



# Grade 4 English Language Arts Mapping & Pacing Guide 2019-2020

**Topics  
&  
Standards**

**Q1**

Reading Literature and Informational Standards are paired together throughout the year.

**Literature**

**Key Ideas and Details**

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

RL.4.2 Analyze literary text development.

- a. Determine a theme of a story, drama, or poem from details in the text;
- b. summarize the text.

RL.4.3 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).

*Previous Grade Level Progression Statement In the previous grade level, students were expected to use textual evidence to retell, ask and answer questions, determine theme, and demonstrate an understanding of the explicit meaning of text. They will use key details as a source of textual evidence from multiple sources, make inferences, identify theme, literary elements, and retell a text.*

*Next Grade Level Progression Statement In the next grade level, students are expected to cite evidence that reflects the theme or main idea without adding personal judgment and describe how plot events or scenes build on and impact one another. Students are expected to identify how characters respond to challenges or a speaker in a poem reflects on a topic.*

**Informational**

**Key Ideas and Details**

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 Analyze informational text development.

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

RI.4.3 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.

*Previous Grade Level Progression Statement In the previous grade level, students were expected to form and answer text-based questions, identify the main idea of a text and use the key details to explain how they support the main idea. Students were expected to use time order transition words to describe relationships of events, ideas, and concepts.*

*Next Grade Level Progression Statement In the next grade level, students are expected to make inferences based on textual evidence, and support their inferences with details from the text. Students are expected to determine multiple main ideas, explain how they are supported, and provide a summary of the text that includes key details. Students are expected to explain the relationship and interactions between two or more individuals, events, ideas, or concepts.*

**Writing: Narrative 2-3 Weeks**

W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.



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W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

### **Opinion 6 Weeks Into Q2**

W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W.4.8: 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.

W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Language**

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- e. Form and use prepositional phrases.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- g. Correctly use frequently confused words (e.g., to, too, two; there, their).

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



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- a. Use correct capitalization.
  - b. Use commas and quotation marks to mark direct speech and quotations from a text.
  - c. Use a comma before a coordinating conjunction in a compound sentence.
  - d. Spell grade-appropriate words correctly, consulting references as needed.
- L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Choose words and phrases to convey ideas precisely.
  - b. Choose punctuation for effect.
  - c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- L.4.4 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.
- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
  - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
  - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
  - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
  - c. Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).
- L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
- Speaking and Listening**
- SL.4.1A: 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.
- SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.4.4: 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.
- SL.4.6: 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.)

<i><b>Time Frame</b></i>	<i><b>Types of Assessment (Evidence)</b></i>	<i><b>Balanced Literacy Integration</b></i>	<i><b>Resources (Curriculum /Textbook)</b></i>	<i><b>Writing Across The Curriculum</b></i>
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<p>7-9 weeks</p>	<p>RL.4.1 DOK 2 Example: Part A: What advice from [Character A] helps [Character B]? Part B: Which sentence supports the answer in Part A?</p> <p>RL4.1 DOK 2 Example: Select two details that show that [a character] wants to [action from the story].</p> <p>DOK 3 Example: Part A: How does [Character A] help [Character B] achieve a goal? Part B: Which detail from the story supports the answer in Part A?</p> <p>RL.4.2 DOK 2 Example: What is the theme of the story?</p> <p>DOK 2 Example: : Select three ideas that should be included in a summary of the passage.</p> <p>DOK 3 Example: Part A: Which sentence describes the theme of the story?</p>	<p>RI.4.1 DOK 2 Example: Select two sentences from the passage that show why [inference about topic in passage].</p> <p>RI 4.1 DOK 2 Example: Which sentence shows why [idea in passage] was hard to find?</p> <p>Example: Select two sentences from the passage that show that [idea in passage].</p> <p>DOK 3 Example: Part A: Which statement can be inferred about [main subject of the passage]? Part B: Which sentence supports the answer in Part A?</p> <p>RI.4.2 DOK 2 Example: Which three details should be included in a summary of the passage?</p> <p>Example: How does the author support [main idea from passage]?</p>	<p>L.4.4 DOK 1 Example: Select the phrase from the paragraph that shows the meaning of [target word/phrase].</p> <p>DOK 2 Example: What does [target word] mean as used in the sentence(s)? (sentence(s) may be provided within the item)</p> <p>L.4.5 DOK 1 Example: Which word means the same as [target word]?</p> <p>DOK 2 Example: What does the phrase [“target phrase”] suggest? Example: Why is [topic] described as [target phrase]?</p> <p>DOK 3 Example: Part A: What does [figurative phrase] mean as used in the sentence(s)? (direct sentence(s) may be included in the item) Part B: What does the meaning in Part A suggest about [idea from passage]?</p>	<p>Read Aloud Shared Reading Guided Reading Independent Reading Shared Writing Interactive Writing Guided Writing Independent Writing Letter and Word Study **The Daily 5</p>	<p><b>Journey’s Common Core Teacher’s edition- Online and Textbook option Unit 1</b></p> <p><b>Scholastic Storyworks</b></p> <p><b>Novel Sets Available Through Media Center and Central Storage</b></p> <p><b>ODE Model Curriculum</b></p>	<p>Narrative and Opinion Writing Word Choice Ideas Dialogue</p>
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	<p>Part B: Which detail from the story</p> <p>RL.4.3 DOK 2 Example: What does this sentence show about why [a character] made [a decision]?</p> <p>Why is the setting important in the passage?</p> <p>DOK 3 Example: Example: Part A: Why does [event from text] finally happen? Part B: Which detail from the passage supports the answer in Part A?</p> <p>Example: Part A: How are [Character A] and [Character B] similar? Part B: Select two details that support the answer in Part A.</p>	<p>DOK 3 Example: Part A: What is the main idea of the passage? Part B: Which detail from the passage supports the main idea?</p> <p>RI.4.3 DOK 2 Example: Select two things that happened as a result of [an action in the passage].</p> <p>DOK 3 Example: Part A: Why did [relationship from passage] help lead to [effect of relationship]? Part B: Which sentence from the passage supports the answer in Part A?</p>				
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***Topics  
&  
Standards***

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Q2

### Literature

#### Key Ideas and Details

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

#### Craft and Structure

RL.4.4 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).

RL.4.5 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.

RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

*Previous Grade Level Progression Statement In the previous grade level, students were expected to distinguish between literal and nonliteral language, refer to a specific part of stories, dramas, and poems, and to describe how each part builds on the next. Students can distinguish the differences between first person and third person narration.*

*Next Grade Level Progression Statement In the next grade, students are expected to analyze the ways authors use figurative language to impact meaning. Students explain how parts of a text contribute to the overall meaning, and explain how point of view and perspective influence how events are described.*

### Informational

#### Key Ideas and Details

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

#### Craft and Structure

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

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.

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.

*Previous Grade Level Progression Statement In the previous grade level, students were expected to define words using context, to use text features efficiently and to distinguish their own perspective from that of the author of a text.*

*Next Grade Level Progression Statement In the next grade level, students are expected to determine the meaning of general academic and domain specific words, compare and contrast the structure of multiple texts, and analyze the similarities and differences between multiple accounts, as related to the perspectives they represent.*



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## **Writing: Opinion- 2-3 Weeks**

W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8 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.

W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **Informative/Explanatory 6 Weeks Into Q3**

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic. ‘
- e. Provide a concluding statement or section related to the information or explanation presented.

W.4.4

W.4.5

W.4.6

W.4.7

W.4.8



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W.4.9

### Language

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- e. Form and use prepositional phrases.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- g. Correctly use frequently confused words (e.g., to, too, two; there, their).

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use correct capitalization.
  - b. Use commas and quotation marks to mark direct speech and quotations from a text.
  - c. Use a comma before a coordinating conjunction in a compound sentence.
  - d. Spell grade-appropriate words correctly, consulting references as needed.
- L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Choose words and phrases to convey ideas precisely.
  - b. Choose punctuation for effect.
  - c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.4.4 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.

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).



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L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

### Speaking and Listening

SL.4.1A: 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.

SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.4: 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.

SL.4.6: 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.)

<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>			<i>Balanced Literacy Integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Writing Across The Curriculum</i>
7-9 weeks	RL.4.1 DOK 2 Part A: What advice from [Character A] helps [Character B]? Part B: Which sentence supports the answer in Part A?  DOK 3 Example: Part A: How does [Character A] help [Character B] achieve a goal? Part B: Which detail from the story supports the answer in Part A?  RL.4.2	RI.4.1 DOK 2 Example: Which sentence shows why [idea in passage] was hard to find? Example: Select two sentences from the passage that show that [idea in passage].  DOK 3 Example: Part A: Which statement can be inferred about [main subject of the passage]? Part B: Which sentence supports the	L.4.4 DOK 1 Example: Select the phrase from the paragraph that shows the meaning of [target word/phrase].  DOK 2 Example: What does [target word] mean as used in the sentence(s)? (sentence(s) may be provided within the item)  L.4.5 DOK 1 Example: Which word means the same as [target word]?	Read Aloud Shared Reading Guided Reading Independent Reading Shared Writing Interactive Writing Guided Writing Independent Writing Letter and Word Study **The Daily 5	Journey's <b>Common Core Teacher's edition- Online and Textbook option Units 2 and 3</b>  <b>Scholastic Storyworks</b>  <b>Novel Sets Available Through Media Center and Central Storage</b>  <b>ODE Model Curriculum</b>	Opinion Writing Word Choice Ideas Dialogue



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	<p>DOK 2 Example: What is the theme of the story?</p> <p>Example: Select three ideas that should be included in a summary of the passage.</p> <p>DOK 3 Example: Part A: Which sentence describes the theme of the story? Part B: Which detail from the story supports the answer in Part A?</p> <p>RL.4.3 DOK 2 Example: What does this sentence show about why [a character] made [a decision]?</p> <p>Example: Why is the setting important in the passage?</p> <p>DOK 3 Example: Part A: How does [Character A's] opinion about [a subject] differ from [Character B's]? Part B: Which detail from the passage supports the answer in Part A?</p>	<p>answer in Part A?</p> <p>RI.4.2 DOK 2 Example: Which three details should be included in a summary of the passage? Example: How does the author support [main idea from passage]?</p> <p>DOK 3 Example: Part A: What is the main idea of the passage? Part B: Which detail from the passage supports the main idea?</p> <p>RI.4.3 DOK 2 Example: Select two things that happened as a result of [an action in the passage].</p> <p>DOK 3 example: Part A: Why did [relationship from passage] help lead to [effect of relationship]? Part B: Which sentence from the passage supports the answer in Part A?</p>	<p>DOK 2 Example: What does the phrase ["target phrase"] suggest? Example: Why is [topic] described as [target phrase]?</p> <p>DOK 3 Example: Part A: What does [figurative phrase] mean as used in the sentence(s)? (direct sentence(s) may be included in the item) Part B: What does the meaning in Part A suggest about [idea from passage]?</p>			
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**Topics  
&  
Standards**

**Q3**

**Literature**  
**Key Ideas and Details**  
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

**Craft and Structure**  
You may also want to think about inserting RL 4.4, 4.5, and 4.6 here as well.

**Integration of Knowledge and Ideas**  
R.L.4.7: 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.

RL4.9: 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.

*Previous Grade Level Progression Statement In the previous grade level, students were expected to understand the role illustrations play in telling the story and were able to compare and contrast story variations. Readers will synthesize information from a variety of sources including print, audio, and visual. They will integrate their knowledge and ideas to make connections and comparisons across texts.*

*Next Grade Level Progression Statement In the next grade level, students analyze how visual and multimedia contribute to tone, mood, or the appeal of a text. Students will compare and contrast stories in the same genre on their approach to similar themes and topics.*

**Informational**  
**Key Ideas and Details**  
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**Craft and Structure**  
RI 4.4 Determine the meaning of general academic and domain specific words or phrases from grade level text

RI 4.5 Explain how a series of chapters, scenes, or stanzas fit together to provide an overall structure of a particular story, drama, or poem,.

RI 4.6 Analyze multiple accounts of the same event or topic

**Integration of Knowledge and Ideas**  
RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.

RI 4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

*Previous Grade Level Progression Statement In the previous grade-level, students were expected to describe and explain the way topics in historical, scientific and*



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*technical texts connect using language specific to that content. Students determined the author's point and the evidence used to support that point, and investigated similar main ideas and topics across texts.*

*Next Grade Level Progressions Statement In the next grade level, students are expected to integrate information from print and digital sources across several texts as a way to develop comprehensive understanding. Students should be able to support specific points in the text by identifying textual evidence.*

### **Writing:**

#### **Informative/Explanatory (6 weeks)**

W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W.4.8: 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.

W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.



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### Opinion (3 weeks)

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- d. Provide a concluding statement or section related to the opinion presented.

W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.

W.4.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Language

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- e. Form and use prepositional phrases.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- g. Correctly use frequently confused words (e.g., to, too, two; there, their).

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.



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a. Choose words and phrases to convey ideas precisely.  
 b. Choose punctuation for effect.  
 c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).  
 L.4.4 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.  
 a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.  
 b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).  
 c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.  
 L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
 a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.  
 b. Recognize and explain the meaning of common idioms, adages, and proverbs.  
 c. Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).  
 L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).  
**Speaking and Listening**  
 SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.  
 SL.4.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  
 SL.4.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  
 SL.4.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 [here](#) for specific expectations.)

<b>Time Frame</b>	<b>Types of Assessment (Evidence)</b>			<b>Balanced Literacy Integration</b>	<b>Resources (Curriculum /Textbook)</b>	<b>Writing Across The Curriculum</b>
7-9 weeks	RL.4.7 DOK 2 Example: What does	RI 4.1 DOK 2 Example: Which	L.4.4 DOK 1 Example: Select the	Read Aloud Shared Reading Guided Reading	<b>Journey's Common Core Teacher's</b>	Informative and Opinion Writing Word Choice



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	<p>the image help the reader understand? DOK 3 Example: How does the image help the reader understand how the story ends?</p> <p>RL.4.9 DOK 2 Example: Both stories focus on teaching a lesson. How do the authors use similar events to convey different themes?</p> <p>DOK 3 Example: Part A: Which is a similar theme found in both passages? Part B: How do both passages support this theme?</p> <p>Example: Select the boxes to show how each passage develops [a theme/topic].</p>	<p>sentence shows why [idea in passage] was hard to find?</p> <p>Example: Select two sentences from the passage that show that [idea in passage].</p> <p>DOK 3 Example: Part A: Which statement can be inferred about [main subject of the passage]? Part B: Which sentence supports the answer in Part A?</p> <p>RI.4.7 DOK 2 Example: How does the diagram help the reader understand [specific portion of the passage]?</p> <p>DOK 3 Example: Based on the chart and [a specific paragraph] what conclusion can be drawn?</p> <p>RI.4.8 DOK 2 Example: The author of the passage explains that [a specific point from the text]. Select one sentence</p>	<p>phrase from the paragraph that shows the meaning of [target word/phrase].</p> <p>DOK 2 Example: What does [target word] mean as used in the sentence(s)? (sentence(s) may be provided within the item)</p> <p>L.4.5 DOK 1 Example: Which word means the same as [target word]?</p> <p>DOK 2 Example: What does the phrase [“target phrase”] suggest? Example: Why is [topic] described as [target phrase]?</p> <p>DOK 3 Example: Part A: What does [figurative phrase] mean as used in the sentence(s)? (direct sentence(s) may be included in the item) Part B: What does the meaning in Part A suggest about [idea from passage]?</p>	<p>Independent Reading Shared Writing Interactive Writing Guided Writing Independent Writing Letter and Word Study **The Daily 5</p>	<p><b>edition- Online and Textbook option</b> <b>Units 4 and 5</b></p> <p><b>Scholastic Storyworks</b></p> <p><b>Novel Sets Available Through Media Center and Central Storage</b></p> <p><b>ODE Model Curriculum</b></p>	<p>Ideas Dialogue</p>
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		<p>that shows how the author supports this idea.</p> <p>DOK 3 Example: Part A: In [a specific paragraph in the passage], what point does the author make? Part B: Which detail from the passage supports the answer in Part A?</p> <p>RI.4.9: DOK 2 Example:</p> <p>DOK 3 Example: Select the box that shows whether the information [about a specific subject] is found only in Passage 1, only in Passage 2, or in both passages.</p> <p>Example: Select two ideas that are supported by both passages.</p>				
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### *Topics & Standards*

#### Literature

**RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text**

#### Informational

**RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**



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Q4

**RL4.9:** 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.

**RL4.10:** 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.

*Previous Grade Level Progression Statement In the previous grade level, students will read from a broad range of high-quality stories, drama, and poetry focusing on increasingly challenging literary texts. They will draw on prior knowledge to make text-to-self and text-to-text connections.*

*Next Grade Level Progression Statement In the next grade level, students are expected to read and comprehend literature and poetry independently and proficiently at the high end of the grades 4-5 text complexity band.*

**RI 4.9:** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**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.

*Previous Grade Level Progression Statement In third grade, students were expected to read widely and deeply from a broad range of high-quality, increasingly challenging informational texts.*

*Next Grade Level Progression Statement In the next grade level, students are expected to independently and proficiently read and comprehend informational texts at the high end of the grades 4-5 text complexity band.*

### Writing: Narrative

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words and phrases to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)



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- W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
- W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8 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.
- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
- b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
- W.4.10 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.

### Language

- L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- e. Form and use prepositional phrases.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- g. Correctly use frequently confused words (e.g., to, too, two; there, their).
- L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.
- L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Choose words and phrases to convey ideas precisely.
- b. Choose punctuation for effect.
- c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- L.4.4 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.
- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).



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

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

**Speaking and Listening**

SL.4.1A: 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.

SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.4: 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.

SL.4.6: 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.)

<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>			<i>Balanced Literacy Integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Writing Across The Curriculum</i>
7-9 weeks	RL.4.1 DOK 2 Example: Part A: What advice from [Character A] helps [Character B]? Part B: Which sentence supports the answer in Part A? RL4.1 DOK 2 Example: Select two details that show that [a	RI 4.1 DOK 2 Example: Which sentence shows why [idea in passage] was hard to find? Example: Select two sentences from the passage that show that [idea in passage].	L.4.4 DOK 1 Example: Select the phrase from the paragraph that shows the meaning of [target word/phrase]. DOK 2 Example: What does [target word] mean as used in the sentence(s)? (sentence(s) may be	Read Aloud Shared Reading Guided Reading Independent Reading Shared Writing Interactive Writing Guided Writing Independent Writing Letter and Word Study	<b>Journey's Common Core Teacher's edition- Online and Textbook option Unit 6</b>  <b>Scholastic Storyworks</b>	Narrative Writing Word Choice Ideas Dialogue



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<p>character] wants to [action from the story].</p> <p>DOK 3 Example: Part A: How does [Character A] help [Character B] achieve a goal? Part B: Which detail from the story supports the answer in Part A?</p> <p>RL.4.9 DOK 2 Example: Both stories focus on teaching a lesson. How do the authors use similar events to convey different themes?</p> <p>DOK 3 Example: Part A: Which is a similar theme found in both passages? Part B: How do both passages support this theme?</p> <p>Example: Select the boxes to show how each passage develops [a theme/topic].</p>	<p>DOK 3 Example: Part A: Which statement can be inferred about [main subject of the passage]? Part B: Which sentence supports the answer in Part A?</p> <p>RI.4.9: DOK 2 Example: Both stories focus on teaching a lesson. How do the authors use similar events to convey different themes?</p> <p>DOK 3 Example: Select the box that shows whether the information [about a specific subject] is found only in Passage 1, only in Passage 2, or in both passages.</p> <p>Example: Select two ideas that are supported by both passages.</p>	<p>provided within the item)</p> <p>L.4.5 DOK 1 Example: Which word means the same as [target word]?</p> <p>DOK 2 Example: What does the phrase [“target phrase”] suggest? Example: Why is [topic] described as [target phrase]?</p> <p>DOK 3 Example: Part A: What does [figurative phrase] mean as used in the sentence(s)? (direct sentence(s) may be included in the item) Part B: What does the meaning in Part A suggest about [idea from passage]?</p>	<p>**The Daily 5</p>	<p><b>Novel Sets Available Through Media Center and Central Storage</b></p> <p><b>ODE Model Curriculum</b></p>	
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**Reading Foundations 4.3 and 4.4 should be incorporated throughout the year.**

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words by using 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.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Vocabulary Resources:**

ODE Model Curriculum Glossary of ELA Terms: <http://bit.ly/2GTrFiC>

MAP RIT to Concept: <http://bit.ly/2TjQhpl>

\*\*\*Refer to pages 15 and 22 key 4th grade vocabulary.