

#### Conventions

Singular and Plural Pronouns Kinds of Pronouns and Antecedents Possessive Pronouns Contractions and Negatives Conventions

# **Spelling**

Contractions
Final Syllable Pattern
Consonants Digraph
/sh/
Consonants /j/, /ks/,
and /kw/
Prefixes un-, dis-, inSpelling Patterns

# Listening and Speaking

Speaking
Advertisement
Media Literacy: TV
Commercial and
Newscast
Interview

Why do writers write?

 What will work best for the audience?

- How do learners make decisions concerning format and informal language in social and academic settings?
- How do grammar and the conventions of language influence spoken and written communication?
- Why learn new words?
- What strategies and resources does the learner use to figure our unknown vocabulary?
- How does one develop and refine vocabulary?
- How does a reader's purpose influence how text should be read?
- How does one organize and synthesize information from various sources?
- How does one best present findings?
- Who is the audience?
- What will work best for the audience?
- What is the purpose?

including what happened and why, based on specific information in the text. CC.1.2.4.E Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution). CC.1.2.4.F Determine the meaning of words and phrases

CC.1.2.4.F
Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
CC.1.2.4.G
Interpret various

presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears. CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a

text.
CC.1.2.4.I
Integrate information
from two texts on the
same topic to
demonstrate
understanding of that
topic.

topic.
CC.1.2.4.J
Acquire and use
accurately gradeappropriate
conversational, general
academic, and domainspecific words and
phrases, including
those that signal
precise actions,
emotions, or states of
being and that are basic

 Write a song with vivid nouns and adjectives

- Identify the meaning of multiple-meaning words
- Use punctuation clues for appropriate phrasing in oral reading

Unit 4 Week 4

- Spell words with consonant digraphs
- Identify, pronounce and write words with consonant digraphs
- Identify a sequence of events in suppository text
- Write step by step instruction telling how to do something
- Determine the meaning of unknown words
- Read aloud with expression

Unit 4 Week 5

- Spell words with consonants j, ks, kw
- Identify, pronounce and write words with j, ks, kw
- Identify graphic sources and the information they present
- Write a problemsolution essay

• Identify the

Informal Observation

Week 4
Baseline Group
Test
Spelling Test
Weekly Test
Oral Assessment
Fresh Reads for
Fluency
Daily Fix-It
Progress
Monitoring
Timed Fluency
Test
Informal
Observation

Week 5
Baseline Group
Test
Spelling Test
Weekly Test
Oral Assessment
Fresh Reads for
Fluency
Daily Fix-It
Progress
Monitoring
Timed Fluency
Test
Informal
Observation

Week 6 Unit Benchmark Test

0

Retelling	to a particular topic.	meanings of words	
_	CC.1.2.4.K	with Greek and	
	Determine or clarify the	Latin roots	
	meaning of unknown	<ul> <li>Read aloud with</li> </ul>	
	and multiple-meaning	appropriate	
	words and phrases	phrasing	
	based on grade-level	principality	
	reading and content,		
	choosing flexibly from a		
	range of strategies and		
	tools.		
	CC.1.2.4.L		
	Read and comprehend		
	literary non-fiction and		
	informational text on		
	grade level, reading		
	independently and		
	proficiently.		
	CC.1.3.4.A		
	Determine a theme of a		
	text from details in the		
	text; summarize the		
	text.		
	CC.1.3.4.B		
	Cite relevant details		
	from text to support		
	what the text says		
	explicitly and make		
	inferences.		
	CC.1.3.4.C		
	Describe in depth a		
	character, setting or		
	event in a story or		
	drama, drawing on		
	specific details in the		
	text.		
	CC.1.3.4.E		
	Explain major		
	differences between		
	poems, drama and		
	prose and refer to the		
	structural elements of		
	each when writing or		
	speaking about a text.		
	CC.1.3.4.F		
	Determine the meaning		
	of words and phrases		
	as they are used in		
	grade-level text,		
	including figurative		
	language.		
	CC.1.3.4.G		

Make connections
between the text of a
story or drama and a
visual or oral
presentation of the text,
identifying where each
version reflects specific
descriptions and
directions in the text.
CC.1.3.4.H
Compare and contrast
similar themes, topics,
and patterns of events
in literature, including
texts from different
cultures.
CC.1.3.4.I
Determine or clarify the
meaning of unknown
and multiple-meaning
words and phrases
based on grade-level
reading and content,
choosing flexibly from a
range of strategies and
tools
CC.1.3.4.J
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 and that are basic
to a particular topic.
CC.1.3.4.K
Read and comprehend
literary fiction on grade-
level, reading
independently and
proficiently.
CC.1.4.4.A
Write informative/
explanatory texts to
examine a topic and
convey ideas and
information clearly.
Contain deany.
CC.1.4.4.B

Identify and introduce
the topic clearly.
CC.1.4.4.C
Develop the topic with
facts definitions
facts, definitions,
concrete details,
quotations, or other
information and
examples related to the
topic; include
illustrations and
multimedia when useful
to aiding
comprehension.
CC.1.4.4.D
Group related
information in
paragraphs and
sections, linking ideas
within categories of
information using words
and phrases; provide a
concluding statement or
section; include
formatting when useful
to aiding
comprehension.
COMPREHENSION.
CC.1.4.4.F
Demonstrate a grade-
appropriate command
of the conventions of
standard English
grammar, usage,
capitalization,
punctuation, and
spelling.
CC.1.4.4.G
Write opinion pieces on
topics or texts.
CC.1.4.4.H
Introduce the topic and
state an opinion on the
topic.
CC.1.4.4.I
Provide reasons that
are supported by facts
and details.
CC.1.4.4.J
Create an
organizational structure
that includes related
ideas grouped to

support the writer's
purpose and linked in a
logical order with a
concluding statement or
section related to the
opinion.
CC.1.4.4.K
Choose words and
phrases to convey
ideas precisely.
CC.1.4.4.L
Demonstrate a grade-
appropriate command
of the conventions of
standard English
grammar, usage,
capitalization,
punctuation, and
spelling.
CC.1.4.4.M
Write narratives to
develop real or .
imagined experiences
or events.
CC.1.4.4.N
Orient the reader by
establishing a situation
and introducing a
narrator and/or
characters.
CC.1.4.4.0
Use dialogue and
descriptions to develop
experiences and events
or show the responses
of characters to
situations; use concrete
words and phrases and
sensory details to
convey experiences
and events precisely.
CC.1.4.4.P
Organize an event
sequence that unfolds
naturally, using a
variety of transitional
words and phrases to
manage the sequence
of events; provide a
conclusion that follows
from the narrated
experiences and

events.
CC.1.4.4.Q
Choose words and
phrases to convey
ideas precisely.
CC.1.4.4.R
Demonstrate a grade-
appropriate command
of the conventions of
standard English
grammar, usage,
capitalization,
punctuation, and
spelling.
CC.1.4.4.S
Draw evidence from
literary or informational
texts to support
analysis, reflection, and
research, applying
grade-level reading
standards for literature
and informational texts.
CC.1.4.4.T
With guidance and
support form peers and
adults, develop and
strengthen writing as
needed by planning,
revising, and editing.
CC.1.4.4.U
With some guidance
and support, 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. CC.1.4.4.V
CC.1.4.4.V  Conduct short research
projects that build
knowledge through
investigation of different
aspects of a topic.
CC.1.4.4.W
Recall relevant
information from

experiences or gather
relevant information
from print and digital
sources; take notes and
categorize information,
and provide a list of
sources.
CC.1.4.4.X
Write routinely over
extended time frames
(time for research,
reflection, and revision)
and shorter time frames
(a single sitting or a day
or two) for a range of
discipline-specific tasks,
purposes and
audiences.
CC.1.5.4.A
Engage effectively in a
range of collaborative
discussions on grade-
level topics and texts,
building on others'
ideas and expressing
their own clearly.
CC.1.5.4.B
Paraphrase portions of
a text read aloud or
information presented
in diverse media and
formats, including
visually, quantitatively,
and orally.
CC.1.5.4.C
Identify the reasons and
evidence a speaker
provides to support
particular points.
CC.1.5.4.D
Report on a topic or
text, tell a story, or
recount an experience
in an organized
manner, using
appropriate facts and
relevant, descriptive
details to support main
ideas or themes; speak
clearly with adequate
volume, appropriate
pacing, and clear
paoing, and oldar

Spell words with prefixes un, dis, in level phonics and word analysis skills in decoding words. Use combined from what they hear by questioning, reflecting, responding, and evaluating.  • Effective research requires the use of varied resources to gain or expand knowledge.  • Audience and purpose influence a writer's choice of waried resource for waried resources for a writer's choice of survive for the prefixes un, dis, in ledentify on analysis skills in decoding words. Use combined moveledge of all letter-sound correspondences, syllabication patterns, and morphology to read influence bow they should read it?  • What is this text really about?  • How do readers know what to believe?  • How do readers know what to believe in what to believe in what they read, hear, and view?  • How do readers know what to believe in what to believe in what they read, hear, and view?  • How do readers know what to believe in what they read, hear, and view?  • How do readers know what to believe in what to believe in what they read, hear, and view?  • How do readers know what to believe in what they read, hear, and view?  • How do readers know what to believe in what they read, hear, and view?  • How do readers know what to believe in what they read, hear, and view?  • How do readers know they should read it?  • How do readers know they should read it?  • How do readers know they should read it?  • How do readers know th	Wook 1
organizational pattern, language, and literary techniques.  • Rules of grammar and language conventions support clarity of communications  • Rules of grammar and language conventions support clarity of communications  • Rules of grammar and language conventions support clarity of communications  • Rules of grammar and language conventions support clarity of communications  • Rules of grammar and language conventions support clarity of communications  • Rules of grammar and language conventions support clarity of communications  • Rules of grammar and language conventions support clarity of communications  • What does a reader look for and the warm he /ahe  • What does a reader look for and the warm he /ahe  • Practice fluent  • Write in a genre or style  • Identify and formulate homographs  • Practice fluent  • Practice fluent	Week 1 Baseline Group Fest Belling Test Weekly Test Dral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring Fimed Fluency Fest Deservation  Week 2 Baseline Group Fest Dral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring Fimed Fluency Fest Deservation  Week 3 Baseline Group Fest Spelling Test Baseline Group Fest Spelling Test

- writers/speakers and readers/ listeners.
- An expanded vocabulary enhances one's ability to express ideas and information.

Greek and Latin Roots Unfamiliar Words Greek and Latin Prefixes Synonyms Target Vocabulary Skills

#### **Fluency**

Rate and Accuracy Appropriate Phrasing and Expression Fluency Skills

#### Writing

Fantasy Trait:
Sentences
Legend Trait:
Sentences
Thank-You Note
Trait: Word Choice
Persuasive Ad Trait:
Focus/Ideas
Personal Narrative
Trait: Sentences
Quick Write for
Fluency

### **Spelling**

Multisyllabic Words Words with Double Consonants Greek Word Parts Latin Roots Related Words Spelling Patterns

# Listening and Speaking

Dramatization
Media Literacy:
Radio
Announcement and
Talk Show
How-to
Demonstration
Panel Discussion

- How does a reader know a source can be trusted?
- How does one best present findings?
- What makes clear and effective writing?
- Why do writers write?
- What will work best for the audience?
- How do learners make decisions concerning format and informal language in social and academic settings?
- How do grammar and the conventions of language influence spoken and written communication?
- Why learn new words?
- What strategies and resources does the learner use to figure our unknown vocabulary?
- How does one develop and refine vocabulary?
- How does a reader's purpose influence how text should be read?
- How does one organize and synthesize information from various sources?
- How does one best present findings?
- Who is the audience?
- What will work best for the audience?

examples in text to support what the text says explicitly and make inferences. CC.1.2.4.C

Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific

information in the text. CC.1.2.4.D Compare and contrast an event or topic told from two different points of view.

CC.1.2.4.E
Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).

CC.1.2.4.F
Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.

CC.1.2.4.G
Interpret various
presentations of
information within a text
or digital source and
explain how the
information contributes
to an understanding of
text in which it appears.
CC.1.2.4.H
Explain how an author

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

CC.1.2.4.I
Integrate information
from two texts on the
same topic to
demonstrate
understanding of that

Unit 5 Week 3

- Spell words with double consonants
- Pronounce and write words with double consonants
- Compare and contrast two settings
- Write a legend
- Identify the meaning of words with Greek and Latin roots
- Read aloud using appropriate phrasing

#### Unit 5 Week 4

- Spell words with Greek word parts
- Identify, pronounce and write words with Greek word parts
- Identify character, plot and theme in a story
- Write a thank-you note
- Identify the meanings of unfamiliar words
- Read aloud with appropriate expressions

#### Unit 5 Week 5

- Spell words with Greek and Latin prefixes
- Identify, pronounce and write words with Latin roots
- Identify the main idea and details
- Write a persuasive ad
- Determine the meaning of words

Oral Assessment
Fresh Reads for
Fluency
Daily Fix-It
Progress
Monitoring
Timed Fluency
Test
Informal
Observation

Week 4

Baseline Group
Test
Spelling Test
Weekly Test
Oral Assessment
Fresh Reads for
Fluency
Daily Fix-It
Progress
Monitoring
Timed Fluency
Test
Informal
Observation

Week 5
Baseline Group
Test
Spelling Test
Weekly Test
Oral Assessment
Fresh Reads for
Fluency
Daily Fix-It
Progress
Monitoring
Timed Fluency
Test
Informal
Observation

Week 6 Unit Benchmark Test

What is the	topic.	with Greek and	
purpose?	CC.1.2.4.J	Latin roots	
	Acquire and use	<ul> <li>Read aloud with</li> </ul>	
	accurately grade-	intonation and	
	appropriate	expression	
	conversational, general	J. 2000.011	
	academic, and domain-		
	specific words and		
	phrases, including		
	those that signal		
	precise actions,		
	emotions, or states of		
	being and that are basic		
	to a particular topic.		
	CC.1.2.4.K		
	Determine or clarify the		
	meaning of unknown		
	and multiple-meaning		
	words and phrases		
	based on grade-level		
	reading and content,		
	choosing flexibly from a		
	range of strategies and		
	tools.		
	CC.1.2.4.L		
	Read and comprehend		
	literary non-fiction and		
	informational text on		
	grade level, reading		
	independently and		
	proficiently.		
	CC.1.3.4.A		
	Determine a theme of a		
	text from details in the		
	text; summarize the		
	text.		
	CC.1.3.4.B		
	Cite relevant details		
	from text to support		
	what the text says		
	explicitly and make		
	inferences.		
	CC.1.3.4.C		
	Describe in depth a		
	character, setting or		
	event in a story or		
	drama, drawing on		
	specific details in the		
	text.		
	CC.1.3.4.D		
	Compare and contrast		
	an event or topic told		

from two different points
of view.
CC.1.3.4.E
Explain major
differences between
poems, drama and
prose and refer to the
structural elements of
each when writing or
speaking about a text.
CC.1.3.4.F
Determine the meaning
of words and phrases
as they are used in
grade-level text,
including figurative
language.
CC.1.3.4.I
Determine or clarify the
meaning of unknown
and multiple-meaning
words and phrases
based on grade-level
reading and content,
choosing flexibly from a
range of strategies and
tools
CC.1.3.4.J
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 and that are basic
to a particular topic.
CC.1.3.4.K
Read and comprehend
literary fiction on grade-
level, reading
independently and
proficiently.
CC.1.4.4.A
Write informative/
explanatory texts to
examine a topic and
convey ideas and
information clearly.

CC.1.4.4.F
Demonstrate a grade-
appropriate command
of the conventions of
standard English
grammar, usage,
capitalization,
punctuation, and
spelling.
CC.1.4.4.G
Write opinion pieces on
topics or texts.
CC.1.4.4.H
Introduce the topic and
state an opinion on the
topic.
CC.1.4.4.I
Provide reasons that
are supported by facts
and details.
CC.1.4.4.J
Create an
organizational structure
that includes related
ideas grouped to
support the writer's
purpose and linked in a
logical order with a
concluding statement or
section related to the
opinion.
CC.1.4.4.K
Choose words and
phrases to convey
ideas precisely.
CC.1.4.4.L
Demonstrate a grade-
appropriate command
of the conventions of
standard English
grammar, usage,
capitalization,
punctuation, and
spelling. CC.1.4.4.M
CC.1.4.4.M
Write narratives to
develop real or
imagined experiences
or events.
CC.1.4.4.N
Orient the reader by
establishing a situation

and introducing a
narrator and/or
characters.
CC.1.4.4.O
Use dialogue and
descriptions to develop
experiences and events
or show the responses
of characters to
situations; use concrete
words and phrases and
sensory details to
convey experiences
and events precisely.
CC.1.4.4.P
Organize an event
sequence that unfolds
naturally, using a
variety of transitional
words and phrases to
manage the sequence
of events; provide a
conclusion that follows
from the narrated
experiences and
events.
CC.1.4.4.Q
Choose words and
phrases to convey
ideas precisely.
CC.1.4.4.R
Demonstrate a grade-
appropriate command
of the conventions of
standard English
grammar, usage,
capitalization,
punctuation, and
spelling.
CC.1.4.4.S
Draw evidence from
literary or informational
texts to support
analysis, reflection, and
research, applying
grade-level reading
standards for literature
and informational texts.
CC.1.4.4.T
With guidance and
support form peers and
adults, develop and
ddate, develop and

strengthen writing as
needed by planning,
revising, and editing.
CC.1.4.4.U
With some guidance
and support, 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.
CC.1.4.4.V
Conduct short research
projects that build
knowledge through
investigation of different
aspects of a topic.
CC.1.4.4.W
Recall relevant
information from
experiences or gather
relevant information
from print and digital
sources; take notes and
categorize information,
and provide a list of
sources.
CC.1.4.4.X
Write routinely over
extended time frames
(time for research,
reflection, and revision)
and shorter time frames
(a single sitting or a day
or two) for a range of
discipline-specific tasks,
purposes and
audiences.
CC.1.5.4.A
Engage effectively in a
range of collaborative
discussions on grade-
level topics and texts,
building on others'
ideas and expressing
their own clearly.
CC.1.5.4.B

				Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points. CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.4.F Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking based on			
Unit 6 (Weeks 25-30)	Effective readers use appropriate strategies to construct meaning.     Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.     Active listeners	Word Analysis Latin Roots gener, port, dur, ject French Word Origins Related Words Prefix astro-/Greek and Latin Roots Literary Terms Mood Word Choice Similes and Metaphors	How do strategic readers create meaning from informational and literary text?      What is this text really about?      How do readers know what to believe?      How does what	CC.1.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words. • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.	Unit 6 Week 1  Spell related words  Identify, pronounce and write related words  Draw conclusions  Write a personal narrative including smooth sentence flow	Small Groups with Leveled Readers  Read Directions Aloud  Read Reading Street Sleuth  Reteach  Independent	Unit 6 Week 1 Baseline Group Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring

- make meaning from what they hear by questioning. reflecting, responding, and evaluating.
- Effective research requires the use of varied resources to gain or expand knowledge.
- · Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
- Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/ listeners.
- An expanded vocabulary enhances one's ability to express ideas and information.

Structural Elements of Drama Idioms and Jargon

# Comprehension

Cause and Effect Questioning Main Idea and Details Fact and Opinion Summarize **Draw Conclusions** Sequence Inferring Compare and Contrast Generalize Predict and Set Purpose **Graphic Sources** Background Knowledge Target Comprehension

# Vocabulary

Root Words Multiple-Meaning Words **Unfamiliar Words** Target Vocabulary Skills

Skills and Strategies

### Fluency

Appropriate Phrasing Expression Rate and Accuracy Fluency Skills

### Writing

Cause-and-Effect Essay Trait: Focus/Ideas Critical Review Trait: Sentences Skit Trait: Word Choice Play Trait: Word Choice Narrative Nonfiction Trait: Conventions

- readers read influence how they should read it?
- How do readers know what to believe in what they read, hear, and view?
- How does interaction with text provoke thinking and response?
- · What do good listeners do?
- · How do active listeners make meaning?
- · How do active listeners know what to believe in what they hear?
- What does a reader look for and how can he/she find it?
- · How does a reader know a source can be trusted?
- How does one best present findings?
- What makes clear and effective writing?
- Why do writers write?
- · What will work best for the audience?
- How do learners make decisions concerning format and informal language in social and academic settings?
- How do grammar and the conventions of language influence spoken and written communication? Why learn new

CC.1.1.4.E Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read

on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word

recognition and understanding, rereading as necessary. CC.1.2.4.A

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

text. CC.1.2.4.B Refer to details and examples in text to

support what the text says explicitly and make inferences. CC.1.2.4.C Explain events. procedures, ideas, or

concepts in a text, including what happened and why. based on specific information in the text.

CC.1.2.4.D Compare and contrast an event or topic told

(e.g., chronology,

Determine the meaning

of words and phrases

comparison,

solution).

CC.1.2.4.F

from two different points meaning of of view. CC.1.2.4.E words Use text structure to interpret information

level to create expression cause/effect, problem/

Unit 6 Week 4

 Spell words with suffixes less.

· Identify the meaning of synonyms

Read aloud with accuracy

#### Unit 6 Week 2

- · Spell words with schwa
- Identify, pronounce and write words with the schwa sound
- · Explain cause and effect
- · Write a cause and effect essay using new terms
- Analyze and recite root words
- · Read aloud with appropriate phrasing

### Unit 6 Week 3

- Spell words with prefixes mis, non and re correctly
- Pronounce and write words with prefixes mis. non.
- Identify fact and opinion in a nonfiction selection
- Write a review with various sentence beginnings
- Determine the multiple-meaning
- · Read aloud with appropriate voice

**Practice Stations** 

Practice, Reteach, Extend Amazing Words

Practice. Reteach. **Extend Selection** Vocabulary

Practice. Reteach. **Extend Writing** 

Reread the Weekly Storv

**ELL** 

Timed Fluency Test Informal Observation

> Week 2 Baseline Group Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Daily Fix-It **Progress** Monitorina Timed Fluency Test Informal Observation

Week 3 Baseline Group Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitorina Timed Fluency Test Informal Observation

Week 4 Baseline Group Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Daily Fix-It **Progress** Monitoring Timed Fluency Test Informal Observation

Quick Write for Fluency  Conventions Conjunctions Capitalization and Abbreviations Commas Quotations and Quotation Marks Titles Conventions  Spelling Schwa Prefixes mis-, non-, pre-, re- Suffixes -less, -ment, -ness, -ful, -ly, -ion Silent Consonants Spelling Pattern  Listening and Speaking Panel Discussion Media Literacy: How-to Demonstration Debate Reader's Theater Informational Speech	various sources?  How does one best present findings?  Who is the audience?  What will work best for the audience?  What is the purpose?	as they are used in grade-level text, including figurative language. CC.1.2.4.G Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears. CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text. CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic. CC.1.2.4.J Acquire and use accurately gradeappropriate conversational, general academic, and domainspecific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. CC.1.2.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.4.L Read and comprehend literary non-fiction and	ment, ness Identify, pronounce and write words with suffixes less, ment, ness Identify a sequence of events Write a skit Identify meanings of unfamiliar words Read aloud with expression Unit 6 Week 5 Spell words with suffixes ful, ly, ion Identify and pronounce words with suffixes ful, ly, ion Create generalizations Write a play or dramatic scene Identify the meanings of unfamiliar words Demonstrate punctuation cues to produce appropriate phrasing in oral reading	Week 5 Baseline Group Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring Timed Fluency Test Informal Observation  Week 6 Unit Benchmark Test  End of Year Benchmark Assessment

	informational text on
	grade level, reading
	independently and
	proficiently.
	CC.1.3.4.A
	Determine a theme of a
	text from details in the
	text; summarize the
	text.
	CC.1.3.4.B
	Cite relevant details
	from text to support
	what the text says
	explicitly and make
	inferences.
	CC.1.3.4.C
	Describe in depth a
	character, setting or
	event in a story or
	drama, drawing on
	specific details in the
	text.
	CC.1.3.4.D
	Compare and contrast
	an event or topic told
	from two different points
	of view.
	CC.1.3.4.E
	Explain major
	differences between
	poems, drama and
	prose and refer to the
	structural elements of
	each when writing or
	speaking about a text.
	CC.1.3.4.F
	Determine the meaning
	of words and phrases
	as they are used in
	grade-level text,
	including figurative
	language.
	CC.1.3.4.G
	Make connections
	between the text of a
	story or drama and a
	visual or oral
	presentation of the text,
	identifying where each
	version reflects specific
	descriptions and
	directions in the text.
1	

CC.1.3.4.I
Determine or clarify the
meaning of unknown
and multiple-meaning
words and phrases
based on grade-level
reading and content,
choosing flexibly from a
range of strategies and
tools
CC.1.3.4.J
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 and that are basic
to a particular topic.
CC.1.3.4.K
Read and comprehend
literary fiction on grade-
level, reading
independently and
proficiently.
CC.1.4.4.Á
Write informative/
explanatory texts to
examine a topic and
convey ideas and
information clearly.
CC.1.4.4.B
Identify and introduce
the topic clearly.
CC.1.4.4.C
Develop the topic with
facts, definitions,
concrete details,
quotations, or other
information and
examples related to the topic; include
illustrations and
multimedia when useful
to aiding .
comprehension.
CC.1.4.4.D
Group related

information in
paragraphs and
sections, linking ideas
within categories of
information using words
and phrases; provide a
concluding statement or
section; include
formatting when useful
to aiding
comprehension. CC.1.4.4.E
Use precise language
and domain-specific
vocabulary to inform
about or explain the
topic.
CC.1.4.4.F
Demonstrate a grade-
appropriate command
of the conventions of
standard English
grammar, usage,
capitalization,
punctuation, and
spelling.
CC.1.4.4.G
Write opinion pieces on
topics or texts.
CC.1.4.4.H
Introduce the topic and
state an opinion on the
topic.
CC.1.4.4.I
Provide reasons that
are supported by facts
and details.
CC.1.4.4.J
Create an
organizational structure
that includes related
ideas grouped to
support the writer's
purpose and linked in a
logical order with a
concluding statement or
section related to the
opinion.
CC.1.4.4.L
Demonstrate a grade-
appropriate command
of the conventions of
of the conventions of

<u> </u>	
	standard English
	grammar, usage,
	capitalization,
	punctuation, and
	spelling.
	CC.1.4.4.M
	Write narratives to
	develop real or
	imagined experiences
	or events.
	CC.1.4.4.N
	Orient the reader by
	establishing a situation
	and introducing a
	narrator and/or
	characters.
	CC.1.4.4.0
	Use dialogue and
	descriptions to develop
	experiences and events
	or show the responses
	of characters to
	situations; use concrete
	words and phrases and
	sensory details to
	convey experiences
	and events precisely.
	CC.1.4.4.P
	Organize an event
	sequence that unfolds
	naturally, using a
	variety of transitional
	words and phrases to
	manage the sequence
	of events; provide a
	conclusion that follows
	from the narrated
	experiences and
	events.
	CC.1.4.4.Q
	Choose words and
	phrases to convey
	ideas precisely.
	CC.1.4.4.R
	Demonstrate a grade-
	appropriate command
	of the conventions of
	standard English
	grammar, usage,
	capitalization,
	punctuation, and
	spelling.
	Spelling.

CC.1.4.4.S
Draw evidence from
literary or informational
texts to support
ends to support
analysis, reflection, and
research, applying
grade-level reading
standards for literature
and informational texts.
CC.1.4.4.T
With guidance and
support form peers and
adults, develop and
strengthen writing as
needed by planning,
revising, and editing.
CC.1.4.4.U
With some guidance
and support, 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.
CC.1.4.4.V
Conduct short research
projects that build
knowledge through
investigation of different
aspects of a topic.
CC.1.4.4.W
Recall relevant
information from
experiences or gather
relevant information
from print and digital
sources; take notes and
categorize information,
and provide a list of
sources.
CC.1.4.4.X
Write routinely over
extended time frames
(time for research,
reflection, and revision)
and shorter time frames
(a single sitting or a day

or two) for a range of
discipline-specific tasks,
purposes and
audiences.
CC.1.5.4.A
Engage effectively in a
range of collaborative
discussions on grade-
level topics and texts,
building on others'
ideas and expressing
their own clearly.
CC.1.5.4.B
Paraphrase portions of
a text read aloud or
information presented
in diverse media and
formats, including
visually, quantitatively,
and orally.
CC.1.5.4.C
Identify the reasons and
evidence a speaker
provides to support
particular points.
CC.1.5.4.D
Report on a topic or
text, tell a story, or
recount an experience
in an organized
manner, using
appropriate facts and
relevant, descriptive
details to support main
ideas or themes; speak
clearly with adequate
volume, appropriate
pacing, and clear
pronunciation.
CC.1.5.4.F
Add audio recordings
and visual displays to
presentations when
appropriate to enhance
the development of
main ideas or themes.
CC.1.5.4.G
Demonstrate command
of the conventions of
standard English when
speaking based on
grade 4 level and
yiade + ievei and