

# 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 style="list-style-type: none"><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><li>• Compare and contrast treatment of similar topics or themes between texts.</li></ul>	<ul style="list-style-type: none"><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>	<p>End-of-Unit Benchmark Assessments</p> <p>End of the Year Benchmark Assessment</p>	1-year	<u>Reading Street</u>

**GRADE FOUR ENGLISH/LANGUAGE ARTS MAP:**

TIME FRAME	BIG IDEAS	CONCEPTS	ESSENTIAL QUESTIONS	STANDARDS	OBJECTIVES	DIFFERENTIATION	ASSESSMENT
Unit 1 (Weeks 1-6)	<ul style="list-style-type: none"> <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>	<p><b>Word Analysis</b> Word Ending -ed Suffixes -or, -er Word Ending -ing Compound Words Related Words</p> <p><b>Literary Terms</b> Point of View Sensory Words Foreshadowing Dialect Imagery</p> <p><b>Comprehension</b> 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</p> <p><b>Vocabulary</b> Affixes: Suffixes (-ist, -ive, -ness) Word Endings Multiple Meaning Words Synonyms and Antonyms Vocabulary Skills</p> <p><b>Fluency</b> Appropriate Expression Appropriate Phrasing:</p>	<ul style="list-style-type: none"> <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> <li>What is the</li> </ul>	<p>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.</p> <p>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.</p> <p>CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p>CC.1.2.4.C Explain events, procedures, ideas, or concepts in a text, including what happened and why,</p>	<p>Unit 1 Week 1</p> <ul style="list-style-type: none"> <li>Spell words with the VCCV pattern</li> <li>Identify and write words that have the VCCV pattern</li> <li>Write realistic fiction</li> <li>Identify words and suffixes</li> <li>Identify sequence of events</li> <li>Read aloud with expression</li> </ul> <p>Unit 1 Week 2</p> <ul style="list-style-type: none"> <li>Spell words with short vowel pattern VCCV</li> <li>Identify and write words that have short vowel sounds with the VCCV pattern</li> <li>Identify sequence of events</li> <li>Classify the main features of realistic fiction</li> <li>Determine the meanings of words with suffixes</li> <li>Read aloud with expression</li> </ul> <p>Unit 1 Week 3</p> <ul style="list-style-type: none"> <li>Spell words with long a and long i vowels</li> <li>Identify and write words with long a and long i vowel sounds</li> <li>Determine an author's purpose for writing</li> </ul>	<p>Small Groups with Leveled Readers</p> <p>Read Directions Aloud</p> <p>Read Reading Street Sleuth</p> <p>Reteach</p> <p>Independent Practice Stations</p> <p>Practice, Reteach, Extend Amazing Words</p> <p>Practice, Reteach, Extend Selection Vocabulary</p> <p>Practice, Reteach, Extend Writing</p> <p>Reread the Weekly Story</p> <p>ELL</p>	<p><u>Week 1</u> Baseline Group Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring Timed Fluency Test Informal Observation</p> <p><u>Week 2</u> Baseline Group Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring Timed Fluency Test Informal Observation</p> <p><u>Week 3</u> Baseline Group Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring Timed Fluency Test Informal Observation</p>

		<p>Punctuation Cues Rate and Accuracy Friendly Letter Trait: Conventions Personal Narrative Trait: Voice Quick Write for Fluency</p> <p><b>Writing</b> Realistic Fiction Trait: Organization Expository Composition Trait: Organization Parody Trait: Voice Compound Sentences Clauses and Complex Sentences Conventions</p> <p><b>Conventions</b> Declarative and Interrogative Sentences Imperative and Exclamatory Sentences Complete Subject and Predicates Compound Sentences Conventions</p> <p><b>Spelling</b> Short Vowels VCCV Long A and I Long E and O Long U Spelling Patterns</p> <p><b>Listening and Speaking</b> Dramatic Retelling Introduction Advertisement Oral Report Travel Show</p>	<p>purpose?</p> <ul style="list-style-type: none"> <li>• How do learners make decisions concerning format and informal language in social and academic settings?</li> <li>• How do grammar and the conventions of language influence spoken and written communication?</li> <li>• Why learn new words?</li> <li>• What strategies and resources does the learner use to figure out unknown vocabulary?</li> <li>• How does one develop and refine vocabulary?</li> </ul>	<p>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 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 grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal</p>	<ul style="list-style-type: none"> <li>• Write and expository composition</li> <li>• Classify word endings to help determine the meanings of words</li> <li>• Read aloud with expression</li> </ul> <p>Unit 1 Week 4</p> <ul style="list-style-type: none"> <li>• Spell words with long e and long o vowels</li> <li>• Identify and write words with long e and long o vowel sounds</li> <li>• Distinguish the literary elements plot, character and setting</li> <li>• Write a parody of a well-known story</li> <li>• Identify and define multiple-meaning words</li> <li>• Read aloud at an appropriate rate with accuracy</li> </ul> <p>Unit 1 Week 5</p> <ul style="list-style-type: none"> <li>• Spell words with long e</li> <li>• Identify and pronounce words with long e</li> <li>• Explain an author's purpose for writing</li> <li>• Write a friendly letter</li> <li>• Identify the meanings of synonyms and antonyms</li> <li>• Read with expression</li> </ul>	<p><u>Week 4</u> Baseline Group Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring Timed Fluency Test Informal Observation</p> <p><u>Week 5</u> Baseline Group Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring Timed Fluency Test Informal Observation</p> <p><u>Week 6</u> Unit Benchmark Test</p>
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				<p>precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>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.</p> <p>CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.4.A Determine a theme of a text from details in the text; summarize the text.</p> <p>CC.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences.</p> <p>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.</p> <p>CC.1.3.4.D Compare and contrast an event or topic told from two different points of view.</p> <p>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.</p>			
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				<p>CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.</p> <p>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.</p> <p>CC.1.3.4.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.</p> <p>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</p> <p>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.</p> <p>CC.1.3.4.K Read and comprehend literary fiction on grade-level, reading independently and</p>			
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				<p>proficiently.</p> <p>CC.1.4.4.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.4.B Identify and introduce the topic clearly.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.4.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.4.G Write opinion pieces on topics or texts.</p> <p>CC.1.4.4.H Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.4.I</p>			
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				<p>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.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</p>			
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				<p>of events; provide a conclusion that follows from the narrated experiences and events.</p> <p>CC.1.4.4.Q Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>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.</p> <p>CC.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different</p>			
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				<p>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</p>			
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				<p>ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.</p> <p>CC.1.5.4.F Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.</p>			
Unit 2 (Weeks 7-12)	<ul style="list-style-type: none"> <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>	<p><b>Word Analysis</b> 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</p> <p><b>Comprehension</b> Cause and Effect Background Knowledge Literary Elements: Character, Setting, Plot Draw Conclusions Story Structure Author's Purpose Questioning Fact and Opinion Monitor and Clarify</p>	<ul style="list-style-type: none"> <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>	<p>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.</p> <p>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.</p>	<p>Unit 2 Week 1</p> <ul style="list-style-type: none"> <li>Spell words with long u</li> <li>Identify and pronounce words with long u</li> <li>Write a personal narrative</li> <li>Determine the meanings of words with suffixes -ist and -ive</li> <li>Identify a selection's main idea and details</li> <li>Read aloud with appropriate phrasing</li> </ul> <p>Unit 2 Week 2</p> <ul style="list-style-type: none"> <li>Spell words with s, es, or, ies added</li> <li>Identify and pronounce words with s, es, or, ies</li> <li>Identify cause and effect in fiction</li> </ul>	<p>Small Groups with Leveled Readers</p> <p>Read Directions Aloud</p> <p>Read Reading Street Sleuth</p> <p>Reteach</p> <p>Independent Practice Stations</p> <p>Practice, Reteach, Extend Amazing Words</p> <p>Practice, Reteach, Extend Selection Vocabulary</p> <p>Practice, Reteach, Extend Writing</p> <p>Reread the Weekly Story</p>	<p><u>Week 1</u> Baseline Group Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring Timed Fluency Test Informal Observation</p> <p><u>Week 2</u> Baseline Group Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring Timed Fluency</p>

	<p>pattern, language, and literary techniques.</p> <ul style="list-style-type: none"> <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>	<p>Main Idea and Details Inferring Comprehension Skills and Strategies</p> <p><b>Vocabulary</b> Prefixes and Suffixes Unknown Words Affixes: Prefixes</p> <p><b>Vocabulary Skills</b></p> <p><b>Fluency</b> Appropriate Phrasing Expression Fluency Skills</p> <p><b>Writing</b> Poetry Trait: Word Choice News Article Trait: Focus/Ideas Expository Composition Trait: Organization Argument/Percussive Essay Trait: Organization Quick Write for Fluency</p> <p><b>Conventions</b> Common and Proper Nouns Regular and Irregular Plural Nouns Singular and Plural Possessive Nouns Conventions</p> <p><b>Spelling</b> Adding s and es Irregular Plurals Words with ar, or Consonant Patterns ng, nk, ph, wh Words with ear, ir, our, ur Spelling Patterns</p> <p><b>Listening and</b></p>	<p>listeners make meaning?</p> <ul style="list-style-type: none"> <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 best present findings?</li> <li>How does one organize and synthesize information from various sources?</li> <li>How does one best present findings?</li> <li>Why do writers write?</li> <li>What makes clear and effective writing?</li> <li>What is the purpose?</li> <li>Who is the audience?</li> <li>How do learners make decisions concerning format and informal language in social and academic settings?</li> <li>How do grammar and the conventions of language influence spoken and written communication?</li> <li>Why learn new words?</li> <li>What strategies and resources does the learner use to figure out unknown</li> </ul>	<p>CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p>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.</p> <p>CC.1.2.4.E Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).</p> <p>CC.1.2.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.</p> <p>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.</p> <p>CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>CC.1.2.4.I Integrate information</p>	<ul style="list-style-type: none"> <li>Write a humorous limerick</li> <li>Identify the meanings of words with prefixes and suffixes</li> <li>Read aloud with appropriate phrases</li> </ul> <p>Unit 2 Week 3</p> <ul style="list-style-type: none"> <li>Spell irregular plural words</li> <li>Identify and pronounce irregular plural words</li> <li>Draw conclusions based on text evidence</li> <li>Write a news article</li> <li>Determine the meanings of unknown words</li> <li>Read aloud with expression</li> </ul> <p>Unit 2 Week 4</p> <ul style="list-style-type: none"> <li>Spell words with ar and or</li> <li>Identify and pronounce words with ar and or</li> <li>Draw conclusions based on text evidence</li> <li>Write free-verse poetry</li> <li>Determine the meanings of words with prefixes</li> <li>Read aloud with expression and intonation</li> </ul> <p>Unit 2 Week 5</p> <ul style="list-style-type: none"> <li>Spell words with consonant pairs ng, nk, ph, wh</li> <li>Identify and</li> </ul>	ELL	<p>Test Informal Observation</p> <p><u>Week 3</u> Baseline Group Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring Timed Fluency Test Informal Observation</p> <p><u>Week 4</u> Baseline Group Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring Timed Fluency Test Informal Observation</p> <p><u>Week 5</u> Baseline Group Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring Timed Fluency Test Informal Observation</p>
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				<p>text.</p> <p>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.</p> <p>CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.</p> <p>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.</p> <p>CC.1.3.4.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.</p> <p>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</p> <p>CC.1.3.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal</p>			
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				<p>precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>CC.1.3.4.K</p> <p>Read and comprehend literary fiction on grade-level, reading independently and proficiently.</p> <p>CC.1.4.4.A</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.4.B</p> <p>Identify and introduce the topic clearly.</p> <p>CC.1.4.4.C</p> <p>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.</p> <p>CC.1.4.4.D</p> <p>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.</p> <p>CC.1.4.4.E</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CC.1.4.4.F</p> <p>Demonstrate a grade-</p>			
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				<p>appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.4.G Write opinion pieces on topics or texts.</p> <p>CC.1.4.4.H Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.4.I Provide reasons that are supported by facts and details.</p> <p>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.</p> <p>CC.1.4.4.K Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>CC.1.4.4.O Use dialogue and descriptions to develop experiences and events</p>			
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				<p>or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>CC.1.4.4.P</p> <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.</p> <p>CC.1.4.4.Q</p> <p>Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.T</p> <p>With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.4.U</p> <p>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.</p> <p>CC.1.4.4.V</p> <p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>CC.1.4.4.W</p> <p>Recall relevant information from</p>			
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			<p>experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>CC.1.4.4.X</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.4.A</p> <p>Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.4.B</p> <p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CC.1.5.4.C</p> <p>Identify the reasons and evidence a speaker provides to support particular points.</p> <p>CC.1.5.4.E</p> <p>Differentiate between contexts that require formal English versus informal situations.</p> <p>CC.1.5.4.G</p> <p>Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.</p> <p>E04.A-C.3.1.1</p>			
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				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 poems.			
Unit 3 (Weeks 13-18)	<ul style="list-style-type: none"> <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</li> </ul>	<p><b>Word Analysis</b>  Suffixes -ian, -ist, -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</p> <p><b>Comprehension</b>  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</p> <p><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <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 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> </ul>	<p>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.</p> <p>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.</p> <p>CC.1.2.4.A  Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CC.1.2.4.B  Refer to details and examples in text to</p>	<p>Unit 3 Week 1</p> <ul style="list-style-type: none"> <li>Spell words with ear, ir, our, and ur</li> <li>Identify, write and pronounce with /er/, spelled ear, ir, our, ur</li> <li>Identify the main idea and details of a nonfiction selection</li> <li>Write a persuasive article</li> <li>Determine the meanings of unknown words</li> <li>Read aloud with expression</li> </ul> <p>Unit 3 Week 2</p> <ul style="list-style-type: none"> <li>Spell words with ed and ing added</li> <li>Identify, pronounce and write words with ed and ing added</li> <li>Identify information presented in graphic sources</li> <li>Write a narrative poem</li> <li>Identify the meaning of multiple meaning words</li> <li>Read with</li> </ul>	<p>Small Groups with Leveled Readers</p> <p>Read Directions Aloud</p> <p>Read Reading Street Sleuth</p> <p>Reteach</p> <p>Independent Practice Stations</p> <p>Practice, Reteach, Extend Amazing Words</p> <p>Practice, Reteach, Extend Selection Vocabulary</p> <p>Practice, Reteach, Extend Writing</p> <p>Reread the Weekly Story</p> <p>ELL</p>	<p><u>Week 1</u>  Baseline Group Test  Spelling Test  Weekly Test  Oral Assessment  Fresh Reads for Fluency  Daily Fix-It  Progress Monitoring  Timed Fluency Test  Informal Observation</p> <p><u>Week 2</u>  Baseline Group Test  Spelling Test  Weekly Test  Oral Assessment  Fresh Reads for Fluency  Daily Fix-It  Progress Monitoring  Timed Fluency Test  Informal Observation</p> <p><u>Week 3</u>  Baseline Group Test  Spelling Test  Weekly Test  Oral Assessment</p>

	<p>and readers/listeners.</p> <ul style="list-style-type: none"> <li>An expanded vocabulary enhances one's ability to express ideas and information.</li> </ul>	<p>Synonyms and Antonyms Multiple-Meaning Words Unknown Words Greek and Latin Roots Target Vocabulary Skills</p> <p><b>Fluency</b> Expression Appropriate Phrasing Fluency Skills</p> <p><b>Writing</b> 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</p> <p><b>Conventions</b> Singular and Plural Pronouns Kinds of Pronouns and Antecedents Possessive Pronouns Contractions and Negatives Conventions</p> <p><b>Spelling</b> Contractions Final Syllable Pattern Consonants Digraph /sh/ Consonants /j/, /ks/, and /kw/ Prefixes un-, dis-, in- Spelling Patterns</p> <p><b>Listening and</b></p>	<ul style="list-style-type: none"> <li>What makes clear and effective writing?</li> <li>Why do writers write?</li> <li>What is the purpose?</li> <li>How do learners make decisions concerning format and informal language in social and academic settings?</li> <li>How do grammar and the conventions of language influence spoken and written communication?</li> <li>Why learn new words?</li> <li>What strategies and resources does the learner use to figure out unknown vocabulary?</li> <li>How does one develop and refine vocabulary?</li> <li>How does a reader's purpose influence how text should be read?</li> <li>How does one best present findings?</li> <li>What will work best for the audience?</li> </ul>	<p>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 text. CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic.</p>	<p>expression</p> <p>Unit 3 Week 3</p> <ul style="list-style-type: none"> <li>Identify and spell homophones</li> <li>Identify and pronounce homophones</li> <li>Distinguish between fact and opinion in expository text</li> <li>Write an invitation to a party</li> <li>Identify the different meanings of multiple meaning words</li> <li>Read aloud with expression</li> </ul> <p>Unit 3 Week 4</p> <ul style="list-style-type: none"> <li>Spell words with the vowel sound ou as in the word shout</li> <li>Identify and pronounce words with the vowel sound ou spelled ou and ow</li> <li>Make a generalization based on text</li> <li>Write a myth</li> <li>Use context clues</li> <li>Read aloud with appropriate phrasing</li> </ul> <p>Unit 3 Week 5</p> <ul style="list-style-type: none"> <li>Spell compound words</li> <li>Identify and pronounce compound words</li> <li>Identify cause and effect in nonfiction sections</li> <li>Write a formal letter</li> </ul>	<p>Fresh Reads for Fluency Daily Fix-It Progress Monitoring Timed Fluency Test Informal Observation</p> <p><u>Week 4</u> Baseline Group Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring Timed Fluency Test Informal Observation</p> <p><u>Week 5</u> Baseline Group Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring Timed Fluency Test Informal Observation</p> <p><u>Week 6</u> Unit Benchmark Test</p>
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				<p>of view.</p> <p>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.</p> <p>CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.</p> <p>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.</p> <p>CC.1.3.4.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.</p> <p>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</p> <p>CC.1.3.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal</p>			
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				<p>precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>CC.1.3.4.K</p> <p>Read and comprehend literary fiction on grade-level, reading independently and proficiently.</p> <p>CC.1.4.4.A</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.4.B</p> <p>Identify and introduce the topic clearly.</p> <p>CC.1.4.4.C</p> <p>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.</p> <p>CC.1.4.4.D</p> <p>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.</p> <p>CC.1.4.4.E</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CC.1.4.4.F</p> <p>Demonstrate a grade-</p>			
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				<p>appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.4.G Write opinion pieces on topics or texts.</p> <p>CC.1.4.4.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.4.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>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.</p> <p>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</p>			
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				<p>events.</p> <p>CC.1.4.4.Q Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>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.</p> <p>CC.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>CC.1.4.4.W Recall relevant information from</p>			
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				<p>experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>CC.1.4.4.X</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.4.A</p> <p>Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.4.D</p> <p>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.</p> <p>CC.1.5.4.E</p> <p>Differentiate between contexts that require formal English versus informal situations.</p> <p>CC.1.5.4.F</p> <p>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>			
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				CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.			
Unit 4 (Weeks 19-24)	<ul style="list-style-type: none"> <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</li> </ul>	<p><b>Word Analysis</b> Suffixes -ian, -ist, -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</p> <p><b>Comprehension</b> 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</p> <p><b>Vocabulary</b> Synonyms and Antonyms Multiple-Meaning Words Unknown Words Greek and Latin Roots</p>	<ul style="list-style-type: none"> <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 does what readers read influence how they should read it?</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 best present findings?</li> <li>What makes clear and effective writing?</li> </ul>	<p>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.</p> <p>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.</p> <p>CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p>CC.1.2.4.C Explain events, procedures, ideas, or concepts in a text,</p>	<p>Unit 4 Week 1</p> <ul style="list-style-type: none"> <li>Spell possessives</li> <li>Identify and write possessives</li> <li>Create a generalization based on reading</li> <li>Write a summary</li> <li>Identify the meaning of words with suffixes</li> <li>Read aloud using punctuation clues for appropriate phrasing</li> </ul> <p>Unit 4 Week 2</p> <ul style="list-style-type: none"> <li>Form and spell contractions correctly</li> <li>Identify, pronounce and write contractions</li> <li>Compare and contrast characters in a story</li> <li>Write a mystery</li> <li>Identify synonyms and antonyms</li> <li>Read aloud with expression</li> </ul> <p>Unit 4 Week 3</p> <ul style="list-style-type: none"> <li>Spell words with final syllable patterns</li> <li>Identify, write and pronounce words with final syllable patterns</li> <li>Compare and contrast text elements</li> </ul>	<p>Small Groups with Leveled Readers</p> <p>Read Directions Aloud</p> <p>Read Reading Street Sleuth</p> <p>Reteach</p> <p>Independent Practice Stations</p> <p>Practice, Reteach, Extend Amazing Words</p> <p>Practice, Reteach, Extend Selection Vocabulary</p> <p>Practice, Reteach, Extend Writing</p> <p>Reread the Weekly Story</p> <p>ELL</p>	<p><u>Week 1</u> Baseline Group Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring Timed Fluency Test Informal Observation</p> <p><u>Week 2</u> Baseline Group Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring Timed Fluency Test Informal Observation</p> <p><u>Week 3</u> Baseline Group Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring Timed Fluency Test</p>

	information.	<p>Target Vocabulary Skills</p> <p><b>Fluency</b> Expression Appropriate Phrasing Fluency Skills</p> <p><b>Writing</b> Mystery Trait: Word Choice</p> <p>Song Trait: Word Choice Instructions Trait: Organization Problem-Solution Essay Trait: Focus/Ideas Adventure Story Trait: Word Choice Quick Write for Fluency</p> <p><b>Conventions</b> Singular and Plural Pronouns Kinds of Pronouns and Antecedents Possessive Pronouns Contractions and Negatives Conventions</p> <p><b>Spelling</b> Contractions Final Syllable Pattern Consonants Digraph /sh/ Consonants /j/, /ks/, and /kw/ Prefixes un-, dis-, in- Spelling Patterns</p> <p><b>Listening and Speaking</b> Advertisement Media Literacy: TV Commercial and Newscast Interview</p>	<ul style="list-style-type: none"> <li>• Why do writers write?</li> <li>• What will work best for the audience?</li> <li>• How do learners make decisions concerning format and informal language in social and academic settings?</li> <li>• How do grammar and the conventions of language influence spoken and written communication?</li> <li>• Why learn new words?</li> <li>• What strategies and resources does the learner use to figure out unknown vocabulary?</li> <li>• How does one develop and refine vocabulary?</li> <li>• How does a reader's purpose influence how text should be read?</li> <li>• How does one organize and synthesize information from various sources?</li> <li>• How does one best present findings?</li> <li>• Who is the audience?</li> <li>• What will work best for the audience?</li> <li>• What is the purpose?</li> </ul>	<p>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 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 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</p>	<ul style="list-style-type: none"> <li>• Write a song with vivid nouns and adjectives</li> <li>• Identify the meaning of multiple-meaning words</li> <li>• Use punctuation clues for appropriate phrasing in oral reading</li> </ul> <p>Unit 4 Week 4</p> <ul style="list-style-type: none"> <li>• Spell words with consonant digraphs</li> <li>• Identify, pronounce and write words with consonant digraphs</li> <li>• Identify a sequence of events in suppository text</li> <li>• Write step by step instruction telling how to do something</li> <li>• Determine the meaning of unknown words</li> <li>• Read aloud with expression</li> </ul> <p>Unit 4 Week 5</p> <ul style="list-style-type: none"> <li>• Spell words with consonants j, ks, kw</li> <li>• Identify, pronounce and write words with j, ks, kw</li> <li>• Identify graphic sources and the information they present</li> <li>• Write a problem-solution essay</li> <li>• Identify the</li> </ul>	<p>Informal Observation</p> <p><u>Week 4</u> Baseline Group Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring Timed Fluency Test Informal Observation</p> <p><u>Week 5</u> Baseline Group Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring Timed Fluency Test Informal Observation</p> <p><u>Week 6</u> Unit Benchmark Test</p>
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		Retelling		<p>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.</p> <p>CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.4.A Determine a theme of a text from details in the text; summarize the text.</p> <p>CC.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.</p> <p>CC.1.3.4.G</p>	<p>meanings of words with Greek and Latin roots</p> <ul style="list-style-type: none"> <li>• Read aloud with appropriate phrasing</li> </ul>		
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				<p>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. CC.1.4.4.B</p>			
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				<p>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.</p> <p>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.</p> <p>CC.1.4.4.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.4.G Write opinion pieces on topics or texts.</p> <p>CC.1.4.4.H Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.4.I Provide reasons that are supported by facts and details.</p> <p>CC.1.4.4.J Create an organizational structure that includes related ideas grouped to</p>			
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				<p>support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.</p> <p>CC.1.4.4.K Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.4.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>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.</p> <p>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</p>			
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				<p>events.</p> <p>CC.1.4.4.Q Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>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.</p> <p>CC.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>CC.1.4.4.W Recall relevant information from</p>			
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			<p>experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>CC.1.4.4.X</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.4.A</p> <p>Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.4.B</p> <p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CC.1.5.4.C</p> <p>Identify the reasons and evidence a speaker provides to support particular points.</p> <p>CC.1.5.4.D</p> <p>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</p>			
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				<p>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 content.</p>			
Unit 5 (Weeks 17-20)	<ul style="list-style-type: none"> <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</li> </ul>	<p><b>Word Analysis</b> French Word Origins Suffixes -ous, -able, -ible Related Words Suffix -ion Word Origins-German Literary Terms Word Choice Sensory Words Imagery Point of View</p> <p><b>Comprehension</b> Author's Purpose Important Ideas Graphic Sources Compare and Contrast Visualize Literary Elements: Character, Plot, Theme Story Structure Main Idea and Details Text Structure Fact and Opinion Draw Conclusions Monitor and Clarify Target Comprehension Skills and Strategies</p> <p><b>Vocabulary</b> Homographs</p>	<ul style="list-style-type: none"> <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 does what readers read influence how they should read it?</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> </ul>	<p>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</p>	<p>Unit 5 Week 1</p> <ul style="list-style-type: none"> <li>Spell words with prefixes un, dis, in</li> <li>Identify, pronounce and write words with un, dis, in</li> <li>Identify a story's character and plot</li> <li>Write a fictional adventure</li> <li>Identify the meaning of synonyms and antonyms</li> <li>Read aloud with expression</li> </ul> <p>Unit 5 Week 2</p> <ul style="list-style-type: none"> <li>Spell multi-syllabic words</li> <li>Identify, pronounce and write multi-syllabic words</li> <li>Identify an author's purpose for writing</li> <li>Write in a genre or style</li> <li>Identify and formulate homographs</li> <li>Practice fluent reading</li> </ul>	<p>Small Groups with Leveled Readers</p> <p>Read Directions Aloud</p> <p>Read Reading Street Sleuth</p> <p>Reteach</p> <p>Independent Practice Stations</p> <p>Practice, Reteach, Extend Amazing Words</p> <p>Practice, Reteach, Extend Selection Vocabulary</p> <p>Practice, Reteach, Extend Writing</p> <p>Reread the Weekly Story</p> <p>ELL</p>	<p><u>Week 1</u> Baseline Group Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring Timed Fluency Test Informal Observation</p> <p><u>Week 2</u> Baseline Group Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring Timed Fluency Test Informal Observation</p> <p><u>Week 3</u> Baseline Group Test Spelling Test Weekly Test</p>

	<p>writers/speakers and readers/listeners.</p> <ul style="list-style-type: none"> <li>An expanded vocabulary enhances one's ability to express ideas and information.</li> </ul>	<p>Greek and Latin Roots Unfamiliar Words Greek and Latin Prefixes Synonyms Target Vocabulary Skills</p> <p><b>Fluency</b> Rate and Accuracy Appropriate Phrasing and Expression Fluency Skills</p> <p><b>Writing</b> 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</p> <p><b>Spelling</b> Multisyllabic Words Words with Double Consonants Greek Word Parts Latin Roots Related Words Spelling Patterns</p> <p><b>Listening and Speaking</b> Dramatization Media Literacy: Radio Announcement and Talk Show How-to Demonstration Panel Discussion</p>	<ul style="list-style-type: none"> <li>How does a reader know a source can be trusted?</li> <li>How does one best present findings?</li> <li>What makes clear and effective writing?</li> <li>Why do writers write?</li> <li>What will work best for the audience?</li> <li>How do learners make decisions concerning format and informal language in social and academic settings?</li> <li>How do grammar and the conventions of language influence spoken and written communication?</li> <li>Why learn new words?</li> <li>What strategies and resources does the learner use to figure out unknown vocabulary?</li> <li>How does one develop and refine vocabulary?</li> <li>How does a reader's purpose influence how text should be read?</li> <li>How does one organize and synthesize information from various sources?</li> <li>How does one best present findings?</li> <li>Who is the audience?</li> <li>What will work best for the audience?</li> </ul>	<p>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 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</p>	<p>Unit 5 Week 3</p> <ul style="list-style-type: none"> <li>Spell words with double consonants</li> <li>Pronounce and write words with double consonants</li> <li>Compare and contrast two settings</li> <li>Write a legend</li> <li>Identify the meaning of words with Greek and Latin roots</li> <li>Read aloud using appropriate phrasing</li> </ul> <p>Unit 5 Week 4</p> <ul style="list-style-type: none"> <li>Spell words with Greek word parts</li> <li>Identify, pronounce and write words with Greek word parts</li> <li>Identify character, plot and theme in a story</li> <li>Write a thank-you note</li> <li>Identify the meanings of unfamiliar words</li> <li>Read aloud with appropriate expressions</li> </ul> <p>Unit 5 Week 5</p> <ul style="list-style-type: none"> <li>Spell words with Greek and Latin prefixes</li> <li>Identify, pronounce and write words with Latin roots</li> <li>Identify the main idea and details</li> <li>Write a persuasive ad</li> <li>Determine the meaning of words</li> </ul>	<p>Oral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring Timed Fluency Test Informal Observation</p> <p><u>Week 4</u> Baseline Group Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring Timed Fluency Test Informal Observation</p> <p><u>Week 5</u> Baseline Group Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring Timed Fluency Test Informal Observation</p> <p><u>Week 6</u> Unit Benchmark Test</p>
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			<ul style="list-style-type: none"> <li>• What is the purpose?</li> </ul>	<p>topic. CC.1.2.4.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.</p> <p>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.</p> <p>CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.4.A Determine a theme of a text from details in the text; summarize the text.</p> <p>CC.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences.</p> <p>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.</p> <p>CC.1.3.4.D Compare and contrast an event or topic told</p>	<p>with Greek and Latin roots</p> <ul style="list-style-type: none"> <li>• Read aloud with intonation and expression</li> </ul>		
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				<p>from two different points of view.</p> <p>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.</p> <p>CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.</p> <p>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</p> <p>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.</p> <p>CC.1.3.4.K Read and comprehend literary fiction on grade-level, reading independently and proficiently.</p> <p>CC.1.4.4.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>			
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				<p>CC.1.4.4.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.4.G Write opinion pieces on topics or texts.</p> <p>CC.1.4.4.H Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.4.I Provide reasons that are supported by facts and details.</p> <p>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.</p> <p>CC.1.4.4.K Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.4.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.4.N Orient the reader by establishing a situation</p>			
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				<p>and introducing a narrator and/or characters.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.4.Q Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>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.</p> <p>CC.1.4.4.T With guidance and support form peers and adults, develop and</p>			
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				<p>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</p>			
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				<p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.</p> <p>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.</p> <p>CC.1.5.4.F Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.</p>			
Unit 6 (Weeks 25-30)	<ul style="list-style-type: none"> <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</li> </ul>	<p><b>Word Analysis</b> 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</p>	<ul style="list-style-type: none"> <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 does what</li> </ul>	<p>CC.1.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.</li> </ul>	<p>Unit 6 Week 1</p> <ul style="list-style-type: none"> <li>Spell related words</li> <li>Identify, pronounce and write related words</li> <li>Draw conclusions</li> <li>Write a personal narrative including smooth sentence flow</li> </ul>	<p>Small Groups with Leveled Readers</p> <p>Read Directions Aloud</p> <p>Read Reading Street Sleuth</p> <p>Reteach</p> <p>Independent</p>	<p>Unit 6 <u>Week 1</u> Baseline Group Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring</p>

	<p>make meaning from what they hear by questioning, reflecting, responding, and evaluating.</p> <ul style="list-style-type: none"> <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>	<p>Structural Elements of Drama Idioms and Jargon</p> <p><b>Comprehension</b> 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 Skills and Strategies</p> <p><b>Vocabulary</b> Root Words Multiple-Meaning Words Unfamiliar Words Target Vocabulary Skills</p> <p><b>Fluency</b> Appropriate Phrasing Expression Rate and Accuracy Fluency Skills</p> <p><b>Writing</b> Cause-and-Effect Essay Trait: Focus/Ideas Critical Review Trait: Sentences Skit Trait: Word Choice Play Trait: Word Choice Narrative Nonfiction Trait: Conventions</p>	<p>readers read influence how they should read it?</p> <ul style="list-style-type: none"> <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 best present findings?</li> <li>What makes clear and effective writing?</li> <li>Why do writers write?</li> <li>What will work best for the audience?</li> <li>How do learners make decisions concerning format and informal language in social and academic settings?</li> <li>How do grammar and the conventions of language influence spoken and written communication?</li> <li>Why learn new</li> </ul>	<p>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.</p> <p>CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p>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.</p> <p>CC.1.2.4.D Compare and contrast an event or topic told from two different points of view.</p> <p>CC.1.2.4.E Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).</p> <p>CC.1.2.4.F Determine the meaning of words and phrases</p>	<ul style="list-style-type: none"> <li>Identify the meaning of synonyms</li> <li>Read aloud with accuracy</li> </ul> <p>Unit 6 Week 2</p> <ul style="list-style-type: none"> <li>Spell words with schwa</li> <li>Identify, pronounce and write words with the schwa sound</li> <li>Explain cause and effect</li> <li>Write a cause and effect essay using new terms</li> <li>Analyze and recite root words</li> <li>Read aloud with appropriate phrasing</li> </ul> <p>Unit 6 Week 3</p> <ul style="list-style-type: none"> <li>Spell words with prefixes mis, non and re correctly</li> <li>Pronounce and write words with prefixes mis, non, re</li> <li>Identify fact and opinion in a nonfiction selection</li> <li>Write a review with various sentence beginnings</li> <li>Determine the meaning of multiple-meaning words</li> <li>Read aloud with appropriate voice level to create expression</li> </ul> <p>Unit 6 Week 4</p> <ul style="list-style-type: none"> <li>Spell words with suffixes less,</li> </ul>	<p>Practice Stations</p> <p>Practice, Reteach, Extend Amazing Words</p> <p>Practice, Reteach, Extend Selection Vocabulary</p> <p>Practice, Reteach, Extend Writing</p> <p>Reread the Weekly Story</p> <p>ELL</p>	<p>Timed Fluency Test Informal Observation</p> <p><u>Week 2</u> Baseline Group Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring Timed Fluency Test Informal Observation</p> <p><u>Week 3</u> Baseline Group Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring Timed Fluency Test Informal Observation</p> <p><u>Week 4</u> Baseline Group Test Spelling Test Weekly Test Oral Assessment Fresh Reads for Fluency Daily Fix-It Progress Monitoring Timed Fluency Test Informal Observation</p>
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		<p>Quick Write for Fluency</p> <p><b>Conventions</b>  Conjunctions  Capitalization and Abbreviations  Commas  Quotations and Quotation Marks  Titles  Conventions</p> <p><b>Spelling</b>  Schwa  Prefixes mis-, non-, pre-, re-  Suffixes -less, -ment, -ness, -ful, -ly, -ion  Silent Consonants  Spelling Pattern</p> <p><b>Listening and Speaking</b>  Panel Discussion  Media Literacy: How-to  Demonstration  Debate  Reader's Theater  Informational Speech</p>	<p>words?</p> <ul style="list-style-type: none"> <li>• What strategies and resources does the learner use to figure out unknown vocabulary?</li> <li>• How does one develop and refine vocabulary?</li> <li>• How does a reader's purpose influence how text should be read?</li> <li>• How does one organize and synthesize information from various sources?</li> <li>• How does one best present findings?</li> <li>• Who is the audience?</li> <li>• What will work best for the audience?</li> <li>• What is the purpose?</li> </ul>	<p>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 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.1.2.4.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</p>	<p>ment, ness</p> <ul style="list-style-type: none"> <li>• Identify, pronounce and write words with suffixes less, ment, ness</li> <li>• Identify a sequence of events</li> <li>• Write a skit</li> <li>• Identify meanings of unfamiliar words</li> <li>• Read aloud with expression  Unit 6 Week 5</li> <li>• Spell words with suffixes ful, ly, ion</li> <li>• Identify and pronounce words with suffixes ful, ly, ion</li> <li>• Create generalizations</li> <li>• Write a play or dramatic scene</li> <li>• Identify the meanings of unfamiliar words</li> <li>• Demonstrate punctuation cues to produce appropriate phrasing in oral reading</li> </ul>	<p><u>Week 5</u>  Baseline Group Test  Spelling Test  Weekly Test  Oral Assessment  Fresh Reads for Fluency  Daily Fix-It  Progress Monitoring  Timed Fluency Test  Informal Observation</p> <p><u>Week 6</u>  Unit Benchmark Test</p> <p>End of Year Benchmark Assessment</p>
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			<p>informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.4.A Determine a theme of a text from details in the text; summarize the text.</p> <p>CC.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences.</p> <p>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.</p> <p>CC.1.3.4.D Compare and contrast an event or topic told from two different points of view.</p> <p>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.</p> <p>CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.</p> <p>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.</p>			
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				<p>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</p> <p>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.</p> <p>CC.1.3.4.K Read and comprehend literary fiction on grade-level, reading independently and proficiently.</p> <p>CC.1.4.4.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.4.B Identify and introduce the topic clearly.</p> <p>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.</p> <p>CC.1.4.4.D Group related</p>			
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				<p>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.</p> <p>CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CC.1.4.4.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.4.G Write opinion pieces on topics or texts.</p> <p>CC.1.4.4.H Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.4.I Provide reasons that are supported by facts and details.</p> <p>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.</p> <p>CC.1.4.4.L Demonstrate a grade-appropriate command of the conventions of</p>			
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				<p>standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.4.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.4.Q Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>			
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				<p>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.</p> <p>CC.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> <p>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</p>			
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			<p>or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.</p> <p>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.</p> <p>CC.1.5.4.F Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking based on grade 4 level and</p>			
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