

Alignment of Common Core
State Standards for
English Language Arts and
Fountas & Pinnell Classroom™

GRADE 4

INTRODUCTION

This alignment document is a guide for administrators to see examples of how the standards are met throughout the *Fountas & Pinnell Classroom™* [FPC] system; it is not meant to be a comprehensive or exhaustive document that tags every possible standard that is met in each lesson.

Fountas & Pinnell Classroom™ is a cohesive, multi-text approach to literacy instruction for all students in grades PreK-6. FPC is designed to support whole-group, small-group and independent learning opportunities including: interactive read-aloud; reading minilessons; shared reading; phonics, spelling, and word study; guided reading; book clubs; and independent reading collections. The FPC system is rich with authentic texts, lessons, conferring cards, minilessons and professional learning tools for a systematic and comprehensive approach to literacy instruction.

Lesson Citations:

This document primarily focuses on examples where the standards are addressed during whole-group instruction with all students, which include the following *FPC* instructional contexts:

- Interactive Read-Aloud [IRA]
- Reading Minilessons [RML]
- Phonics, Spelling, and Word Study [PWS]

A few examples are provided from the small-group instructional contexts where standards can be reinforced or targeted in a small-group setting. In these contexts, texts are either chosen by students based on interest [Book Clubs] or by teachers based on the instructional level of the group [Guided Reading]. It is important to note that due to the purpose of each small-group instructional context, every student in the class will not experience every text or lesson in a small group collection, and the teaching in these contexts is adjusted by the teacher to respond to the specific strengths and needs of the group.

- **Book Club citations:** The Book Club citations listed are examples where the thematically connected Interactive Read-Aloud lesson[s] are also cited as addressing a standard, and thus sets the stage for students to apply and expand upon what they have learned in the whole-group environment to their Book Club discussions.

The *Fountas & Pinnell Classroom™ Book Club Collections* include titles organized into text sets by theme which are connected to the themes, genre, topic, author or illustrator of the text sets in the *FPC Interactive Read-Aloud Collections*. Book clubs provide enjoyable community experiences that deepen readers' appreciation for a common text, extend their thinking as they process and interpret the perspectives and opinions of their peers, expand their ability to express their ideas orally, and provide an authentic context for applying the norms for listening and speaking and for using academic language.

- **Guided Reading citations:** With nearly 200 leveled books and lessons at every grade level [K-6] this document narrowly focuses only on the end of year text level goals for each grade level as a representative sampling of the many citation examples within each grade level Guided Reading collection. As a comprehensive collection, the Guided Reading lessons extensively address the standards/skills/goals outlined in the CCSS. Small-group instruction in Guided Reading provides opportunities to work on literacy behaviors and skills based on student's individual needs. For more details, please review the text level expectations and the range of goals and behaviors for each text level on the F&P Text Level Gradient™ (see the Guided Reading section of *The Literacy Continuum*). The citations listed in this document are examples of Guided Reading lessons that also meet the standard.

Fountas & Pinnell Classroom™ and The Fountas & Pinnell Literacy Continuum

The grounding source of coherence in *Fountas & Pinnell Classroom™* is *The Fountas & Pinnell Literacy Continuum*, which serves as the instructional anchor for every lesson, goal, and book in the *FPC* system.

The Literacy Continuum describes progress in multiple areas of literacy. Because the behaviors and understandings found in *The Literacy Continuum* are consistent with expectations laid forth in *The Common Core State Standards*, it may be helpful to explore *The Alignment of Common Core State Standards for English Language Arts and The Fountas & Pinnell Literacy Continuum, Expanded Edition*. This document is organized to show the close connection between each of the continua in *The Literacy Continuum* and the *Common Core State Standards for English Language Arts & Literacy*.

The goals of *The Literacy Continuum* have informed and been infused into every single lesson in *FPC* along with language for effective and efficient teaching.

Fountas & Pinnell Classroom™ was designed to lift the expertise of teachers in becoming more:

- skillful observers of literacy behaviors.
- analytical about the teaching and learning opportunities texts can provide.
- responsive to the students in their classrooms.

Each whole-group and small-group instructional context in *FPC* includes a suggested teaching sequence. Teachers may choose to rely on this sequence as they get acquainted with the content of the lessons and with the text collections across instructional contexts. As teachers engage with the professional learning support embedded in each lesson, they will expand their ability to observe and respond to students so that they can sequence lessons and make moment-to-moment teaching decisions based on the strengths and needs of their students.

While a rigid scope and sequence might “cover the standards,” it does not ensure that all students will meet and exceed those expectations. The suggestions for teaching in *FPC* allow teachers to create an effective and efficient pathway to success that teachers can specifically tailor to the unique group of students that they serve. Moreover, teachers learn about teaching children responsively so that they meet and extend standards, rather than just teach the standards.

The Importance of Talk

Fountas & Pinnell Classroom™ is rich with robust opportunities for varied talk structures within each instructional context. When children talk, they communicate and refine their ideas, reveal their understandings and perspectives, and make meaning from texts. Reading is thinking grounded in text. Students’ talk reflects their thinking. Several examples of direct, explicit teaching, speaking, listening, and oral language standards have been included in this alignment.

Teachers will find support for addressing these standards in every lesson in the *FPC* system, including support for working with English Learners.

READING: LITERATURE		
	STANDARD	ALIGNED FPC LESSONS
KEY IDEAS AND DETAILS	CCSS.ELA-LITERACY.RL.4.1	WHOLE GROUP INSTRUCTION: Interactive Read Aloud: <ul style="list-style-type: none"> • The Dunderheads • The Other Side • Better Than You • Snook Alone Reading Minilessons: <ul style="list-style-type: none"> • LA.U8.RML1 The author has a purpose for writing a book • LA.U8.RML2 The author gives a message in a fiction book • LA.U9.RML1 The theme of a fiction book is what the book is really about • LA.20.RML2 Realistic fiction stories can help you understand people in your world • LA.U24.RML1 Writers use poetic or descriptive language to help you understand the setting • LA.U25.RML1 the plot is what happens in a story • LA.U25.RML2 Stories can have more than one problem • LA.U25.RML3 The high point of a story is the exciting part • LA.U28.RML1 Writers end stories in different ways • WAR.U3.RML1 Share your thinking about your reading in a letter • WAR.U3.RML2 Provide evidence for your thinking in your letter • WAR.U3.RML4 Make your letter about reading interesting to read SMALL GROUP INSTRUCTION: Book Clubs: <ul style="list-style-type: none"> ■ Text Set: Friendship <ul style="list-style-type: none"> • A Boy Called Bat • Click • The Midnight War of Mateo Martinez • The Mystery of Meerkat Hill Guided Reading: <ul style="list-style-type: none"> • Molly Mackarel McNo- level S • The Ogre's Dinner- level S • Jamal's Prize- level S

KEY IDEAS AND DETAILS	CCSS.ELA-LITERACY.RL.4.2 <p>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	WHOLE GROUP INSTRUCTION: <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • The Boy and the Whale • A Symphony of Whales • The Dam • “The Caribbean Flamingo” • Weslandia <p>Reading Minilessons:</p> <ul style="list-style-type: none"> • LA.U9.RML1 The theme of a fiction book is what the book is really about • LA.U9.RML3 Books often have themes that address human challenges and social issues • LA.U9.RML4 Different books can have the same theme • LA.U21.RML7 Fantasy stories often reveal a lesson or something true about the world • LA.U22.RML5 The lesson or outcome reflects what the culture might value • LA.U23.RML6 Historical fiction writers use the past to give a message that can be applied today • SAS.U5.RML1 When you summarize a fiction story, tell the characters, setting, problem, important events and solution in an organized way • WAR.U5.RML4 A summary of a book gives the important information <p>SMALL GROUP INSTRUCTION:</p> <p>Book Clubs:</p> <ul style="list-style-type: none"> ■ Text Set: Empathy and Helping Others <ul style="list-style-type: none"> • Fly Away • Hoop Hustle • New Shoes • Uncle Willie and the Soup Kitchen <p>Guided Reading:</p> <ul style="list-style-type: none"> • Soap Box Rosie- level S • Jamal’s Prize- level S • Harmony Island- level S
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KEY IDEAS AND DETAILS	CCSS.ELA-LITERACY.RL.4.3 <p>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>	WHOLE GROUP INSTRUCTION: <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • The Glorious Flight: Across the Channel with Louis Bleriot • The Buffalo Storm • Dad, Jackie, and Me • The Bicycle Man • The Lost Lake <p>Reading Minilessons:</p> <ul style="list-style-type: none"> • LA.U22.RML6 The characters often keep the same traits and seldom change • LA.U24.RML3 The setting is often important to the story • LA.U25.RML1 The plot is what happens in a story • LA.U26.RML1 Notice what the characters think, say, and do to understand how they are feeling • LA.U26.RML2 Notice what the characters say and do to understand their relationships • LA.U26.RML3 Notice how one character might see things differently from another character • LA.U26.RML5 Evaluate whether the characters behave in ways consistent with the time in which they live • LA.U27.RML1 Behaviors, thoughts, and dialogue show a character's traits • LA.U27.RML2 Characters can be complex individuals • LA.U27.RML3 Characters change because of the things that happen to them • WAR.U5.RML3 A storyboard shows the significant events in a story • WAR.U5.RML7 A written sketch of a character is a short description of his traits with supporting evidence <p>SMALL GROUP INSTRUCTION:</p> <p>Book Clubs:</p> <ul style="list-style-type: none"> ■ Text Set: Historical Fiction <ul style="list-style-type: none"> • Freedom Summer • I Survived the Destruction of Pompeii, AD 79 • Sylvia and Aki • Train to Somewhere <p>Guided Reading:</p> <ul style="list-style-type: none"> • Books, Beasts and Blood- level S • Jamal's Prize- level S • Harmony Island- level S
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CRAFT AND STRUCTURE	CCSS.ELA-LITERACY.RL.4.4 <p>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>	WHOLE GROUP INSTRUCTION: <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • Barbed Wire Baseball • Razia's Ray of Hope • Rescue and Jessica • Strong to the Hoop • King for a Day • In the Swim • Me, Frida <p>Reading Minilessons:</p> <ul style="list-style-type: none"> • LA.U10.RML1 Writers choose precise words to create a mood • LA.U10.RML4 Writers use similes and metaphors to compare one thing to another • LA.U10.RML5 Writers use words from languages other than English to add authenticity • LA.U10.RML6 Writers use unconventional word for effect • LA.U10.RML7 Writers use personification to describe something in a clear and interesting way • LA.U23.RML5 Historical fiction writers often use the language of the times in the dialogue • SAS.U2.RML1 A writer defines a word within the text to help you understand it • SAS.U2.RML2 A writer uses a word that is similar in meaning to help you understand a word you don't know <p>SMALL GROUP INSTRUCTION:</p> <p>Book Clubs:</p> <ul style="list-style-type: none"> ■ Text Set: Perseverance <ul style="list-style-type: none"> • America's Champion Swimmer: Gertrude Ederle • Keep On! The Story of Matthew Henson, Co-Discoverer of the North Pole • Louis Sockalexis: Native American Baseball Pioneer • Wilma Unlimited <p>Guided Reading:</p> <ul style="list-style-type: none"> • Trouble at Space Station- level S • A Fungus Among Us- level S
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CRAFT AND STRUCTURE	CCSS.ELA-LITERACY.RL.4.5 <p>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	WHOLE GROUP INSTRUCTION: Interactive Read Aloud: <ul style="list-style-type: none"> • Barbed Wire Baseball • Razia's Ray of Hope • Rescue and Jessica • Strong to the Hoop • King for a Day • In the Swim • Me, Frida Reading Minilessons: <ul style="list-style-type: none"> • LA.U5.RML2 There are several types of traditional literature • LA.U6.RML1 Poems are alike in many ways • LA.U7.RML1 A lyrical poem is a songlike poem that has rhythm and sometimes rhyme • LA.U7.RML2 A free verse poem doesn't have to rhyme or have rhythm • LA.U7.RML3 A limerick is a rhyming poem that is usually surprising, funny, and nonsensical • LA.U7.RML4 Haiku is an ancient Japanese form of non-rhyming poetry that creates a picture and often conveys emotion • LA.U7.RML5 A concrete poem is shaped to show what the poem is about • LA.U20.RML1 Realistic fiction stories could happen in real life • LA.U21.RML3 Fantasy stories cannot happen in the real world • LA.U22.RML3 Fairy tales always include magic or the supernatural • LA.U23.RML4 Historical fiction is always imagined but may also be based on real people, places, or events • WAR.U5.RML1 Your writing about your reading shows your thinking about it SMALL GROUP INSTRUCTION: Book Clubs: <ul style="list-style-type: none"> ■ Text Set: Perseverance <ul style="list-style-type: none"> • America's Champion Swimmer: Gertrude Ederle • Keep On! The Story of Matthew Henson, Co-Discoverer of the North Pole • Louis Sockalexis: Native American Baseball Pioneer • Wilma Unlimited Guided Reading: <ul style="list-style-type: none"> • A Fungus Among Us-level S • Wise Talk: A Book of Tales- level S • Soap Box Rosie- level S • The Ogre's Dinner- level S
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CRAFT AND STRUCTURE	CCSS.ELA-LITERACY.RL.4.6 <p>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	WHOLE GROUP INSTRUCTION: Interactive Read Aloud: <ul style="list-style-type: none"> • The Promise • Follow the Moon Home: A Tale of One Idea, twenty Kids, ad a Hundred Sea Turtles • Brothers in Hope: The Story of Lost Boys in Sudan • One Hen: One Small Loan Made a Big Difference • Mangoes, Mischief, and Tales of Friendship • La Mariposa • Dad's Camera • Rescue and Jessica Reading Minilessons: <ul style="list-style-type: none"> • LA.U8.RML1 The author has a purpose for writing a book • LA.U8.RML2 The author gives a message in a fiction book • LA.U8.RML4 Several authors give the same message • LA.U8.RML5 Think about what the author's message means to you, to society, or to the world • LA.U26.RML3 Notice how one character might see things differently from another character • LA.U28.RML3 Writers chose the narrator and the perspective of the story • SAS.U3.RML4 Writers use connecting words to show a different or opposite point of view SMALL GROUP INSTRUCTION: Book Clubs: <ul style="list-style-type: none"> ■ Text Set: Taking Action <ul style="list-style-type: none"> • Eight Dolphins of Katrina: A True Tale of Survival • Elephant Rescue: True-Life Stories • Mission: Wolf Rescue • Rhino Rescue! Guided Reading: <ul style="list-style-type: none"> • Trouble at Space Station- level S • The Space Rock Hunt- level R • Sailing on the Edge- level R
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INTEGRATION OF KNOWLEDGE AND IDEAS	CCSS.ELA-LITERACY.RL.4.7 <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.</p>	<p>WHOLE GROUP INSTRUCTION:</p> <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • Ruth and the Green Book • Ma Dear's Aprons • Meet Danitra Brown • These Hands • A Dance Like Starlight: One Ballerina's Dream <p>Reading Minilessons:</p> <ul style="list-style-type: none"> • LA.U11.RML1 Study illustrators to learn about their craft • LA.U11.RML2 Illustrators create art to add to the meaning of the text • LA.U11.RML3 Illustrators create art to show the mood • LA.U11.RML4 Illustrators use perspective in their art to communicate an idea or a feeling • LA.U11.RML5 Illustrators use specific details to make something appear real • LA.U11.RML3 Illustrators show time passing in the pictures to help you understand the story • WAR.U3.RML1 Share your thinking about your reading in a letter • WAR.U3.RML2 Provide evidence for your thinking in your letter • WAR.U4.RML4 Use a web to show how ideas are connected <p>SMALL GROUP INSTRUCTION:</p> <p>Book Clubs:</p> <ul style="list-style-type: none"> ■ Text Set: Illustrator Study: Ed Young <ul style="list-style-type: none"> • The Emperor and the Kite • I Wish I Were a Butterfly • Sadako • A Strange Place to Call Home <p>Guided Reading:</p> <ul style="list-style-type: none"> • Harmony Island- level S • Trouble at Space Station- level S • Once Upon a Time Machine- level S
INTEGRATION OF KNOWLEDGE AND IDEAS	CCSS.ELA-LITERACY.RL.4.8	(RL.4.8 not applicable to literature)

INTEGRATION OF KNOWLEDGE AND IDEAS	CCSS.ELA-LITERACY.RL.4.9 <p>Compare and contrast the treatment of similar themes and topics [e.g., opposition of good and evil] and patterns of events [e.g., the quest] in stories, myths, and traditional literature from different cultures.</p>	WHOLE GROUP INSTRUCTION: <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • The Rough-Face Girl • Sootface: An Ojibwa Cinderella Story • Cendrillon: A Caribbean Cinderella • Domitila: A Cinderella Tale from th Mexican Tradition • The Persian Cinderella • Yeh-Shun: A Cinderella Story from China • Beauty and the Beast • The Dragon Prince: A Chinese Beauty and the Beast Tale <p>Reading Minilessons:</p> <ul style="list-style-type: none"> • LA.U22.RML1 Fairy tales are alike in many ways • LA.U22.RML2 The definition of a fairy tale is what is always true about it • LA.U22.RML3 Fairy tales always include magic or the supernatural • LA.U22.RML4 The same types of fairy tales exist in many cultures but are told in different ways • LA.U22.RML5 The lesson or outcome reflects what the culture might value • LA.U22.RML6 The characters often keep the same traits and seldom change • LA.U22.RML7 Good triumphs over evil in fairy tales • LA.U22.RML8 Fairy Tales often have romance and adventure • LA.U22.RML9 Fairy tales often begin and end in similar ways • WAR.U4.RML4 Use a web to show how ideas are connected • WAR.U4.RML5 Use a Venn diagram to compare and contrast books <p>SMALL GROUP INSTRUCTION:</p> <p>Book Clubs:</p> <ul style="list-style-type: none"> ■ Text Set: Fairy Tales <ul style="list-style-type: none"> • The Flint Heart • The King's Equal • Princess Furball • The Tale of the Mandarin Ducks <p>Guided Reading:</p> <ul style="list-style-type: none"> • The Ogre's Dinner- level S • Wise Folk: A Book of Tales- level S • A Fungus Among Us- level S • Once Upon a Time Machine- level S
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RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	CCSS.ELA-LITERACY.RL.4.10	WHOLE GROUP INSTRUCTION:
	<p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Interactive Read Aloud:</p> <ul style="list-style-type: none">• All Interactive Red Aloud lessons support this standard. <p>Reading Minilessons:</p> <ul style="list-style-type: none">• All Reading Minilessons related to fiction texts support this standard and the practice of independent reading,

READING: INFORMATION TEXT		
	STANDARD	ALIGNED FPC LESSONS
KEY IDEAS AND DETAILS	CCSS.ELA-LITERACY.RI.4.1	WHOLE GROUP INSTRUCTION: Interactive Read Aloud: <ul style="list-style-type: none"> • Parrots over Puerto Rico • Hands Around the Library • Ivan • A Little Book of Sloth Reading Minilessons: <ul style="list-style-type: none"> • LA.U8.RML3 The author gives a message in a nonfiction book • LA.U8.RML4 Several authors can give the same message • LA.U17.RML1 Notice how the author feels about the topic • LA.U17.RML2 Notice the difference between fact and opinion • LA.U17.RML3 Read multiple sources of information about a topic • LA.U17.RML5 Think about the accuracy and quality of the nonfiction books you read • WAR.U3.RML1 Share your thinking about your reading in a letter SMALL GROUP INSTRUCTION: Book Clubs: <ul style="list-style-type: none"> ■ Text Set: Taking Action <ul style="list-style-type: none"> • Eight Dolphins of Katrina: A True Tale of Survival • Elephant Rescue: True-Life Stories • Mission: Wolf Rescue • Rhino Rescue! Guided Reading: <ul style="list-style-type: none"> • Drones and Whales: Collecting Snot at Sea- level S • The Sloth: Living with Less- level P • Daniel Kish: A Different Way to See- level Q • Bathrooms to Remember- level O
KEY IDEAS AND DETAILS	CCSS.ELA-LITERACY.RI.4.2	WHOLE GROUP INSTRUCTION: Interactive Read Aloud: <ul style="list-style-type: none"> • The Scraps Book: Notes from a Colorful Life • Play Ball! • The Upside Down Boy • Twelve Kinds of Ice • Far North • Himalaya

	<p>Reading Minilessons:</p> <ul style="list-style-type: none"> • LA.U8.RML3 The author gives a message in a nonfiction book • LA.U8.RML5 Think about what the author's message means to you, to society, or to the world • LA.U9.RML2 The theme of a nonfiction book is more than the topic of the book • LA.U13.RML1 Memoirs are alike in many ways • LA.U13.RML2 the definition of a memoir is what is always true about it • LA.U13.RML3 Writers tell about a memory of a time, place, person, or event in their lives and why it was important to them • LA.U13.RML5 A memoir often had a turning point, or a point when an important decision is made • SAS.U5.RML3 When you summarize an informational text, tell the most important information • WAR.U4.RML2 Use a topic outline to show the main topic and its subtopics • WAR.U5.RML4 A summary of a book gives the important information <p>SMALL GROUP INSTRUCTION:</p> <p>Book Clubs:</p> <ul style="list-style-type: none"> ■ Text Set: Memoir <ul style="list-style-type: none"> • Fatty Legs: A True Story • Knucklehead: Tall Tales and Almost-True Stories of Growing Up Scieszka • Sisters • Leon's Story <p>Guided Reading:</p> <ul style="list-style-type: none"> • Talking in Crayon- level R • Tough Enough- level Q • What Kind of Name is Pickleball?- level O
KEY IDEAS AND DETAILS	<p>CCSS.ELA-LITERACY.RI.4.3</p> <p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>WHOLE GROUP INSTRUCTION:</p> <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • Fly High: The Story of Bessie Coleman • Six Dots: A Story of Young Louis Braille • Farmer Will Allen and the Growing Table • The Secret Kingdom: Nek Chand, a Changing India, and a Hidden World of Art <p>Reading Minilessons:</p> <ul style="list-style-type: none"> • LA.U14.RML1 Biographies are alike in many ways

		<ul style="list-style-type: none"> • LA.U14.RML2 The definition of a biography is what is always true about it • LA.U14.RML3 Biographers chose their subjects for a variety of reasons • LA.U14.RML5 Biographers include details about the society and culture of the time in which the subject lived • LA.U14.RML7 Biographers choose to include facts that reveal something important about the subject's personality traits and motivations • LA.U14.RML10 Think about how the subject's accomplishments have influenced life today • LA.U16.RML1 Nonfiction authors tell information in time order like a story • LA.U17.RML4 Use multiple sources to answer a bigger question • LA.U17.RML5 Think about the accuracy and quality of the nonfiction books you read • LA.U19.RML1 Authors use headings and subheadings to indicate the category of information that will follow • WAR.U4.RML3 Use a grid to organize, analyze, and compare information <p>SMALL GROUP INSTRUCTION:</p> <p>Book Clubs:</p> <ul style="list-style-type: none"> ■ Text Set: Biography: Perseverance <ul style="list-style-type: none"> • America's Champion Swimmer: Gertrude Ederle • Keep On: The Story of Matthew Henson, Co-Discoverer of the North Pole • Louis Sockalexis: Native American Baseball Pioneer • Wilma Unlimited <p>Guided Reading:</p> <ul style="list-style-type: none"> • From Garbage to Compost- level O • Potato Travels- level S • Rapping for Kids: Corey's Story- level P • They Called Him Mr. Bones- level R • Temple Grandin's Squeeze Machine- level T
CRAFT AND STRUCTURE	CCSS.ELA-LITERACY.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	<p>WHOLE GROUP INSTRUCTION:</p> <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • A Little Book of Sloth • Wolf Island • A Bear's Life • The Seal Garden • Face to Face with Whales

		<ul style="list-style-type: none"> • Gecko <p>Reading Minilessons:</p> <ul style="list-style-type: none"> • LA.U10.RML4 Writers use similes and metaphors to compare one thing to another • SAS.U2.RML1 A writer defines a word within the text to help you understand it • SAS.U2.RML2 A writer uses a word that is similar in meaning to help you understand a word you don't know • SAS.U2.RML3 A writer uses a word that is opposite or nearly opposite in meaning to help you understand a word you don't know • SAS.U2.RML4 A writer gives an example to help you understand what a word means • SAS.U2.RML5 Word parts help you understand what a word means • SAS.U2.RML6 Greek and Latin roots help you understand what a word means • WAR.U4.RML4 Use a web to show how ideas are connected <p>SMALL GROUP INSTRUCTION:</p> <p>Guided Reading:</p> <ul style="list-style-type: none"> • Big Wheel, Big Worries- level S • Mirrors on the Mountain- level S • Made to Last: Building with Mud- level S
CRAFT AND STRUCTURE	CCSS.ELA-LITERACY.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<p>WHOLE GROUP INSTRUCTION:</p> <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • Parrots over Puerto Rico • Ivan: The Remarkable True Story of the Shopping Mall Gorilla • One Plastic Bag: Isatou Ceesay and The Recycling Women of the Gambia • Eye to Eye: How Animals See the World • Magnificent Birds <p>Reading Minilessons:</p> <ul style="list-style-type: none"> • LA.U16.RML1 Nonfiction authors tell information in time order like a story • LA.U16.RML2 Nonfiction authors organize information into categories and subcategories • LA.U16.RML3 Nonfiction authors organize information by comparing and contrasting two things • LA.U16.RML4 Nonfiction authors organize information using cause and effect • LA.U16.RML5 Nonfiction authors organize information by explaining the problem and solution

		<ul style="list-style-type: none"> LA.U16.RML6 Nonfiction authors organize information in several ways within the same book <p>SMALL GROUP INSTRUCTION:</p> <p>Book Clubs:</p> <ul style="list-style-type: none"> Text Set: Taking Action <ul style="list-style-type: none"> Eight Dolphins of Katrina: A True Tale of Survival Elephant Rescue: True-Life Stories Mission: Wolf Rescue Rhino Rescue! <p>Guided Reading:</p> <ul style="list-style-type: none"> Drones and Whales: Collecting Snot at Sea- level S Watch Out! Animals with Surprising Defenses- level S The Great Escape: Animals that Glide- level P
CRAFT AND STRUCTURE	CCSS.ELA-LITERACY.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<p>WHOLE GROUP INSTRUCTION:</p> <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> A Little Book of Sloth Six Dots Action Jackson The East-West House Radiant Child: The Story of Young Artist Jean-Michel Basquiat Mary Cassatt: Extraordinary Impressionist Painter <p>Reading Minilessons:</p> <ul style="list-style-type: none"> LA.U8.RML4 Several authors can give the same message LA.U14.RML3 Biographers choose their subjects for a variety of reasons LA.U14.RML5 Biographers include details about the society and culture of the time in which the subject lived LA.U14.RML7 Biographers choose to include facts that reveal something important about the subject's personality traits and motivation LA.U17.RML3 Read multiple sources of information about a topic LA.U17.RML4 Use multiple sources of information to answer a bigger question WAR.U4.RML3 Use a grid to organize, analyze, and compare information WAR.U4.RML5 Use a Venn diagram to compare and contrast books <p>SMALL GROUP INSTRUCTION:</p> <p>Book Clubs:</p> <ul style="list-style-type: none"> Text Set: Biography: Artist

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| | | <ul style="list-style-type: none">• The Boy Who Invented TV• Hank Aaron, Brave in Every Way• In Her Hands: The Story of Sculptor Augusta Savage• Uncommon Traveler: Mary Kingsley in Africa |
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Guided Reading:

- The Sloth: Living with Less
- Daniel Kish: A Different Way to See

INTEGRATION OF KNOWLEDGE AND IDEAS	CCSS.ELA-LITERACY.RI.4.7 <p>Interpret information presented visually, orally, or quantitatively [e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages] and explain how the information contributes to an understanding of the text in which it appears.</p>	WHOLE GROUP INSTRUCTION: <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • Giant Squid • Eye to Eye: How Animals See the World • Magnificent Birds • Wolf Island • A Bear's Life • The Seal Garden • A Little Book of Sloth • Face to Face with Whales <p>Reading Minilessons:</p> <ul style="list-style-type: none"> • LA.U5.RML3 There are different genres of nonfiction books • LA.U16.RML6 Nonfiction authors organize information in several ways within the same book • LA.U18.RML1 Authors use a variety of illustrations and graphics to provide information • LA.U18.RML2 Authors use graphics to help you understand bigger ideas • LA.U18.RML3 Authors use infographics to show several kinds of information in a clear and interesting way • LA.U19.RML1 Authors use headings and subheadings to indicate the category of information that will follow • LA.U19.RML2 Authors and illustrators use sidebars to emphasize or give additional information about the topic • LA.U19.RML3 Authors use timelines to show when important things happened • LA.U19.RML4 Authors include an index at the end of the book to help you find information quickly • LA.U19.RML5 Authors include a bibliography showing the resources used to find information for the book • WAR.U3.RML1 Share your thinking about your reading in a letter <p>SMALL GROUP INSTRUCTION:</p> <p>Book Clubs:</p> <ul style="list-style-type: none"> ■ Text Set: Biography: Perseverance <ul style="list-style-type: none"> • America's Champion Swimmer: Gertrude Ederle • Keep On: The Story of Matthew Henson, Co-Discoverer of the North Pole • Louis Sockalexis: Native American Baseball Pioneer • Wilma Unlimited <p>Guided Reading:</p> <ul style="list-style-type: none"> • The Great Pacific Garbage Patch- level S • Inside the World of Medical Robots- level S • The Great Escape: Animals that Glide- level P
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INTEGRATION OF KNOWLEDGE AND IDEAS	CCSS.ELA-LITERACY.RI.4.8 <p>Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>WHOLE GROUP INSTRUCTION:</p> <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> Razia's Ray of Hope: One Girl's Dream of an Education Follow the Moon Home: A Tale of One Idea, Twenty Kids, and a Hundred Sea Turtles Action Jackson The East-West House Six Dots The Secret Kingdom Parrots Over Puerto Rico <p>Reading Minilessons:</p> <ul style="list-style-type: none"> LA.U8.RML3 The author gives a message in a nonfiction book LA.U14.RML3 Biographers choose their subjects for a variety of reasons LA.U14.RML4 Biographers decide when to start and stop telling the story of the subject's life LA.U14.RML7 Biographers choose to include facts that reveal something important about the subject's personality traits and motivations LA.U15.RML1 Authors write to persuade you to believe or do something LA.U15.RML2 Notice the ways the author tries to persuade you LA.U15.RML3 Consider an author's qualifications and sources when you read a persuasive text LA.U16.RML5 Nonfiction authors organize information by explaining the problem and solution WAR.U3.RML2 Provide evidence for your thinking in your letter WAR.U5.RML9 A persuasive poster is designed to persuade others to agree with your opinion <p>SMALL GROUP INSTRUCTION:</p> <p>Book Clubs:</p> <ul style="list-style-type: none"> Text Set: Biography: Artist <ul style="list-style-type: none"> The Boy Who Invented TV Hank Aaron, Brave in Every Way In Her Hands: The Story of Sculptor Augusta Savage Uncommon Traveler: Mary Kingsley in Africa <p>Guided Reading:</p> <ul style="list-style-type: none"> Ban All Cars- level S

		<ul style="list-style-type: none"> • Wiping Woes: The History of Toilet Paper- level S
INTEGRATION OF KNOWLEDGE AND IDEAS	CCSS.ELA-LITERACY.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<p>WHOLE GROUP INSTRUCTION:</p> <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • Sahara • Himalaya • Amazon Basin • Frozen Land • Far North <p>Reading Minilessons:</p> <ul style="list-style-type: none"> • LA.U3.RML4 Authors often write about the same themes, topics, or settings in their books • LA.U8.RML3 The author gives a message in a nonfiction book • LA.U8.RML4 Several authors can give the same message • LA.U17.RML3 Read multiple sources of information about a topic • LA.U17.RML4 Use multiple sources to answer a bigger question • WAR.U4.RML4 Use a web to show how ideas are connected • WAR.U4.RML5 Use a Venn diagram to compare and contrast books • WAR.U5.RML5 A recommendation for a book or series encourages other to read it <p>SMALL GROUP INSTRUCTION:</p> <p>Guided Reading:</p> <ul style="list-style-type: none"> • Old to New Again: Textile Recycling- level S • Nature's Recycling Team- level S • A Different Kind of Baseball- level S • Althea Gibson, the Tiger of Tennis- level S
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	CCSS.ELA-LITERACY.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p>WHOLE GROUP INSTRUCTION:</p> <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • All Interactive Red Aloud lessons support this standard. <p>Reading Minilessons:</p> <ul style="list-style-type: none"> • All Reading Minilessons related to nonfiction texts support this standard and the practice of independent reading,

READING: FOUNDATIONAL SKILLS		
STANDARD		ALIGNED FPC LESSONS
PHONICS AND WORD RECOGNITION CCSS.ELA-LITERACY.RF.4.3 <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p>	CCSS.ELA-LITERACY.RF.4.3.A <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology [e.g., roots and affixes] to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>WHOLE GROUP INSTRUCTION:</p> <p>Reading Minilessons:</p> <ul style="list-style-type: none"> SAS.U1.RML1 Break a multisyllable word between consonants but keep consonant digraphs together SAS.U1.RML2 Break a multisyllable word after the vowel if the syllable has a long vowel sound and after the consonant if the syllable has a short vowel sound SAS.U1.RML3 Break a multisyllable word between vowels SAS.U1.RML4 Break a multisyllable word before the consonant and le SAS.U1.RML5 Remove the prefix or suffix to take apart a word SAS.U1.RML6 Look for a part of the word that can help SAS.U2.RML5 Word parts help you understand what a word means SAS.U2.RML6 Greek and Latin roots help you understand what a word means <p>Word Study:</p> <ul style="list-style-type: none"> LSR 2 Recognize and use letter combinations that represent two different vowel sounds LSR 3 Recognize and use vowel sounds with r LSR 4 Recognize and use consonant letters that represent two or more different sounds at the end of a word LSR 6 Understand that some consonant sounds can be represented by several different letters or letter clusters <p>SMALL GROUP INSTRUCTION:</p> <p>Guided Reading:</p> <ul style="list-style-type: none"> Let the Games Begin- level R The Ogre's Dinner- level S Emma Gatewood's Long Walk- level R Molly Makarel McNo- level S The Truth about Super Strength- level S Growing Up in the Amazon- level S A Village of Stilts- level S

<p>FLUENCY</p> <p>CCSS.ELA-LITERACY.RF.4.4</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p>	<p>CCSS.ELA-LITERACY.RF.4.4.A</p> <p>Read grade-level text with purpose and understanding.</p>	<p>WHOLE GROUP INSTRUCTION:</p> <p>Reading Minilessons:</p> <ul style="list-style-type: none"> • LA.U1.RML1 Choose a book you would like to read and talk about • LA.U10.RML2 Writers use punctuation to make their writing interesting • SAS.U4.RML2 Put your words together so it sounds like talking • SAS.U4.RML3 Make your reading sound smooth and interesting <p>SMALL GROUP INSTRUCTION:</p> <p>Guided Reading:</p> <ul style="list-style-type: none"> • Harmony Island- level S • Soap Box Rosie- level S • Wiping Woes- level S • Potato Travels- level S • Made to Last: Building with Mud- level S • Before He Was Babe- level S • Inside the World of Medial Robots- level S
	<p>CCSS.ELA-LITERACY.RF.4.4.B</p> <p>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>	<p>WHOLE GROUP INSTRUCTION:</p> <p>Reading Minilessons:</p> <ul style="list-style-type: none"> • LA.U6.RML3 Poets use line breaks and white space to show you how to read the poem • LA.U6.RML5 Poets use rhythm so you can enjoy the language • SAS.U4.RML1 Notice how the author wants you to read the sentence • SAS.U4.RML2 Put your words together so it sounds like talking • SAS.U4.RML3 Make your reading sound smooth and interesting <p>SMALL GROUP INSTRUCTION:</p> <p>Guided Reading:</p> <ul style="list-style-type: none"> • Mirrors on the Mountain- level S • Big Wheel, Big Worries- level S • Drones and Whales- level S • The Great Pacific Garbage Patch- level S • Once Upon a Time Machine- level S • Trouble at Space Station 6- level S • Jamal's Prize- level S

	<p>CCSS.ELA-LITERACY.RF.4.4.C</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>WHOLE GROUP INSTRUCTION:</p> <p>Reading Minilessons:</p> <ul style="list-style-type: none">• SAS.U2.RML1 A writer defines a word within the text to help you understand it• SAS.U2.RML2 A writer uses a word that is similar in meaning to help you understand a word you don't know• SAS.U2.RML3 A writer uses a word that is opposite or nearly opposite in meaning to help you understand a word you don't know• SAS.U2.RML4 A writer gives an example to help you understand what a word means• SAS.U2.RML5 Word parts help you understand what a word means <p>SMALL GROUP INSTRUCTION:</p> <p>Guided Reading:</p> <ul style="list-style-type: none">• Emma's Gatewood's Long Walk- level S• Growing Up in the Amazon- level S• Althea Gibson, The Tiger of Tennis- level S• Books, Beasts, and Blood- level S• Whirling on the Giant Wheel: Carly Schuna's Story- level S• Old to New Again: Textile Recycling- level S• A Time to Remember- level S
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Speaking & Listening	
STANDARD	ALIGNED FPC LESSONS
COMPREHENSION AND COLLABORATION: CCSS.ELA-LITERACY.SL.4.1 <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p>CCSS.ELA-LITERACY.SL.4.1.A</p> <p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>WHOLE GROUP INSTRUCTION:</p> <p>Reading Minilessons:</p> <ul style="list-style-type: none"> • MGT.U2.RML2 Share your thinking about books • LA.U1.RML2 Mark places you want to talk about • LA.U1.RML3 Talk about your thinking in book clubs • LA.U2.RML1 Be a strong listener and a strong speaker • LA.U3.RML1 Study authors to learn about their craft • LA.U8.RML5 Think about what the author's message means to you, to society, or to the world • SAS.U5.RML1 When you summarize a fiction story; tell the characters, setting, problem, important events, and solution in an organized way • SAS.U5.RML3 When you summarize an informational text, tell the most important information • WAR.U1.RML1 Collect your thinking in your reader's notebook <p>SMALL GROUP INSTRUCTION:</p> <p>Book Clubs:</p> <ul style="list-style-type: none"> • A Boy Called Bat • Click • The Mystery of Meerkat Hill • The Midnight War of Mateo Martinez <p>Guided Reading:</p> <ul style="list-style-type: none"> • Made to Last: Building with Mud- level S • Soap Box Rosie- level S • Trouble at Space Station- level S • The Great Pacific Garbage Patch- level S • Big Wheel, Big Worries- level S
CCSS.ELA-LITERACY.SL.4.1.B <p>Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p>WHOLE GROUP INSTRUCTION:</p> <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • Giant Squid • Eye to Eye • Wolf Island • A Bear's Life <p>Reading Minilessons:</p> <ul style="list-style-type: none"> • MGT.U1.RML3 Agree on how to work together • MGT.U1.RML4 Use an appropriate voice level

	<ul style="list-style-type: none"> • MGT.U1.RML6 Make everyone feel included • LA.U1.RML3 Talk about your thinking in Book Clubs • LA.U1.RML4 Ask questions to clarify understanding • LA.U2.RML1 Be a strong listener and a strong speaker • LA.U2.RML2 Recognize appropriate times to take a turn • LA.U2.RML3 Monitor your participation and encourage others to participate • LA.U2.RML4 Invite each other to provide evidence • LA.U2.RML5 Value and encourage diverse perspectives • LA.U2.RML8 Redirect on and evaluate your Book Clubs discussion <p>SMALL GROUP INSTRUCTION:</p> <p>Book Clubs:</p> <ul style="list-style-type: none"> • The Mystery of Meerkat Hill • The Midnight War of Mateo Martinez • Click • A Boy Called Bat
	<p>CCSS.ELA-LITERACY.SL.4.1.C</p> <p>Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>WHOLE GROUP INSTRUCTION:</p> <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • Magnificent Birds • Eye to Eye <p>Reading Minilessons:</p> <ul style="list-style-type: none"> • LA.U1.RML4 Ask questions to clarify understanding • LA.U2.RML5 Value and encourage diverse perspectives • LA.U2.RML6 Add on to important ideas to extend the thinking of the group • LA.U2.RML7 Change the topic or refocus the discussion as needed <p>SMALL GROUP INSTRUCTION:</p> <p>Book Clubs:</p> <ul style="list-style-type: none"> • Fly Away • Hoop Hustle • New Shoes • Uncle Willie and the Soup Kitchen

	<p>CCSS.ELA-LITERACY.SL.4.1.D</p> <p>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>WHOLE GROUP INSTRUCTION:</p> <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • Ivan: A Remarkable True Story of the Shopping Mall Gorilla • Action Jackson • A Little Book of Sloth • Hands Around the Library <p>Reading Minilessons:</p> <ul style="list-style-type: none"> • LA.U2.RML4 Invite each other to provide evidence • LA.U2.RML5 Value and encourage diverse perspectives • LA.U2.RML6 Add on to important ideas to extend the thinking of the group • LA.U2.RML7 Change the topic or refocus the discussion as needed • LA.U8.RML5 Think about what the author's message means to you, to society, or to the world • LA.U15.RML2 Notice the ways the author tries to persuade you • LA.U17.RML5 Think about the accuracy and quality of the nonfiction books you read • WAR.U5.RML1 Your writing about your reading shows your thinking about it <p>SMALL GROUP INSTRUCTION:</p> <p>Book Clubs:</p> <ul style="list-style-type: none"> • The Boy Who Invented TV • Hank Aaron, Brave in Every Way • In Her Hands: The Story of Sculptor Augusta Savage • Uncommon Traveler: Mary Kingsley in Africa
	<p>CCSS.ELA-LITERACY.SL.4.2</p> <p>Paraphrase portions of a text read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>WHOLE GROUP INSTRUCTION:</p> <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • One Plastic Bag • Hands Around the Library <p>Reading Minilessons:</p> <ul style="list-style-type: none"> • LA.U1.RML3 Talk about your thinking in book clubs • SAS.U7.RML1 Search efficiently and effectively for information on the internet • SAS.U7.RML2 Evaluate whether you found the information you need • SAS.U7.RML5 Evaluate whether a website presents one perspective or multiple perspectives • WAR.U5.RML4 A summary of a book gives important information

		<p>SMALL GROUP INSTRUCTION:</p> <p>Guided Reading:</p> <ul style="list-style-type: none"> • Inside the World of Medical Robots- level S • Once Upon a Time Machine- level S • Big Wheel, Big Worries- level S • Growing Up in the Amazon- level S
	<p>CCSS.ELA-LITERACY.SL.4.3</p> <p>Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>WHOLE GROUP INSTRUCTION:</p> <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • Grandfather's Journey • Tea with Milk • The Sign Painter • Kamishibai Man <p>Reading Minilessons:</p> <ul style="list-style-type: none"> • LA.U2.RML1 Be a strong speaker and a strong listener • LA.U2.RML4 invite each other to provide evidence • LA.U3.RML1 Study authors to learn about their craft • LA.U4.RML1 Study the illustrators closely to understand what is happening • LA.U15.RML2 Notice the ways the author tries to persuade you • LA.U26.RML6 Think critically about whether a character is believable or unbelievable <p>SMALL GROUP INSTRUCTION:</p> <p>Guided Reading:</p> <ul style="list-style-type: none"> • The Nenets: Reindeer Herders of Siberia- level S • Potato Travels- level S • Ban All Cars level S • Harmony Island- level S
<p>PRESENTATION OF KNOWLEDGE AND IDEAS:</p>	<p>CCSS.ELA-LITERACY.SL.4.4</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 at an understandable pace.</p>	<p>WHOLE GROUP INSTRUCTION:</p> <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • "California Trapdoor Spider" from A Place to Start a Family • "Circle" from Shape Me a Rhyme <p>Reading Minilessons:</p> <ul style="list-style-type: none"> • MGT.U2.RML2 Share your thinking about books • MGT.U3.RML3 Learn how to give a good book talk • LA.U1.RML3 Talk about your thinking in Book Clubs • LA.U2.RML1 Be a strong listener and a strong speaker

		<ul style="list-style-type: none"> LA.U3.RML4 Authors often write about the same themes, topics, or settings in their books <p>SMALL GROUP INSTRUCTION:</p> <p>Book Clubs:</p> <ul style="list-style-type: none"> The Boy Who Invented TV Hank Aaron, Brave in Every Way In Her Hands: The Story of Sculptor Augusta Savage Uncommon Traveler: Mary Kingsley in Africa
	<p>CCSS.ELA-LITERACY.SL.4.5</p> <p>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>WHOLE GROUP INSTRUCTION:</p> <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> Text Set: Illustration Study Craft <ul style="list-style-type: none"> Eye to Eye The Scraps Book Face to Face with Whales <p>Reading Minilessons:</p> <ul style="list-style-type: none"> LA.U18.RML1 Authors use a variety of illustrations and graphics to provide information LA.U18.RML2 Authors use graphics to help you understand bigger ideas
	<p>CCSS.ELA-LITERACY.SL.4.6</p> <p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. [See grade 4 Language standards 1 here for specific expectations.]</p>	<p>WHOLE GROUP INSTRUCTION:</p> <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> A Dance Like Starlight Meet Danitra Brown Be Water, My Friend <p>Reading Minilessons:</p> <ul style="list-style-type: none"> LA.U10.RML6 Writers use unconventional grammar for effect

Conventions of Standard English		
	STANDARD	ALIGNED FPC LESSONS
CONVENTIONS OF STANDARD ENGLISH: CCSS.ELA-LITERACY.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	CCSS.ELA-LITERACY.L.4.1.A Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	This standard will be addressed in the forthcoming Writing Minilessons which will be built on the goals and behaviors outlined in the section on grammar in the Literacy Continuum (pages 631-645).
	CCSS.ELA-LITERACY.L.4.1.B Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.	WHOLE GROUP INSTRUCTION: Word Study: <ul style="list-style-type: none"> WS 16 Recognize and use the ending -ing with multisyllable verbs with an accented last syllable when forming the present participle of a verb WS 17 Recognize and use the ending -ed with multisyllable verbs with an accented last syllable when forming the present participle of a verb WS 18 Recognize and use the ending -ing with multisyllable verbs with an accent not on the last syllable when forming the present participle of a verb WS 19 Recognize and use the ending -ed with multisyllable verbs with an accent not on the last syllable when forming the present participle of a verb
	CCSS.ELA-LITERACY.L.4.1.C Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.	This standard will be addressed in the forthcoming Writing Minilessons which will be built on the goals and behaviors outlined in the section on grammar in the Literacy Continuum (pages 631-645).

	<p>CCSS.ELA-LITERACY.L.4.1.D</p> <p>Order adjectives within sentences according to conventional patterns [e.g., <i>a small red bag</i> rather than <i>a red small bag</i>].</p>	<p>This standard will be addressed in the forthcoming Writing Minilessons which will be built on the goals and behaviors outlined in the section on grammar in the Literacy Continuum [pages 631-645].</p>
	<p>CCSS.ELA-LITERACY.L.4.1.E</p> <p>Form and use prepositional phrases.</p>	<p>This standard will be addressed in the forthcoming Writing Minilessons which will be built on the goals and behaviors outlined in the section on grammar in the Literacy Continuum [pages 631-645].</p>
	<p>CCSS.ELA-LITERACY.L.4.1.F</p> <p>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p>	<p>This standard will be addressed in the forthcoming Writing Minilessons which will be built on the goals and behaviors outlined in the section on grammar in the Literacy Continuum [pages 631-645].</p>
	<p>CCSS.ELA-LITERACY.L.4.1.G</p> <p>Correctly use frequently confused words [e.g., <i>to, too, two; there, their</i>].*</p>	<p>WHOLE GROUP INSTRUCTION:</p> <p>Word Study:</p> <ul style="list-style-type: none"> • WMV 5 Recognize and use homophones • WMV6 Recognize and use homophones

CONVENTIONS OF STANDARD ENGLISH: CCSS.ELA-LITERACY.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	CCSS.ELA-LITERACY.L.4.2.A Use correct capitalization.	WHOLE GROUP INSTRUCTION: Word Study: <ul style="list-style-type: none"> LSR 7 Understand how to use capital letters correctly
	CCSS.ELA-LITERACY.L.4.2.B Use commas and quotation marks to mark direct speech and quotations from a text.	This standard will be addressed in the forthcoming Writing Minilessons which will be built on the goals and behaviors outlined in the section on grammar in the Literacy Continuum (pages 631-645).
	CCSS.ELA-LITERACY.L.4.2.C Use a comma before a coordinating conjunction in a compound sentence.	This standard will be addressed in the forthcoming Writing Minilessons which will be built on the goals and behaviors outlined in the section on grammar in the Literacy Continuum (pages 631-645).
	CCSS.ELA-LITERACY.L.4.2.D Spell grade-appropriate words correctly, consulting references as needed.	WHOLE GROUP INSTRUCTION: Word Study: <ul style="list-style-type: none"> SP 1 Recognize and use more difficult phonogram patterns in single-syllable words SP 4 Recognize and use phonogram patterns with vowels and r in single-syllable words SP 5 Understand that some words have a double consonant SP 7 Understand that some words have a pattern with a double consonant that represents two sounds SP 10 Recognize and use short vowel phonograms that appear in multisyllable words SP 12 Recognize and use long vowel phonograms that appear in multisyllable words SP 14 Recognize and use unique vowel phonograms that appear in multisyllable words SMALL GROUP INSTRUCTION: Guided Reading: <ul style="list-style-type: none"> Big Wheel, Big Worries- level S The Nenets: Reindeer Herders of Siberia- level S The Ogre's Dinner- level S A Different Kind of Baseball- level S Wise Folk: A Book of Tales- level S

<p>KNOWLEDGE OF LANGUAGE</p> <p>CCSS.ELA-LITERACY.L.4.3</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>CCSS.ELA-LITERACY.L.4.3.A</p> <p>Choose words and phrases to convey ideas precisely.</p>	<p>WHOLE GROUP INSTRUCTION:</p> <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • Barbed Wire Baseball • Razia's Ray of Hope • Rescue and Jessica <p>Reading Minilessons:</p> <ul style="list-style-type: none"> • LA.U10.RML1 Writers choose precise words to create a mood • LA.U10.RML3 Writers use different techniques to create humor • LA.U10.RML8 Writers use repetition in interesting ways <p>Guided Reading:</p> <ul style="list-style-type: none"> • Books, Beasts, and Blood- level S
	<p>CCSS.ELA-LITERACY.L.4.3.B</p> <p>Choose punctuation for effect.*</p>	<p>WHOLE GROUP INSTRUCTION:</p> <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • Me, Frida • "The Australian Pelican" from On the Wing • "The Sea Horse" from In the Swim <p>Reading Minilesson:</p> <ul style="list-style-type: none"> • LA.U10.RML2 Writers use punctuation to make their writing interesting <p>SMALL GROUP INSTRUCTION:</p> <p>Guided Reading:</p> <ul style="list-style-type: none"> • The Truth About Super Strength- level S • Molly Mackerel McNo- level S • The Ogre's Dinner- level S
	<p>CCSS.ELA-LITERACY.L.4.3.C</p> <p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>WHOLE GROUP INSTRUCTION:</p> <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> • A Dance Like Starlight • Meet Danitra Brown • Be Water, My Friend <p>Reading Minilesson:</p> <ul style="list-style-type: none"> • LA.U10.RML6 Writers use unconventional grammar for effect <p>SMALL GROUP INSTRUCTION:</p> <p>Guided Reading:</p> <ul style="list-style-type: none"> • Jamal's Prize- level S

<p>VOCABULARY ACQUISITION AND USE:</p> <p>CCSS.ELA-LITERACY.L.4.4</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p>	<p>CCSS.ELA-LITERACY.L.4.4.A</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	<p>WHOLE GROUP INSTRUCTION:</p> <p>Word Study:</p> <ul style="list-style-type: none"> • WS 23 Recognize and use prefixes that refer to sequence • WSA 4 Recognize and use word parts to solve an unknown word and to understand its meaning • WSA 5 Recognize and use word parts to solve an unknown word and to understand its meaning • WSA 6 Recognize and use word parts to solve an unknown word and to understand its meaning • WSA 8 Recognize and use connections between or among related words that have the same word root or base word to solve an unknown words • WSA 9 Recognize and use connections between or among related words that have the same word root or base word to solve an unknown words <p>SMALL GROUP INSTRUCTION:</p> <p>Guided Reading:</p> <ul style="list-style-type: none"> • Before He Was Babe- level S • Nature's Recycling Team- level S • Drones and Whales: Collecting Snot at Sea- level S • The Real Batman- level R
	<p>CCSS.ELA-LITERACY.L.4.4.B</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</p>	<p>WHOLE GROUP INSTRUCTION:</p> <p>Word Study:</p> <ul style="list-style-type: none"> • WMV 22 Understand the concept of Latin roots, and recognize their use in determining the meanings of some English words • WMV 23 Understand the concept of Latin roots, and recognize their use in determining the meanings of some English words • WMV 24 Understand the concept of Greek roots, and recognize their use in determining the meanings of some English words • WMV 25 Understand the concept of Greek roots, and recognize their use in determining the meanings of some English words • WSA 10 Recognize and use Latin roots to solve an unknown word and to determine its meaning • WSA 11 Recognize and use Greek roots to solve an unknown word and to determine its meaning <p>SMALL GROUP INSTRUCTION:</p> <p>Guided Reading:</p> <ul style="list-style-type: none"> • Before He Was Babe- level S • Nature's Recycling Team- level S

	<p>CCSS.ELA-LITERACY.L.4.4.C</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>WHOLE GROUP INSTRUCTION:</p> <p>Word Study:</p> <ul style="list-style-type: none"> WSA 7 Use a dictionary to solve and find information about words <p>SMALL GROUP INSTRUCTION:</p> <p>Guided Reading:</p> <ul style="list-style-type: none"> Potato Travels- level S Nature's Recycling Team- level S Mirrors on the Mountain- level S Old to New Again: Textile Recycling- level S The Real Batman- level R The Nenets: Reindeer Herders of Siberia- level S
<p>VOCABULARY ACQUISITION AND USE:</p> <p>CCSS.ELA-LITERACY.L.4.5</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>CCSS.ELA-LITERACY.L.4.5.A</p> <p>Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p>	<p>WHOLE GROUP INSTRUCTION:</p> <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> Snook Alone <p>Word Study:</p> <ul style="list-style-type: none"> WMV 19 Recognize and use similes to make a comparison WMV 20 Recognize and use metaphors to make a comparison <p>SMALL GROUP INSTRUCTION:</p> <p>Guided Reading:</p> <ul style="list-style-type: none"> Wise Folk: A Book of Tales- level S Talking in Crayon- level R
	<p>CCSS.ELA-LITERACY.L.4.5.B</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>WHOLE GROUP INSTRUCTION:</p> <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> Better than You A Boy and a Jaguar <p>Word Study:</p> <ul style="list-style-type: none"> WMV 21 Recognize that some commonly used idioms have meanings different from the meanings of the separate words <p>Guided Reading:</p> <ul style="list-style-type: none"> Althea Gibson the Tiger of Tennis- level S Emma Gatewood's Long Walk- level S Harmony Island- level S

	<p>CCSS.ELA-LITERACY.L.4.5.C</p> <p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>WHOLE GROUP INSTRUCTION:</p> <p>Word Study:</p> <ul style="list-style-type: none"> • WMV 1 Recognize and use synonyms • WMV 2 Recognize and use synonyms • WMV 3 Recognize and use antonyms • WMV 4 Recognize and use antonyms <p>SMALL GROUP INSTRUCTION:</p> <p>Guided Reading:</p> <ul style="list-style-type: none"> • A Time to Remember- level S
CCSS.ELA-LITERACY.L.4.6	<p>CCSS.ELA-LITERACY.L.4.6</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>	<p>WHOLE GROUP INSTRUCTION:</p> <p>Word Study:</p> <ul style="list-style-type: none"> • HFW 1 Acquire a large core of high-frequency words • HFW 2 Read and write approximately 500 high-frequency words • HFW 3 Recognize commonly misspelled words, and rewrite them correctly