

MSD of Pike Township K-5 Literacy Curriculum Map and Resources

Teacher Resources	Student Resources	Curriculum Map Helpful Hints
<p>Teacher's Guide - A comprehensive guide that provides support and resources for instructional planning. There are multiple volumes depending on the grade level and they are available in print and online.</p> <p>Teaching Pal - An annotated version of the student myBook. It provides questions, think alouds, and annotation tips, including Notice & Note signposts and scaffolded support to use during instruction.</p> <p>Writing Workshop Teacher's Guide - Provides explicit step-by-step modeling and instruction for each stage of the Writing Workshop process. With the exception of Kindergarten (where it is a part of the Teacher's Guide), these are separate guides and also come in multiple volumes.</p> <p>Teacher Resource Book - A collection of Printables for student application of literacy skills and anchor charts, graphic organizers, and Know It, Show It pages.</p> <p>Guiding Principles and Strategies - An overview of Into Reading and details about each literacy component, implementation tips, and support for families.</p> <p>BookStix (K-2 only) - A post-it note for Big Books and Read Alouds that have helpful reading prompts and skills practice for teachers to use during instruction.</p> <p>Take and Teach Leveled Reader Cards - reference tool that contain different instructional opportunities for each leveled reader and activity suggestions.</p>	<p>myBook - write-in student book allows student to own and interact with a variety of texts. These will be replenished annually. Kindergarten: 1 volume, Grades 1-2: 5 volumes, and Grade 3-6: 2 volumes.</p> <p>Rigby Leveled Library - K-2: 90 books and Grades 3-6: 60 books and 30 cards. These may be organized by classroom or school-wide bookroom. Consult your building principals for details.</p> <p>Student Choice Library, Read Aloud Books (K-2), and Big Books (K-2) - well-loved literature connected to module topics and serve as focal text for writer's workshop.</p> <p>Vocabulary Cards - academic vocabulary for each lesson using image associations, context sentences, and discussion prompts.</p> <p>Picture, Letter, and High-Frequency Word Cards (K-2 only) - develop early foundational skills with these instructional cards.</p> <p>Start Right Reader (K-2 only) - decodable texts, which feature storylines or topics each week and allows students to apply foundational skills in context.</p> <p>Sound/Spelling Cards (Grades 1-2 only) - large-format instruction cards with pictures and multiple spelling combinations.</p> <p>Kindergarten Only - alphafriend cards/videos and alphabet cards.</p>	<p>Curriculum Maps - address the whole group reading and writing instruction following the Into Reading program. Small group instruction will be provided using the Fountas & Pinnell Guided Reading format and Jan Richardson planning template.</p> <p>Modules - units of study with three weeks of lessons that start with a launch activity to build background knowledge and language about the module topic. In Grades 1-6 a fourth week is provided for remediation and enrichment. Kindergarten modules are 4 weeks long.</p> <p>Lessons - daily lessons provide instruction in foundational skills, vocabulary, reading, and writing workshop (including language development).</p> <p>Ed: Your Friend in Learning - online learning system that provides program resources (for students and teachers), instructional tools, and management of assignments and assessments.</p> <p>Priority Standards and Essential Skills - these are the important skills that students should know and be able to do as an outcome of each module. These are the areas that teachers will spend the majority of instructional time teaching, what students will be assessed for, what teachers will have data-driven discussions about, and what teachers will intervene on (enrichment or remediation).</p> <p>Common Assessments - At the end of each module there is a Module Assessment. These will serve as the common assessments for Year 1 of implementation. All K-5 students will take this assessment during the designated week of instruction.</p> <p>SPECIAL NOTES</p> <p>Grades 3-5 Teachers: Critical ILEARN and IREAD standards and skills are bolded in each module; however, if the standard is not a priority for that particular module, it appears separate as it is a spiral or supplemental skill for that module.</p>

MSD of Pike Township Reading Curriculum Map - Grade 4

Module 1	Foundations	Vocabulary	Reading	Language	
<p>Priority Standards Critical ILEARN and IREAD-3 standards are BOLDED; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard.</p> <p><i>ITALICIZED</i> standards indicate that this is the last time assessed and, therefore, mastery is expected.</p>	<p>4.RF.4.2 [1] 4.W.6.2c [6]</p>	<p>4.RV.2.4 [2] 4.RV.3.1 [7]</p> <p>Critical ILEARN Standard: 4.RV.2.1 [9]</p>	<p>4.RL.4.2 [3]</p> <p>Critical ILEARN Standards: 4.RL.2.1, 4.RL.2.3, 4.RL.3.2 [10]</p>	<p>4.W.6.1 e [4]</p> <p>Critical ILEARN Standards: 4.W.6.2 b [11]</p>	<p>4.W.3.3 [5] 4.W.4 [8]</p>
<p>Essential Skills: SWBAT (Students will be able to...)</p> <p><u>UNDERLINED</u> skills are assessed on the module assessment.</p> <p>Critical ILEARN and IREAD-3 skills are BOLDED.</p>	<p>Use the six major syllable (CVC, CVR, V, VV, Vce, Cle) to read unknown words.</p> <p>Pose and respond to specific questions to clarify.</p> <p>Use spelling patterns in writing single and multi-syllable words.</p>	<p><u>Use context clues to determine the meaning of unknown words.</u></p> <p><u>Use suffixes, prefixes, affixes, roots, known words, and word patterns to determine the meaning of words.</u></p> <p><u>Determine how figurative language provides meaning in a work of literature.</u></p> <p>Build and use accurately general academic and content-specific words and phrases.</p>	<p><u>Use details and examples from the text to explain what a text says explicitly or when drawing inferences from the text.</u></p> <p><u>Describe a character, setting, or event using details from the text.</u></p> <p><u>Describe a character, setting, or event and how it impacts the plot.</u></p> <p><u>Determine the point of view of a story.</u></p> <p><u>Distinguish between first- and third-person narrations.</u></p> <p><u>Identify the theme of a myth or legend and provide evidence.</u></p> <p><u>Paraphrase or retell the main events in a story.</u></p> <p><u>Compare and contrast the point of view from which different stories are narrated.</u></p> <p>Compare and contrast similar themes and topics in stories, myths, and traditional literature.</p> <p>Compare and contrast patterns of events in stories, myths, and traditional literature from different cultures.</p>	<p><u>Write using coordinating and subordinating conjunctions.</u></p> <p><u>Write using correct subject-verb agreement in sentences.</u></p> <p><u>Use quotation marks and commas to mark direct speech.</u></p> <p>Write declarative, interrogative, imperative, and exclamatory sentences.</p> <p>Write using complete simple, compound, and complex sentences.</p>	<p>Apply the writing process.</p> <p>Write narrative compositions.</p> <p><u>Write an introduction to help the reader imagine the world of my narrative.</u></p> <p><u>Organize events using paragraphs and transitions.</u></p> <p><u>Use dialogue and descriptive details to develop events and characters(setting).</u></p> <p><u>Use vocabulary with sensory details to give a clear picture of ideas and events.</u></p> <p><u>Write an ending to my story.</u></p>

MSD of Pike Township Reading Curriculum Map - Grade 4

Module 1	Foundations	Vocabulary	Reading	Language	
Topics	Short/Long vowels for <i>o,e,i</i> Accuracy & self-correction Reading rate Expression	Context clues Prefixes: un-, in-, im-, re-, mis-, pre-, dis- Suffixes: -y, -ly	What Makes Us Who We Are! Informational text Fantasy Narrative poetry Realistic fiction Folktale	Parts of a sentence Kinds of sentences Quotations	Narrative writing (Personal) Prompt: All of our experiences help us grow and learn. Think about a time you learned a lesson from something that happened to you. Write a personal narrative about that time. Use descriptive language.
Lesson Content	Lessons 1-5 Decoding: short & long a Fluency: accuracy & self correction Lessons 6-10 Decoding: short & long e Fluency: reading rate Lessons 11-15 Decoding: short & long i Fluency: expression	Lessons 1-5 cynic, defiance, profound, inadvertently, consumed, descended, obliged, mundane, considered, disdain Lessons 6-10 resolutions, doubts, relying, clumsy, awkward Lessons 11-15 cautiously, trickle, marveled, mighty, distant, proclaimed, majestic, sumptuous, hoard	Lessons 1-5 Central idea (main idea) Ask & answer questions Author's purpose Text & graphic features Figurative language (hyperbole, simile) Lessons 6-10 Monitor & clarify Author's purpose Point of view (1st person) Characters Lessons 11-15 Retell Literary elements Theme Author's craft	Lessons 1-5 Simple and compound subjects & predicates Subject-verb agreement Review proper nouns Lessons 6-10 Four kinds of sentences (declarative, interrogative, imperative; exclamatory) Identify kinds of sentences Review negatives Lessons 11-15 Quotations marks with direct speech Split quotations Quotation from texts Review kinds of sentences	Lessons 1-5 Focal text Vocabulary Prewriting: Choosing a topic Lessons 6-10 Narrative structure & elements of narrative Drafting: Beginning & concluding the draft Revising: Integrating grammar & punctuation Lessons 11-15 Conferring & peer proofreading Editing: Sentence sense & direct address Publishing and sharing
Assessments	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Printables Required: Module Assessment (online)	Optional: Writer's Notebook Printables	Optional: Weekly Assessment Performance Task Required: Module Assessment (online)
Pacing Guidance		Lessons	Additional Standards	Text	Assessment
Week 1	August 17-21	Lessons 1-5	4.RF.5, 4.SL.2.2, 4.SL.2.3, 4.SL.2.4 [12]	<i>Michael's Medley</i> <i>The Story of You</i> <i>Flora & Ulysses</i>	Weekly Assessment
Week 2	August 24-28	Lessons 6-10	4.SL.1, 4.SL.2.1, 4.W.1 [13]	<i>Yes, We are Latinos</i> <i>The Year of the Rat</i>	Weekly Assessment
Week 3	August 31 - September 4	Lessons 11-15	4.SL.2.1 [14]	<i>Kitoto the Mighty</i> Writing Focal Text- <i>La Mariposa</i>	Weekly Assessment
Week 4	September 8-11 (4-day)	Remediation/Enrichment			Required Module Assessment

MSD of Pike Township Reading Curriculum Map - Grade 4

Module 2	Foundations	Vocabulary	Reading	Language	Writing
<p>Priority Standards Critical ILEARN and IREAD-3 standards are BOLDED; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard.</p> <p>ITALICIZED standards indicate that this is the last time assessed and, therefore, mastery is expected.</p>	<p>4.RF.4.2 4.RF.4.6 [20] 4.W.6.2c [25]</p>	<p>4.RV.2.2 [16] 4.RV.2.4 [21] 4.RV.3.1 [26]</p> <p>Critical ILEARN Standards: 4.RV.2.1, 4.RV.3.2 [28]</p>	<p>4.RN.3.1 [17] 4.RV.3.3 [22]</p> <p>Critical ILEARN Standards: 4.RL.2.3, 4.RN.2.1, 4.RN.2.2, 4.RN.3.2, 4.RN.4.2 [29]</p>	<p>4.W.6.1b [18] 4.W.6.1e [23]</p> <p>Critical ILEARN Standards: 4.W.6.2 b [30]</p>	<p>4.W.3.2 [19] 4.W.4 [24] 4.W.5 [27]</p>
<p>Essential Skills: SWBAT (Students will be able to...)</p> <p><u>UNDERLINED</u> skills are assessed on the module assessment. Critical ILEARN and IREAD-3 skills are BOLDED.</p>	<p>Use syllabication patterns to accurately read unfamiliar multisyllabic words.</p> <p>Use roots and affixes to accurately read unfamiliar multisyllabic words.</p> <p>Use spelling patterns in writing single and multi-syllabic words.</p> <p>Use the six major syllable (CVC, CVR, V, VV, Vce, Cle) to read unknown words.</p>	<p><u>Use context clues to determine the meaning of unknown words.</u></p> <p><u>Determine the meanings of words and phrases in a nonfiction text.</u></p> <p><u>Use text features to determine the meaning of unknown words.</u></p> <p><u>Use suffixes, prefixes, affixes, roots, known words, and word patterns to determine the meaning of words.</u></p> <p><u>Determine meaning of figurative language (similes, metaphors, or hyperboles).</u></p>	<p><u>Describe a character, setting, or event and how it impacts the plot.</u></p> <p><u>Use details and examples from the text to explain what a text says explicitly or when drawing inferences from the text.</u></p> <p><u>Describe how events, ideas, concepts, or information are structured in a nonfiction text.</u></p> <p><u>Determine the central (main) idea of a text and explain how it is supported by details.</u></p> <p><u>Identify various text features within a nonfiction text.</u></p> <p><u>Use text features to gather information and understanding of a nonfiction text.</u></p> <p><u>Explain how key details support the main idea in a nonfiction text.</u></p> <p><u>Summarize a nonfiction text.</u></p> <p><u>Combine information from two texts on the same topic to demonstrate knowledge about the subject.</u></p> <p><u>Explain the meaning of proverbs, adages, and idioms in context.</u></p>	<p><u>Write complete simple, compound, and complex sentences.</u></p> <p><u>Write using verbs in their correct tense.</u></p> <p><u>Write using a helping verb in its correct form.</u></p> <p><u>Use quotation marks and commas to mark direct speech.</u></p> <p><u>Write using coordinating and subordinating conjunctions.</u></p>	<p>Conduct short research on a topic.</p> <p>Apply the writing process</p> <p><u>Write informative compositions.</u></p> <p><u>Write an introduction with a clear main idea.</u></p> <p><u>Write supporting paragraphs with topic and summary sentences.</u></p> <p><u>Write facts, specific details, examples from various sources and texts to support ideas and extend explanations.</u></p> <p><u>Connect ideas using words and phrases.</u></p> <p><u>Include text features and multimedia when useful.</u></p> <p><u>Use appropriate language for my audience and topic.</u></p> <p><u>Write a conclusion.</u></p>
<p>Topics</p>	<p>Short and long o Syllable division patterns: VCCV,VCV, VV Homophones Vowel sounds /u/, /yoo/, /oo/ Accuracy & self-correction Reading rate Expression</p>	<p>Multiple meaning words Context clues Latin root lumin Suffixes: -ness, -ment, -y, -ly</p>	<p>Come to Your Senses! Informational text Infographic Informational video Personal narrative Historical fiction</p>	<p>Fragments & run-on sentences Proper nouns Verbs</p>	<p>Informational writing Writing process</p> <p>Prompt: Amazing creatures live int his world. Think about an animal that you think is amazing. Write a description about an animal. Use facts and details to show why that animal is amazing.</p>

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Module 2	Foundations	Vocabulary	Reading	Language	Writing
<u>Lesson Content</u>	<p>Lessons 1-5 Decoding: short and long o Fluency: accuracy and self correction</p> <p>Lessons 6-10 Decoding: syllable division Fluency reading rate</p> <p>Lessons 11-15 Decoding: vowel sounds /u/, /yoo/, /oo/ Fluency: expression</p>	<p>Lessons 1-5 luminous, transparent, reflect, illuminates, judge</p> <p>Lessons 6-10 relish, familiar, savor, enhance, accepted, obstacles, command, denying, adapt, comfort</p> <p>Lessons 11-15 absurd, taunt, forfeit, despised, ferocious, elaborately, coveted</p>	<p>Lessons 1-5 Summarize Text and graphic features Text structures Content area words</p> <p>Lessons 6-10 Ask and answer questions Media techniques Figurative language Text structure</p> <p>Lessons 11-15 Visualize Plot Figurative language Author's craft</p>	<p>Lessons 1-5 Sentence fragments & run-on sentences Writing complete sentences Review quotations</p> <p>Lessons 6-10 Capitalize of historical events and documents Capitalize titles Capitalize languages, names and nationalities Review parts of a sentence</p> <p>Lessons 11-15 Action Verbs Main verbs and helping verbs Linking verbs Review fragments & run-on sentences</p>	<p>Lessons 1-5 Focal text, vocabulary Preparing to write & choosing a topic Identifying details</p> <p>Lessons 6-10 Beginning the draft Revision: integrating descriptive language Integrating grammar & punctuation Conferencing</p> <p>Lessons 11-15 Revision: Adding descriptive details Editing: mechanics, spelling, peer proofreading Publishing Sharing</p>
<u>Assessments</u>	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Printables Required: Module Assessment (online)	Optional: Writer's Notebook Printables	Optional: Weekly Assessment Performance Task Required: Module Assessment (online)
Pacing Guidance		Lessons	Additional Standards	Text	Assessment
Week 1	September 14-18	Lessons 1-5	4.SL.1, 4.SL.2.1 [31]	<i>The Man Who Climbed Everest</i> <i>What are the Five Senses</i> <i>The Science Behind Sight</i>	Weekly Assessment
Week 2	September 21-25	Lessons 6-10	4.ML.1, 4.SL.1, 4.SL.2.1, 4.SL.3.1, [32]	<i>Animal Senses</i> <i>Blind Ambition</i>	Weekly Assessment
Week 3	September 28 - October 2	Lessons 11-15	4.SL.2.1, 4.SL.4.2 [33]	<i>The Game of Silence</i> Writing Focal Text- <i>Apex Predators</i>	Weekly Assessment
Week 4	October 5-9	Remediation/Enrichment			Required Module Assessment

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Module 3	Foundations	Vocabulary	Reading	Language	Writing
<p>Priority Standards Critical ILEARN and IREAD-3 standards are BOLDED; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard.</p> <p><i>ITALICIZED</i> standards indicate that this is the last time assessed and, therefore, mastery is expected.</p>	<p>4.RF.4.6 [34] 4.W.6.2c [39]</p>	<p>4.RV.2.2 [35] 4.RV.2.4 [40] 4.RV.3.1 [44] Critical ILEARN Standard: 4.RV.2.1 4.RV.3.2 [46]</p>	<p>4.RL.3.1 [36] 4.RL.4.2 [41] Critical ILEARN Standard: 4.RL.2.1, 4.RL.2.2, 4.RL.2.3, 4.RL.3.2 [47]</p>	<p>4.W.6.1b [37] 4.W.6.1e [42] Critical ILEARN Standards: 4.W.6.2b [48]</p>	<p>4.W.3.1 [38] 4.W.4 [43] 4.W.5 [45]</p>
<p>Essential Skills: SWBAT (Students will be able to...)</p> <p><u>UNDERLINED</u> skills are assessed on the module assessment.</p> <p>Critical ILEARN and IREAD-3 skills are BOLDED.</p>	<p>Use syllabication patterns to accurately read unfamiliar multisyllabic words.</p> <p>Use roots and affixes to accurately read unfamiliar multisyllabic words.</p> <p>Uses spelling patterns in writing single and multi-syllable words.</p>	<p><u>Use context clues to determine the meaning of unknown words.</u></p> <p><u>Use suffixes, prefixes, affixes, roots, known words, and word patterns to determine the meaning of words.</u></p> <p><u>Determine meaning of figurative language</u> (similes, metaphors, or hyperboles).</p> <p><u>Explain the meanings of proverbs, adages, and idioms in context.</u></p> <p><u>Identify synonyms, antonyms, homographs, and homonyms.</u></p> <p><u>Define multiple-meaning words.</u></p> <p>Determine the meanings of words and phrases in a nonfiction text.</p>	<p><u>Describe a character, setting, or event using details from the text.</u></p> <p><u>Describe how a character, setting, or event affects the plot.</u></p> <p><u>Determine the point of view of a story.</u></p> <p><u>Distinguish between first- and third-person narrations.</u></p> <p><u>Use details and examples in text when explaining what the text says explicitly or when drawing inferences from text.</u></p> <p><u>Paraphrase or retell the main events.</u></p> <p><u>Identify the theme of a text and provide evidence for interpretation of the theme.</u></p> <p><u>Compare and contrast the point of view from which different stories are narrated.</u></p> <p><u>Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.</u></p> <p>Compare and contrast similar themes and topics in stories, myths, and traditional literature.</p> <p>Compare and contrast patterns of events in stories, myths, and traditional literature from different cultures.</p>	<p><u>Use a comma before a coordinating conjunction in a compound sentence.</u></p> <p><u>Write complete simple, compound, and complex sentences.</u></p> <p><u>Write using verbs in their correct tense.</u></p> <p><u>Write using a helping verb in its correct form.</u></p> <p><u>Write using coordinating and subordinating conjunctions.</u></p>	<p>Conduct short research on a topic.</p> <p>Apply the writing process.</p> <p>Write persuasive compositions.</p> <p><u>Write to support an opinion with facts and details from various sources, including texts.</u></p> <p><u>Clearly state an opinion to a particular audience.</u></p> <p><u>Connect opinions and reasons using words and phrases.</u></p> <p>Use an organizational structure to group related ideas that support the purpose, including an introduction, body, and conclusion.</p> <p><u>Write a conclusion.</u></p> <p>Identify my audience and how to best persuade them in my writing.</p>

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Module 3	Foundations	Vocabulary	Reading	Language	Writing
Topics	Vowel sounds oo Vowel sounds /ou/, /o/ Vowel + /r/ sounds /ar/, /ir/ Phrasing Intonation Reading rate	Synonyms and antonyms Multiple meaning words Suffixes: -ful, -ous, -less Latin Roots: vis, aud, spec Prefixes: over-, under-	Rise to the Occasion! Argumentative text Historical fiction Narrative nonfiction/Personal narrative Play Autobiographical fiction	Verb tenses Progressive verb tenses Compound & complex sentences	Argument writing Writing process Prompt: Friends can work together to overcome challenges. Think about a time when you and a friend overcame a challenge together. Why is it important to be able to rely on friends when faced with a challenge?
Lesson Content	Lessons 1-5 Decoding: vowel sounds short and long oo Fluency: phrasing Lessons 6-10 Decoding: vowel sounds ou and o Fluency: Intonation Lessons 11-15 Decoding: vowel + r sounds /ar/, /ir/ Fluency: reading rate	Lessons 1-5 confront, dauntless, endurance, dedication Lessons 6-10 surge, perish, debris, adoringly, capable, spectators, disbelief Lessons 11-15 burst, opportunities, immigration, refugees, amazing	Lessons 1-5 Identify claim Synthesize Author's craft Plot Theme Lessons 6-10 Visualize Point of view Elements of drama Idioms, adages, proverbs Lessons 11-15 Make and confirm predictions Literary elements Point of view Author's craft	Lessons 1-5 Past, present, & future tenses Helping verbs and past participles Consistent verb tense usage Review verbs Lessons 6-10 Present progressive verb tense Past progressive verb tense Future progressive verb tense Review verb tenses Lessons 11-15 Compound sentences Complex sentences Commas in compound sentences Review possessive nouns	Lessons 1-5 Focal text Vocabulary Prewriting: Preparing to write & choosing support Drafting: Beginning the draft Lessons 6-10 Drafting: Integrating persuasive language; completing the draft Revising: Punctuation for effect; adding strong support Conferring Lessons 11-15 Revising: Using transitions Editing: Mechanics and spelling; peer proofreading Publishing and sharing
Assessments	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Printables Required: Module Assessment (online)	Optional: Writer's Notebook Printables	Optional: Weekly Assessment Performance Task Required: Module Assessment (online)
Pacing Guidance	Lessons	Additional Standards	Text	Assessment	
Week 1	October 12-16	Lessons 1 - 5	4.RN.4.1, 4.SL.1, 4.SL.2.1, 4.RV.2.2, 4.SL.2.4 [49]	<i>Never Give Up</i> <i>Rent Party Jazz</i> Weekly Assessment	
Week 2	October 26-30	Lessons 6 - 10	4.RF.1, 4.RF.5, 4.RN.3.3, 4.RV.1, 4.RV.2.2, 4.SL.2.1, 4.W.1 [50]	<i>The Galveston Hurricane of 1900</i> <i>Catch Me if You Can</i> Weekly Assessment	
Week 3	November 2-6	Lessons 11-15	4.RF.5, 4.SL.2.4, 4.SL.4.1, 4.SL.4.2 [51]	<i>My Diary from Here to There</i> Writing Focal Text- <i>Kite Fighters</i> Weekly Assessment	
Week 4	November 9-13	Remediation/Enrichment		Required Module Assessment	

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Module 4	Foundations	Vocabulary	Reading	Language	Writing
<p>Priority Standards Critical ILEARN and IREAD-3 standards are BOLDED; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard. .</p> <p><i>ITALICIZED</i> standards indicate that this is the last time assessed and, therefore, mastery is expected.</p>	<p>4.RF.4.6 [52] 4.W.6.2c [57]</p>	<p>4.RV.2.2 [53] 4.RV.2.4 [58] 4.RV.3.1 [61] Critical ILEARN Standards: 4.RV.3.2 [62]</p>	<p>4.RN.2.3 Critical ILEARN Standards: 4.RL.2.1, 4.RL.2.2, 4.RL.3.2, 4.RN.2.1, 4.RN.2.2, 4.RN.3.2, 4.RN.4.2 [63]</p>	<p>4.W.6.1a [55] 4.W.6.2 a [59] Critical ILEARN Standards:4.W.6.2 b [64]</p>	<p>4.W.3.3 [56] 4.W.4 [60]</p>

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Module 4	Foundations	Vocabulary	Reading	Language	Writing
<p>Essential Skills: SWBAT (Students will be able to...)</p> <p><u>UNDERLINED</u> skills are assessed on the module assessment.</p> <p>Critical ILEARN and IREAD-3 skills are BOLDED.</p>	<p>Use syllabication patterns to accurately read unfamiliar multisyllabic words.</p> <p>Use roots and affixes to accurately read unfamiliar multisyllabic words.</p> <p>Use spelling patterns in writing single and multi-syllable words.</p>	<p>Determine meanings of general academic & content-specific words/phrases in nonfiction text.</p> <p>Use context clues to determine the meaning of unknown words.</p> <p><u>Identify synonyms, antonyms, homographs, and homonyms.</u></p> <p><u>Use suffixes, prefixes, affixes, roots, known words, and word patterns to determine the meaning of words.</u></p> <p><u>Determine how figurative language provides meaning in a work of literature.</u></p>	<p>Use details and examples from the text to explain what a text says explicitly or when drawing inferences from the text.</p> <p>Determine the main idea & supporting details</p> <p>Identify the theme and provide evidence from the text for interpretation.</p> <p>Paraphrase or retell the main events.</p> <p>Determine the point of view of a story.</p> <p>Distinguish between first- and third-person narrations.</p> <p>Describe how events, ideas, concepts, or information are structured in a nonfiction text.</p> <p>Explain how key details support the main idea in a nonfiction text.</p> <p>Summarize the text.</p> <p>Explain relationships between events, procedures, ideas, or concepts based on specific information in nonfiction text.</p> <p>Combine information from two texts on the same topic to demonstrate knowledge about the subject.</p> <p>Compare and contrast the point of view from which different stories are narrated.</p>	<p>Use apostrophes to form possessives and contractions.</p> <p><u>Tell the difference between a relative and reflexive pronoun.</u></p> <p><u>Differentiate between nouns & pronouns and explain their functions in sentences.</u></p>	<p>Apply the writing process.</p> <p>Write narrative compositions.</p> <p><u>Write an introduction to help the reader imagine the world of my narrative.</u></p> <p><u>Organize events using paragraphs and transitions.</u></p> <p><u>Use dialogue and descriptive details to develop events and characters(setting).</u></p> <p><u>Use vocabulary with sensory details to give a clear picture of ideas and events.</u></p> <p><u>Write an ending to my story.</u></p>
<p>Topics</p>	<p>More Vowel + /r/ Sounds /ur/, /or/ Regular and irregular plurals Recognize root words</p> <p>Phrasing Intonation Reading rate</p>	<p>Homographs and homophones Synonyms and antonyms Prefixes sub-, fore- Suffixes -able, -ible, -en, -ic</p>	<p>Heroic Feat! Informational text Fairy tale Narrative nonfiction Myth/Play</p>	<p>Pronouns Frequently confused words Possessive nouns</p>	<p>Narrative writing Writing process</p> <p>Prompt: It takes courage to make a difference. Think about someone you know who has made a difference. Write a story about how that person made a difference.</p>

MSD of Pike Township Reading Curriculum Map - Grade 4

Module 4	Foundations	Vocabulary	Reading	Language	Writing
Lesson Content	<p>Lessons 1-5 Decoding: more vowel + /r/ sounds /ûr/, /ôr/ Fluency: phrasing</p> <p>Lessons 6-10 Decoding: regular and irregular plurals Fluency: intonation</p> <p>Lessons 11-15 Decoding: recognize root words Fluency: reading rate</p>	<p>Lessons 1-5 elegant, foreboding, episode, scowled, intimidated, subdued, disheveled, rigid, feisty, sulked</p> <p>Lessons 6-10 timid, strenuous, devised, distress, odyssey, destiny, morta</p> <p>Lessons 11-15 surrendered, rebellion, furious, tyrant, occasionally, secure</p>	<p>Lessons 1-5 Text and graphic features Visualize Point of view Theme</p> <p>Lessons 6-10 Synthesize Text structure Ask and answer questions Elements of drama Figurative language</p> <p>Lessons 11-15 Make inferences Central (Main) idea Text structure Author's purpose</p>	<p>Lessons 1-5 Subject & object pronouns Reflexive & demonstrative pronouns Pronoun-antecedent agreement Review compound & complex sentences</p> <p>Lessons 6-10 Frequently confused words (<i>too, two, to; there, they're, their; its, it's</i>) Review Progressive Verb Tenses</p> <p>Lessons 11-15 Possessive pronouns Possessive pronouns with nouns Using possessive pronouns Review frequently confused words</p>	<p>Lessons 1-5 Focal text, vocabulary Prewriting: Preparing to write, features of a narrative, plotting events</p> <p>Lessons 6-10 Drafting: Beginning, integrating narrative elements, completing the draft Revising: Integrating grammar & punctuation & conferring</p> <p>Lessons 11-15 Revision: Adding Transitions Editing: Mechanics & spelling, peer proofreading Publishing and sharing</p>
Assessments	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Required: Module Assessment (online)	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task Required: Module Assessment (online)
Pacing Guidance		Lessons	Additional Standards	Text	Assessment
Week 1	November 16-20	Lessons 1-5	4.RN.3.1, 4.RV.2.1, 4.SL.1, 4.SL.2.1, 4.SL.2.4, 4.W.1, 4.W.6.1e [65]	<i>Who's My Hero?</i> <i>Prince Charming Misplaces His Bride</i>	
Week 2	November 30 - December 4	Lessons 6-10	4.RL.3.1, 4.RV.1, 4.RV.2.1, 4.W.6.1b [66]	<i>Smokeyjumpers to the Rescue!</i> <i>Perseus and the Fall of Medusa</i>	Weekly Assessment
Week 3	December 7-11	Lessons 11-15	4.RF.5, 4.SL.1, 4.SL.2.1 [67]	<i>The Battle of the Alamo</i> Writing Focal Text- <i>Love Will See You Through</i>	Weekly Assessment
Week 4	December 14-17 (4-day)	Remediation/Enrichment			Required Module Assessment

MSD of Pike Township Reading Curriculum Map - Grade 4

Module 5	Foundations	Vocabulary	Reading	Language	Writing
<p>Priority Standards Critical ILEARN and IREAD-3 standards are BOLDED; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard. .</p> <p><i>ITALICIZED</i> standards indicate that this is the last time assessed and, therefore, mastery is expected.</p>	<p>4.RF.4.6 [68] 4.W.6.2c [73]</p>	<p>4.RV.2.2 [69] 4.RV.2.4 [74] 4.RV.3.1 [77]</p> <p>Critical ILEARN Standard: 4.RV.2.1, 4.RV.3.2 [80]</p>	<p>4.RL.3.1 [70] 4.RN.3.1 [75] 4.RN.4.1 [78]</p> <p>Critical ILEARN Standards: 4.RL.2.1, 4.RL.2.2, 4.RN.2.1, 4.RN.2.2, 4.RN.3.2, 4.RN.4.2 [81]</p>	<p>4.W.6.1b [71]</p>	<p>4.W.3.2 [72] 4.W.4 [76] 4.W.5 [79]</p>

MSD of Pike Township Reading Curriculum Map - Grade 4

Module 5	Foundations	Vocabulary	Reading	Language	Writing
<p>Essential Skills: SWBAT (Students will be able to...)</p> <p><u>UNDERLINED</u> skills are assessed on the module assessment.</p> <p>Critical ILEARN and IREAD-3 skills are BOLDED.</p>	<p>Using spelling patterns in writing single and multi-syllable words.</p> <p>Use syllabication patterns to accurately read unfamiliar multisyllabic words.</p> <p>Use roots and affixes to accurately read unfamiliar multisyllabic words.</p>	<p><u>Use context clues to determine the meaning of unknown words.</u></p> <p><u>Determine the meanings of words and phrases in a nonfiction text.</u></p> <p><u>Identify synonyms, antonyms, homographs, and homonyms.</u></p> <p><u>Define multiple-meaning words.</u></p> <p><u>Use suffixes, prefixes, affixes, roots, known words, and word patterns to determine the meaning of words.</u></p> <p><u>Determine how figurative language provides meaning in a work of literature. (similes, metaphors, or hyperboles).</u></p> <p><u>Use text features to determine the meaning of unknown words.</u></p>	<p><u>Use details and examples from the text to explain what a text says explicitly or when drawing inferences from the text.</u></p> <p><u>Identify the theme and provide evidence from the text for interpretation.</u></p> <p><u>Determine the main idea and key details of a nonfiction text.</u></p> <p><u>Explain how key details support the main idea in a nonfiction text.</u></p> <p><u>Describe how events, ideas, concepts, or information are structured in a nonfiction text.</u></p> <p><u>Use text features to gather information and understanding of a nonfiction text.</u> Paraphrase or retell the main events.</p> <p>Combine information from two texts on the same topic to demonstrate knowledge about the subject.</p> <p>Distinguish between fact & opinion.</p> <p>Explain how an author uses reasons & evidence to support a claim.</p> <p>Explain the differences between poems, plays, and prose.</p> <p>Refer to the structural elements of a poem when describing each type of literature.</p>	<p><u>Write using verbs in their correct tense.</u></p> <p><u>Write using a helping verb in its correct form.</u></p>	<p>Conduct short research on a topic.</p> <p>Apply the writing process.</p> <p><u>Write informative compositions.</u></p> <p><u>Write an introduction with a clear main idea.</u></p> <p><u>Write supporting paragraphs with topic and summary sentences.</u></p> <p><u>Write facts, specific details, examples from various sources and texts to support ideas and extend explanations.</u></p> <p><u>Connect ideas using words and phrases.</u></p> <p>Include text features and multimedia when useful.</p> <p><u>Use appropriate language for my audience and topic.</u></p> <p><u>Write a conclusion.</u></p>
<p align="center"><u>Topics</u></p>	<p>Recognize root words Final long e</p> <p>Reading rate Phrasing Expression</p>	<p>Shades of meaning Homographs and homophones Suffixes -ity, -ty, -er, -or, -ist Prefixes un-, in-</p>	<p>Art Everywhere! Argumentative text Biography Video Informational text Poetry</p>	<p>Modal auxiliaries Participles Irregular verbs</p>	<p>Informational writing Writing process</p> <p>Prompt: People are extraordinary. Think about an artist you know. Write an expository essay about that artist. Use facts and details to show how that artist is talented.</p>

MSD of Pike Township Reading Curriculum Map - Grade 4

Module 5	<u>Foundations</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	<u>Writing</u>
<u>Lesson Content</u>	<p>Lessons 1-5 Decoding: recognize root words Fluency: reading rate</p> <p>Lessons 6-10 Decoding: final long e words Fluency: phrasing</p> <p>Lessons 11-15 Decoding: recognize root words Fluency: expression</p>	<p>Lessons 1-5 dignified, stunned, polished, regretted, hilarious, observant, flattered, trampled</p> <p>Lessons 6-10 curator, foreground, background, rhythmic, distinctive, highlight, horizontal</p> <p>Lessons 11-15 necessary, unsurpassed, stir, extraordinarily, cruising, plunges</p>	<p>Lessons 1-5 Ideas and support Ask and answer questions Text structure Figurative language</p> <p>Lessons 6-10 Monitor and clarify Central idea Text structure Text and graphic features</p> <p>Lessons 11-15 Visualize Elements of poetry Figurative language Theme</p>	<p>Lessons 1-5 Modal auxiliaries: may, might, can, could Would, should & must Using modal auxiliaries Review pronouns</p> <p>Lessons 6-10 Present participles Past participles Participial phrases Review pronouns</p> <p>Lessons 11-15 Irregular verbs, The verb <i>be</i> Helping verbs Review punctuation</p>	<p>Lessons 1-5 Focal text, vocabulary Prewriting: crafting a central idea & organizing ideas</p> <p>Lessons 6-10 Drafting: integrating expository features Revising: connecting ideas; conferring</p> <p>Lessons 11-15 Revising: combining sentences Editing: Mechanics & spelling; peer proofreading Publishing and sharing</p>
<u>Assessments</u>	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Required: Module Assessment (online)	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task Required: Module Assessment (online)
Pacing Guidance	Lessons	Additional Standards	Text	Assessment	
Week 1	January 4-8	Lessons 1-5	4.RV.3.3, 4.SL.2.4, 4.SL.1, 4.SL.2.1, 4.W.1 [82]	<i>Why Art Centers Matter</i> <i>The Beatles Were Fab (and They Were Funny)</i> Weekly Assessment	
Week 2	January 11-15	Lessons 6-10	4.ML.1, 4.RF.1, 4.RF.5, 4.RV.1, 4.RV.2.5, 4.RV.3.2, 4.SL.2.1, 4.SL.2.2, 4.SL.2.3, 4.SL.2.4, 4.SL.2.5, 4.SL.4.2 [83]	<i>How Can Photos Take Us Back in Time?</i> <i>Let's Dance Around the World</i> Weekly Assessment	
Week 3	January 19-22 (4-day)	Lessons 11-15	4.RF.5, 4.RL.3.1, 4.SL.1, 4.SL.2.1, 4.SL.2.4 [84]	<i>The Art of Poetry</i> Writing Focal Text- <i>Mr. Ferris and His Wheel</i> Weekly Assessment	
Week 4	January 25-29	Remediation/Enrichment		Required Module Assessment	

MSD of Pike Township Reading Curriculum Map - Grade 4

Module 6	Foundations	Vocabulary	Reading	Language	Writing
<p>Priority Standards Critical ILEARN and IREAD-3 standards are BOLDED; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard.</p> <p><i>ITALICIZED</i> standards indicate that this is the last time assessed and, therefore, mastery is expected.</p>	<p>4.RF.4.6 [85] 4.W.6.2.c [90]</p>	<p>4.RV.2.4 [86] 4.RV.2.5 [91] 4.RV.3.1 [95]</p> <p>Critical ILEARN Standard: 4.RV.2.1 4.RV.3.2 [97]</p>	<p>4.RL.3.1 [87] 4.RN.4.1 [92]</p> <p>Critical ILEARN Standards: 4.RL.2.3, 4.RN.2.1, 4.RN.2.2, 4.RN.3.2 [98]</p>	<p>4.W.6.1c [88] 4.W.6.1d [93]</p>	<p>4.W.3.2 [89] 4.W.4 [94] 4.W.5 [96]</p>
<p>Essential Skills: SWBAT (Students will be able to...)</p> <p><u>UNDERLINED</u> skills are assessed on the module assessment. Critical ILEARN and IREAD-3 skills are BOLDED.</p>	<p>Use syllabication patterns to accurately read unfamiliar multisyllabic words.</p> <p>Use roots and affixes to accurately read unfamiliar multisyllabic words.</p> <p>Use spelling patterns in writing single and multi-syllable words.</p>	<p><u>Determine the meanings of words and phrases in a nonfiction text.</u></p> <p><u>Use context clues to determine the meaning of unknown words.</u></p> <p><u>Use suffixes, prefixes, affixes, roots, known words, and word patterns to determine the meaning of words</u></p> <p><u>Determine how words and phrases (eg. figurative language - similes, metaphors & hyperboles) provide meaning.</u></p>	<p><u>Describe a character, setting, or event and how it impacts the plot.</u></p> <p><u>Use details and examples in text when explaining what the text says explicitly or when drawing inferences from text.</u></p> <p><u>Explain how key details support the main idea in a nonfiction text.</u></p> <p><u>Describe how events, ideas, concepts, or information are structured in a nonfiction text.</u></p> <p><u>Explain how an author uses reasons & evidence to support a claim.</u></p> <p><u>Refer to the structural elements of a poem or drama when describing each type of literature.</u></p> <p>Use text features to gather information and understanding of a nonfiction text.</p> <p>Explain major differences between poems, plays & prose.</p> <p>Distinguish between facts and opinions in a nonfiction text.</p>	<p>Explain the functions of <u>adverbs and adjectives</u> in a sentence.</p> <p>Write sentences that include <u>prepositions</u>, explaining their functions in the sentence.</p> <p>Write sentences <u>using relative adverbs</u> (e.g., where, when) and explain their functions in the sentence</p>	<p>Conduct short research on a topic.</p> <p>Apply the writing process</p> <p><u>Write informative compositions in the form of a formal letter.</u></p> <p><u>Provide an introductory paragraph with a clear main idea.</u></p> <p><u>Provide facts, descriptive details, and examples from various sources about what I know and what I want to learn.</u></p> <p>Use language and vocabulary appropriate for audience and topic.</p> <p>Provide a concluding statement or section.</p> <p>Revise writing to add descriptive language to clarify text.</p>

MSD of Pike Township Reading Curriculum Map - Grade 4

Module 6	Foundations	Vocabulary	Reading	Language	Writing
Topics	Words with /k/, /ng/ & /kw/ Words with final /j/ & /s/ Prefixes re-, un-, & dis- Accuracy & self-correction Reading rate Intonation	Greek Roots: auto, bio, photo & graph Suffixes: -ness & -ment Prefixes: inter- Reference sources Shades of meaning	Marvels of Nature! Informational text Poetry Literary nonfiction	Adjectives Adverbs Prepositions & prepositional phrases	Informational correspondence writing (Letter) Writing process Prompt: Think about a natural wonder you are interested in. Write a letter to an expert in that field asking for more information. Use formal language and share some knowledge you have about the topic.
Lesson Content	Lessons 1-5 Decoding: words with /k/, /ng/, and /kw/ Spelling: words with /k/, /ng/, and /kw/ Fluency: accuracy and self-correction Lessons 6-10 Decoding: words with final /j/ and /s/ Spelling: words with final /j/ and /s/ Fluency: reading rate Lessons 11-15 Decoding: prefixes re-, un-, dis- in multisyllabic words Spelling: prefixes re-, un-, dis- Fluency: intonation	Lessons 1-5 trench, summit, thrive, prehistoric, vital, glimpse, submersible, remotely, autonomous Lessons 6-10 eternal, organic, intriguing, diverse, idle, core, fathom, wrath, collision Lessons 11-15 shatter, sentries, chasm, glistens, embedded, eroding	Lessons 1-5 Text and graphic features Synthesize Central (Main) idea Text structure Lessons 6-10 Ask and answer questions Text structure Author's craft Elements of poetry Lessons 11-15 Make inferences Ideas and support Simile and metaphor Author's craft	Lessons 1-5 Adjectives, ordering adjectives Review: modal auxiliaries Lessons 6-10 Adverbs; adverbs of frequency & intensity Adverbs in different parts of sentences Review: participles Lessons 11-15 Prepositions, prepositional phrases & using prepositional phrases to provide details Review: sentence fragments and run-ons	Lessons 1-5 Focal text; vocabulary Prewriting: types of correspondence; choosing a topic Beginning the draft Lessons 6-10 Drafting: Integrating elements of the genre; completing the draft Lessons 11-15 Revising: integrating grammar Editing: proofreading for mechanics; peer proofreading Publishing Sharing
Assessments	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Required: Module Assessment (online)	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task Required: Module Assessment (online)
Pacing Guidance		Lessons		Text	
Week 1	February 1-5	Lessons 1-5	4.RN.3.1, 4.RV.2.5, 4.W.1, 4.W.6.1b [99]	<i>Seven Natural Wonders</i> <i>Mariana Trench</i>	Weekly Assessment
Week 2	February 8-12	Lessons 6-10	4.W.4.a, 4.W.6.1b [100]	<i>Weird and Wondrous Rocks</i> <i>Nature Wonders</i>	Weekly Assessment
Week 3	February 16-19 (4-day)	Lessons 11-15	4.RN.4.2, 4.SL.1, 4.SL.2.4, 4.SL.3.2, 4.SL.4.1, 4.W.6.1.e [101]	<i>Grand Canyon: A Trail Through Time</i> <i>Writing Focal Text- Coral</i>	Weekly Assessment

MSD of Pike Township Reading Curriculum Map - Grade 4

Module 6	Foundations	Vocabulary	Reading	Language	Writing
Week 4	February 22-26	Remediation/Enrichment			Required Module Assessment

MSD of Pike Township Reading Curriculum Map - Grade 4

Module 7	Foundations	Vocabulary	Reading	Language	Writing
<p>Priority Standards Critical ILEARN and IREAD-3 standards are BOLDED, however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard.</p> <p><i>ITALICIZED</i> standards indicate that this is the last time assessed and, therefore, mastery is expected.</p>	<p>4.RF.4.2 [102] 4.RF.4.6 [107] 4.W.6.2.c [112]</p>	<p>4.RV.2.2 [103] 4.RV.2.4 [108] 4.RV.3.1 [113] 4.RV.3.3 [116]</p> <p>Critical ILEARN Standard: 4.RV.2.1 [117]</p>	<p>4.RN.2.1 [104] 4.RN.2.2 [109] 4.RL.4.2 [114]</p> <p>Critical ILEARN Standards: 4.RL.2.1, 4.RL.2.2, 4.RL.2.3 [118]</p>	<p>4.W.6.1a [105] <i>4.W.6.1 b c [110]</i> 4.W.6.1e [115]</p>	<p>4.W.3.3 [106] 4.W.4 [111]</p>
<p>Essential Skills: SWBAT (Students will be able to...)</p> <p><u>UNDERLINED</u> skills are assessed on the module assessment.</p> <p>Critical ILEARN and IREAD-3 skills are BOLDED.</p>	<p>Read words with the Use six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.</p> <p>Use syllabication patterns to accurately read unfamiliar multisyllabic words</p> <p>Use roots and affixes to accurately read unfamiliar multisyllabic words.</p> <p>Using spelling patterns in writing single and multi-syllable words.</p>	<p><u>Use suffixes, prefixes, affixes, roots, known words, and word patterns to determine the meaning of words.</u></p> <p><u>Determine how figurative language provides meaning in a work of literature.</u></p> <p><u>Explain the meaning of proverbs, adages & idioms in context.</u></p> <p>Use context clues to determine the meaning of unknown words.</p>	<p><u>Use details and examples from the text to explain what a text says explicitly or when drawing inferences from the text.</u></p> <p><u>Paraphrase or retell main events.</u></p> <p><u>Describe characters, settings, and events and how they impact the plot.</u></p> <p><u>Identify the theme of a text and provide evidence for interpretation of the theme.</u></p> <p>Determine the main idea and key details of a nonfiction text.</p> <p>Explain how key details support the main idea in a nonfiction text.</p> <p>Summarize a nonfiction text.</p> <p>Compare and contrast similar themes and topics in stories, myths, and traditional literature.</p> <p>Compare and contrast patterns of events in stories, myths, and traditional literature from different cultures.</p>	<p>Tell the difference between a relative and reflexive pronoun.</p> <p><u>Explain the functions of adverbs and adjectives in a sentence.</u></p> <p>Write complete simple, compound, and complex sentences.</p> <p>Write using coordinating and subordinating conjunctions.</p> <p>Use verbs in their correct tense.</p>	<p>Apply the writing process.</p> <p>Write imaginative narrative compositions.</p> <p><u>Write an introduction to help the reader imagine the world of my narrative.</u></p> <p><u>Organize events using paragraphs and transitions.</u></p> <p><u>Use dialogue and descriptive details to develop events and characters.</u></p> <p><u>Use vocabulary with sensory details to give a clear picture of ideas and events.</u></p> <p><u>Write an ending to my story.</u></p>
<p>Topics</p>	<p>Suffixes: -ful, -less, -ness & -ment Multisyllabic words with VCCV syllable division Words with VCV syllable division</p> <p>Accuracy & self-correction Expression Reading rate</p>	<p>Suffixes: -ion, -ity & -ty Prefixes: mis-, pre- & dis- Analogies Reference sources</p>	<p>Tricksters and Tall Tales! Informational text Tall tale Analogies Folktale Fable/Trickster tale Legend and video</p>	<p>Relative pronouns & adverbs Abbreviations Comparative & superlative adjectives & adverbs</p>	<p>Narrative writing (Imaginative) Writing process</p> <p>Prompt: Imaginative stories and traditional tales can explain why things are the way they are. Think about an interesting natural occurrence or animal. Write an imaginative story that explains how that thing came to be. Tell the story in order and use descriptive words or phrases.</p>

MSD of Pike Township Reading Curriculum Map - Grade 4

Module 7	Foundations	Vocabulary	Reading	Language	Writing
Lesson Content	<p>Lessons 1-5 Decoding: suffixes -ful, -less, -ness, -ment Fluency: accuracy and self-correction</p> <p>Lessons 6-10 Decoding: multisyllabic words with VCCV syllable division pattern Fluency: expression</p> <p>Lessons 11-15 Decoding: words with VCV syllable division pattern Fluency: reading rate</p>	<p>Lessons 1-5 recall, vividly, accentuated, partial, splendor, resourceful, disposition</p> <p>Lessons 6-10 thrifty, generous, character, fascinated, succulent, clamped</p> <p>Lessons 11-15 gratitude, withered, scorching, reckless, assumed, prosper</p>	<p>Lessons 1-5 Central (Main) idea Retell Figurative language Characters Adages and proverbs</p> <p>Lessons 6-10 Make and confirm predictions Theme Figurative language Character</p> <p>Lessons 11-15 Synthesize Text and graphic features Media techniques Literary elements</p>	<p>Lessons 1-5 Clauses Relative pronouns Relative adverbs Review prepositions & phrases</p> <p>Lessons 6-10 Abbreviations: people & places, mailing addresses, time & measurement Review irregular verbs</p> <p>Lessons 11-15 Comparative & superlative adjectives Comparative & superlative adverbs Review abbreviations</p>	<p>Lessons 1-5 Focal Text; vocabulary Prewriting: types of imaginative literature & plotting events</p> <p>Lessons 6-10 Drafting: integrating narrative elements; concluding the draft, organizing events Conferencing</p> <p>Lessons 11-15 Descriptive language Integrating strong verbs Peer proofreading Publishing and sharing</p>
Assessments	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Required: Module Assessment (online)	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task Required: Module Assessment (online)
Pacing Guidance		Lessons	Additional Standards	Text	Assessment
Week 1	March 1-5	Lessons 1-5	4.RF.5, 4.RV.3.1, 4.SL.2.1, 4.SL.2.3, 4.SL.2.4, 4.W.1 [119]	<i>A Tale of Traditional Tales</i> <i>Thunder Rose</i>	Weekly Assessment
Week 2	March 8-12	Lessons 6-10	4.RF.5, 4.RV.3.1, 4.SL.4.1 [120]	<i>In the Days of King Adobe</i> <i>A Pair of Tricksters</i>	Weekly Assessment
Week 3	March 15-19	Lessons 11-15	4.RF.1, 4.RL.4.1, 4.RV.1, 4.RV.2.5 [121]	<i>Ten Suns: A Chinese Legend</i> <i>Writing Focal Text- The Luck of the Loch Ness Monster</i>	Weekly Assessment
Week 4	March 22-26	Remediation/Enrichment			Required Module Assessment

MSD of Pike Township Reading Curriculum Map - Grade 4

Module 8	Foundations	Vocabulary	Reading	Language	Writing
<p>Priority Standards Critical ILEARN and IREAD-3 standards are BOLDED; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard.</p> <p><i>ITALICIZED</i> standards indicate that this is the last time assessed and, therefore, mastery is expected.</p>	<p>4.RF.4.6 [122] 4.W.6.2c [127]</p>	<p>4.RV.2.4 [123] 4.RV.3.3 [128]</p> <p>Critical ILEARN Standards: 4.RV.2.1 [134]</p>	<p><i>4.RL.4.1 [124]</i> <i>4.RN.3.1 [129]</i> <i>4.RN.4.1 [131]</i> <i>4.ML.2.1 [133]</i></p> <p>Critical ILEARN Standards: 4.RL.2.1, 4.RL.3.2, 4.RN.2.1, 4.RN.2.2, 4.RN.4.2 [135]</p>	<p>4.W.6.1 e [125]</p> <p>Critical ILEARN Standards: 4.W.6.2 b [136]</p>	<p>4.W.3.1 [126] 4.W.4 [130] 4.W.5 [132]</p>
<p>Essential Skills: SWBAT (Students will be able to...)</p> <p><u>UNDERLINED</u> skills are assessed on the module assessment.</p> <p>Critical ILEARN and IREAD-3 skills are BOLDED.</p>	<p>Use syllabication patterns to accurately read unfamiliar multisyllabic words.</p> <p>Use roots and affixes to accurately read unfamiliar multisyllabic words.</p> <p>Use spelling patterns in writing single and multi-syllable words.</p>	<p><u>Apply context clues to determine the meaning of unknown words.</u></p> <p><u>Use suffixes, prefixes, affixes, roots, known words, and word patterns to determine the meaning of words.</u></p> <p><u>Explain the meaning of proverbs, adages & idioms in context.</u></p>	<p><u>Compare & contrast point of view.</u></p> <p><u>Use details and examples from the text to explain what a text says explicitly or when drawing inferences from the text.</u></p> <p><u>Determine the main idea and key details of a nonfiction text.</u></p> <p><u>Explain how key details support the main idea in a nonfiction text.</u></p> <p><u>Apply knowledge of text features to locate information & gain meaning.</u></p> <p><u>Explain how an author uses reasons & evidence to support a claim.</u></p> <p><u>Describe how visual & multimedia presentations & representations can enhance meaning.</u></p> <p>Summarize texts.</p> <p>Combine information from two texts on the same topic.</p> <p>Demonstrate my understanding of a topic by combining information from two texts.</p> <p>Distinguish between fact & opinion.</p>	<p><u>Use apostrophes to form possessives & contractions.</u></p> <p><u>Use quotation marks & commas to mark direct speech.</u></p> <p><u>Use a comma before a coordinating conjunction in a compound sentence.</u></p> <p>Write complete simple, compound, and complex sentences.</p>	<p>Apply the writing process.</p> <p>Conduct short research on a topic.</p> <p>Write persuasive compositions.</p> <p><u>Write to support an opinion with facts and details from various sources, including texts.</u></p> <p><u>Clearly state an opinion to a particular audience.</u></p> <p><u>Connect opinions and reasons using words and phrases.</u></p> <p><u>Use an organizational structure to group related ideas that support the purpose, including an introduction, body, and conclusion.</u></p> <p><u>Write a conclusion.</u></p>

MSD of Pike Township Reading Curriculum Map - Grade 4

Module 8	Foundations	Vocabulary	Reading	Language	Writing
Topics	VCCV & VCV syllable division patterns Words with VCCCV syllable division pattern Phrasing Intonation Accuracy & self correction	Latin Roots: port & dict Prefixes: sub- & fore- Greek Roots: meter, therm, phon & tele Context clues Analogies	Food for Thought! Informational text Informational/Argumentative text Video Realistic fiction	Negatives Punctuation Commas	Argument writing Writing process Prompt: We should all try something new. Think of a food that people may not like. Write an opinion essay about why people should try that food.
Lesson Content	Lesson 1-5 Decoding: VCCV and VCV syllable division patterns Fluency: phrasing Lessons 6-10 Decoding: words with the VCCV syllable division pattern Fluency: intonation Lessons 11-15 Decoding: words with VCCCV syllable division pattern Fluency: accuracy and self-correction	Lessons 1-5 assess, disposable, convenient, transported, hydrated, impact, intensive Lessons 6-10 adventurous, unique, pests, edible, attitudes, forbidden Lessons 11-15 react, astounded, luscious, culinary, offense, crestfallen, opted	Lessons 1-5 Text and graphic features Monitor and clarify Author's purpose Ideas and support Lessons 6-10 Ask and answer questions Media techniques Central (Main) idea Ideas and support Lessons 11-15 Make and confirm predictions Text and graphic features Idioms Point of view	Lessons 1-5 Contractions with not Using negatives Avoiding double negatives Review relative pronouns & adverbs Lessons 6-10 End of sentence punctuation Capital letters & punctuation in quotations Punctuation for effect Review adjectives Lessons 11-15 Commas with direct speech & names Commas in compound sentences Comparative/superlative adjectives & adverbs	Lessons 1-5 Focal Text; vocabulary Prewriting: establishing an opinion; organizing reasons Lessons 6-10 Drafting: integrating persuasive elements; Concluding the draft Revising: combining sentences Conferring Lessons 11-15 Connecting ideas Proofreading for mechanics Peer proofreading Publishing and sharing
Assessments	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Required: Module Assessment (online)	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task Required: Module Assessment (online)
Pacing Guidance		Lessons		Text	
Week 1	April 5-9	Lessons 1-5	4.RF.5, 4.RV.1, 4.SL.1, 4.SL.2.1, 4.SL.2.4, 4.W.6.1a, 4.W.6.1.c [137]	<i>To Your Health!</i> <i>Eco Friendly Food</i>	Weekly Assessment
Week 2	April 12-16	Lessons 6-10	4.ML.1, 4.RF.1, 4.SL.2.1, 4.SL.2.2, 4.W.6.1.c [138]	<i>Kids Rock Nutrition in the Kitchen</i> <i>Bug Bites</i>	Weekly Assessment
Week 3	April 19-23	Lessons 11-15	4.RF.5, 4.RL.4.2, 4.RV.2.2, 4.SL.1, 4.SL.2.1, 4.W.1, 4.W.6.1c [139]	<i>Now You're Cooking!</i> <i>Writing Focal Text- It's Disgusting and We Ate it!</i>	Weekly Assessment
Week 4	April 26-30	Remediation/Enrichment			Required Module Assessment

MSD of Pike Township Reading Curriculum Map - Grade 4

Module 9	Foundations	Vocabulary	Reading	Language	Writing
<p>Priority Standards Critical ILEARN and IREAD-3 standards are BOLDED; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard.</p> <p><i>ITALICIZED</i> standards indicate that this is the last time assessed and, therefore, mastery is expected.</p>	<p>4.RF.4.2 [140] 4.RF.4.6 [145] 4.W.6.2c [150]</p>	<p>4.RV.2.2 [141] 4.RV.2.4 [146] 4.RV.3.1 [151] 4.RV.3.3 [154]</p>	<p>4.RN.2.3 [142] 4.RN.3.1 [147] 4.RN.3.2 [152]</p> <p>Critical ILEARN Standards: 4.RL.2.1 4.RL.2.2, 4.RN.2.1, 4.RN.2.2, 4.RN.4.2 [155]</p>	<p>4.W.6.1a [143] 4.W.6.1 e [148]</p> <p>Critical ILEARN Standards: 4.W.6.2b [156]</p>	<p>4.W.3.2 [144] 4.W.4 [149] 4.W.5 [153]</p>
<p>Essential Skills: SWBAT (Students will be able to...)</p> <p><u>UNDERLINED</u> skills are assessed on the module assessment.</p> <p>Critical ILEARN and IREAD-3 skills are BOLDED.</p>	<p>Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.</p> <p>Use syllabication patterns to accurately read unfamiliar multisyllabic words.</p> <p>Use roots and affixes to accurately read unfamiliar multisyllabic words.</p> <p>Using spelling patterns in writing single and multi-syllable words.</p>	<p><u>Identify synonyms, antonyms, homographs, and homonyms.</u></p> <p><u>Use suffixes, prefixes, affixes, roots, known words, and word patterns to determine the meaning of words.</u></p> <p><u>Determine how imagery, symbolism, and figurative language provide meaning in a work of literature</u></p> <p><u>Analyze the meanings of proverbs, adages, and idioms in context</u></p>	<p><u>Use details and examples from the text to explain what a text says explicitly or when drawing inferences from the text</u></p> <p>Paraphrase or retell main events.</p> <p><u>Identify the theme of a myth, legend, or novel and provide evidence for my interpretation of the theme.</u></p> <p><u>Explain how historical events are connected in a nonfiction text.</u></p> <p><u>Use information from the text to explain relationships between events or ideas.</u></p> <p><u>Describe how events, ideas, concepts, or information are structured in a nonfiction text.</u></p> <p><u>Identify various text features within a nonfiction text.</u></p> <p><u>Use text features to gather information and understanding of a nonfiction text.</u></p> <p>Determine the main idea and key details of a nonfiction text.</p> <p>Explain how key details support the main idea in a nonfiction text.</p> <p>Demonstrate my understanding of a topic by combining information from two texts.</p> <p>Summarize a nonfiction text.</p>	<p><u>Use apostrophes to form possessives and contractions.</u></p> <p><u>Use a comma before a coordinating conjunction in a compound sentence.</u></p> <p><u>Tell the difference between a relative and reflexive pronoun.</u></p> <p><u>Explain the functions of a noun or pronoun in a sentence.</u></p>	<p>Conduct short research on a topic.</p> <p>Apply the writing process.</p> <p>Write informative compositions.</p> <p><u>Write an introduction with a clear main idea.</u></p> <p><u>Write supporting paragraphs with topic and summary sentences.</u></p> <p><u>Write facts, specific details, examples from various sources and texts to support ideas and extend explanations.</u></p> <p><u>Connect ideas using words and phrases.</u></p> <p>Include text features and multimedia when useful.</p> <p>Use appropriate language for my audience and topic.</p> <p><u>Write a conclusion.</u></p>

MSD of Pike Township Reading Curriculum Map - Grade 4

Module 9	Foundations	Vocabulary	Reading	Language	Writing
Topics	Words with VV syllable division pattern Final Syllable (r- controlled vowels), final schwa /r/ sound Final stable syllables Expression Reading rate Phrasing	Suffixes: -able, -ible, -ful, -ous, -less, -en & -ic Synonyms & antonyms Context clues	Global Guardians! Letters Graphic novel Realistic fiction & informational video Informational/Argumentative text Biography	Proper mechanics Making comparisons Possessive pronouns	Informational writing Writing process Prompt: Understanding our world helps us protect it. Think about an endangered plant or animal. Write a research report about that plant or animal. Conduct research, provide facts and details, and explain why the plant or animal should be protected.
Lesson Content	Lessons 1-5 Decoding: words with VV syllable division pattern Spelling: words with VV pattern Fluency: expression Lessons 6-10 Decoding: final syllable (r-controlled vowel) final schwa + /r/ sound Fluency: reading rate Lessons 11-15 Decoding: final stables syllables Spelling: final schwa + /l/ sound Fluency: phrasing	Lessons 1-5 frequent, sufficient, oasis, permission, installing, abandoned Lessons 6-10 obsessed, disoriented, blunt, recruiting, appointed, stranded, estimate, decay Lessons 11-15 ancestors, swirled, currents, sneered, outspoken, canopy, envision	Lessons 1-5 Ideas and support Make inferences Text and graphic features Theme Idioms Lessons 6-10 Retell Figurative language Summarize Text and graphic features Ideas and support Lessons 11-15 Ask and answer questions Author's craft Literary elements Text structure	Lessons 1-5 Capitalization and writing titles End punctuation Commas before coordinating conjunctions Review commas Lessons 6-10 Making comparisons Comparisons with <i>more</i> & <i>most</i> Comparing with <i>good</i> & <i>bad</i> Review proper mechanics Lessons 11-15 Possessive pronouns Possessive pronouns with nouns & <i>alone</i> Using possessive pronouns Review making comparisons	Lessons 1-5 Focal Text & vocabulary Prewriting: choosing sources & evaluating sources Lessons 6-10 Prewriting: organizing research Drafting: beginning & integrating the research Creating a bibliography Lessons 11-15 Formatting quotations & summaries Conferencing Publishing Sharing
Assessments	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Required: Module Assessment (online)	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task Required: Module Assessment (online)
Pacing Guidance	Lessons		Additional Standards	Text	Assessment
Week 1	May 3-7	Lessons 1-5	4.RF.5, 4.RL.4.1, 4.RN.4.1, 4.SL.2.4, 4.SL.2.1, 4.SL.2.2, 4.W.1 [157]	<i>The Eco Guardians!</i> <i>Luz Sees the Light</i>	Weekly Assessment
Week 2	May 10-14	Lessons 6-10	4.RN.3.1, 4.RV.1, 4.RF.1, 4.SL.2.1, 4.ML.2.1 [158]	<i>On Sea Turtle Patrol and Saving the Kemp's Ridley Sea</i> <i>We Can Reduce Household Waste?</i>	Weekly Assessment
Week 3	May 17-21	Lessons 11-15	4.RN.2.3, 4.RF.5, 4.SL.2.4 [159]	<i>Seeds of Change</i> <i>Writing Focal Text- The Case of the Missing Honeybees</i>	Weekly Assessment
Week 4	May 24-25	Remediation/Enrichment			Required Module Assessment

MSD of Pike Township Reading Curriculum Map - Grade 4

Module 10	Foundations	Vocabulary	Reading	Language	Writing
Priority Standards	4.RF.4.6 4.W.6.2c [165]	4.RV.2.2 4.RV.2.4 [166] 4.RV.2.5 [170] 4.RV.3.1 [173]	4.RL.4.1 4.RN.3.1 Critical ILEARN Standards: 4.RL.2.1, 4.RL.2.3, 4.RL.3.2, 4.RN.2.1, 4.RN.2.2, 4.RN.3.2, 4.RN.4.2 [174]	4.W.6.1a [163] 4.W.6.2b [168] 4.W.6.2c [171]	4.W.3.2 [164] 4.W.4 [169] 4.W.5 [172]
Essential Skills: SWBAT (Students will be able to...)	Use syllabication patterns to accurately read unfamiliar multisyllabic words. Use roots and affixes to accurately read unfamiliar multisyllabic words. Using spelling patterns in writing single and multi-syllable words.	Use context to determine the meanings of unfamiliar words. Determine the meanings of and use words with Latin roots <i>tele</i> , <i>port</i> , <i>graph</i> . Identify silent consonants in words and decode them. Determine the meanings of and use words with the prefixes <i>il-</i> and <i>ir-</i> in sentences.	Summarize or paraphrase text. Use print and graphic features to comprehend informational text. Recognize a variety of text structures. Analyze the use of text structure to achieve a specific purpose. Recognize the central, or main, ideas in informational text. Identify details that support the central, or main, ideas. Write a response that demonstrates understanding of text. Describe a character, setting, or event in stories/plays using specific details in text, and how that impacts plot.	Explain the functions of a (noun) or pronoun in a sentence. Include a variety of (nouns and) pronouns in my writing. Tell the difference between a relative and reflexive pronoun. Use spelling patterns and generalizations in writing single and multi-syllable words.	Conduct short research on a topic. Apply the writing process. Write informative compositions. Write an introduction with a clear main idea. Write supporting paragraphs with topic and summary sentences. Write facts, specific details, examples from various sources and texts to support ideas and extend explanations. Connect ideas using words and phrases. Include text features and multimedia when useful. Use appropriate language for my audience and topic. Write a conclusion.
Topics	Multisyllabic words Words with silent consonants Decoding unusual spelling patterns Intonation Accuracy and self-correction Reading rate	Latin Roots tele, port, graph Prefixes il-, ir- Prefixes in-/im	What Forms Can Communication Take? Timeline Informational text Narrative nonfiction Informationalvideo Realistic fiction	Correct pronouns Pronoun contractions Frequently misspelled words	Informational writing (Expository) Writing process Prompt: Musuemns are full of fascinating discoveries. Think about a discovery someone has made that is featured in a museum. Write about that discovery. Describe the discovery and explain how it was used, what it is, when it existed, what it did, and why it's in a museum.

MSD of Pike Township Reading Curriculum Map - Grade 4

Module 10	Foundations	Vocabulary	Reading	Language	Writing				
Lesson Content	<p>Lessons 1-5 Decoding: multisyllabic words Fluency: intonation</p> <p>Lessons 6-10 Decoding: words with silent consonants Fluency: accuracy and self-correction</p> <p>Lessons 11-15 Decoding: unusual spelling patterns Fluency: reading rate</p>	<p>Lessons 1-5 significantly, enabled, patent, peak, transmitted, plucked, proposed, influence</p> <p>Lessons 6-10 astonishment, gestures, linguist(s), instinct, practical, operation, immaculate</p> <p>Lessons 11-15 inspect, liveliest, stammered, expectantly, demonstrated</p>	<p>Lessons 1-5 Text and graphic features Monitor and clarify Text structure Central (Main) idea</p> <p>Lessons 6-10 Ask and answer questions Text structure Central (Main) idea Media techniques</p> <p>Lessons 11-15 Make inferences Plot Point of view Author's craft</p>	<p>Lessons 1-5 Using I and me Using the right pronoun Reflexive pronouns Review possessive pronouns</p> <p>Lessons 6-10 Pronoun contractions Pronouns and homophones</p> <p>Lessons 11-15 Spelling: homophones Spelling: words with endings Spelling: words with suffixes Review pronouns and contractions</p>	<p>Lessons 1-5 Focal Text; vocabulary Prewriting: conducting research Beginning the draft</p> <p>Lessons 6-10 Integrating the research Completing the draft Revising: sentence length Conferencing Revising: adding transitions</p> <p>Lessons 11-15 Central (Main) idea Editing: spelling and mechanics Peer proofreading Publishing and sharing</p>				
Assessments	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Required: Module Assessment (online)	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task Required: Module Assessment (online)				
Pacing Guidance		Lessons		Additional Standards		Text		Assessment	
Week 1		Lessons 1-5	4.W.4, 4.W.6.1.a [175]	<i>How Technology Has Changed Communication</i> <i>The History of Communication</i>	Weekly Assessment				
Week 2		Lessons 6-10	4.ML.1, 4.RN.2.1, 4.RV.1, 4.SL.2.1, 4.RF.5, 4.W.4, 4.W.6.2b, 4.W.3.2b, 4.W.3.2c, 4.W.3.2d, 4.W.3.2f, 4.W.3.2g [176]	<i>A New Language-Invented by Kids!</i> <i>Dolphin Dinner</i>	Weekly Assessment				
Week 3		Lessons 11-15	4.W.4, 4.W.6.1a, 4.W.6.2b, 4.W.6.2.c [177]	<i>Copper's Lesson</i> <i>Writing Focal Text- The Museum Book</i>	Weekly Assessment				
Week 4		Reteach/enrich			Required Module Assessment				

English Language Arts: Grade 4

READING

Guiding Principle: Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.

Reading: Foundations

There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.

Learning Outcome

4.RF.1	Apply foundational reading skills to build reading fluency and comprehension.
Print Concepts	
4.RF.2.1	<i>Students are expected to build upon and continue applying concepts learned previously.</i> K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.
4.RF.2.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i> K.RF.2.2 Recognize that written words are made up of sequences of letters.
4.RF.2.3	<i>Students are expected to build upon and continue applying concepts learned previously.</i> 1.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).
4.RF.2.4	<i>Students are expected to build upon and continue applying concepts learned previously.</i> 1.RF.2.4 Learn and apply knowledge of alphabetical order.
Phonological Awareness	
4.RF.3.1	<i>Students are expected to build upon and continue applying concepts learned previously.</i> K.RF.3.1 Identify and produce rhyming words.
4.RF.3.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i> 1.RF.3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words.
4.RF.3.3	<i>Students are expected to build upon and continue applying concepts learned previously.</i> 1.RF.3.3 Add, delete, or substitute sounds to change single-syllable words.
4.RF.3.4	<i>Students are expected to build upon and continue applying concepts learned previously.</i> 1.RF.3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words.
4.RF.3.5	<i>Students are expected to build upon and continue applying concepts learned previously.</i> 1.RF.3.5 Segment the individual sounds in one-syllable words.
Phonics	

4.RF.4.1	<i>Students are expected to build upon and continue applying concepts learned previously.</i> 1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.
4.RF.4.2	Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.
4.RF.4.3	<i>Students are expected to build upon and continue applying concepts learned previously.</i> 2.RF.4.3 Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.
4.RF.4.4	<i>Students are expected to build upon and continue applying concepts learned previously.</i> 3.RF.4.4 Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-, doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural).
4.RF.4.5	<i>Students are expected to build upon and continue applying concepts learned previously.</i>

Reading: Literature

There are three key areas found in the Reading: Literature section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

Learning Outcome

4.RL.1	Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.
Key Ideas and Textual Support	
4.RL.2.1	Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.
4.RL.2.2	Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.
4.RL.2.3	Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot
4.RL.2.4	<i>Students are expected to build upon and continue applying concepts learned previously</i> 2.RL.2.4 Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.

Structural Elements and Organization

4.RL.3.1	Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.
4.RL.3.2	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Synthesis and Connection of Ideas	
4.RL.4.1	Describe how visual and multimedia presentations and representations can enhance the meaning of a text.
4.RL.4.2	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

Reading: Nonfiction

There are three key areas found in the Reading: Nonfiction section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

Learning Outcome

4.RN.1	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.
Key Ideas and Textual Support	
4.RN.2.1	Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.
4.RN.2.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
4.RN.2.3	Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Structural Elements and Organization	
4.RN.3.1	Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).
4.RN.3.2	Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.
4.RN.3.3	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.

4.RF.4.3	<u>3.RF.4.5</u> Know and use more difficult word families when reading unfamiliar words (e.g., -ight).
4.RF.4.6	Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context. <i>Further guidance for support will be provided in the Literacy Framework.</i>
Fluency	
4.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

Reading: Vocabulary	
There are two key areas found in the Reading: Vocabulary section for grades K-5: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.	
Learning Outcome	
4.RV.1	Build and use accurately general academic and content-specific words and phrases.
Vocabulary Building	
4.RV.2.1	Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.
4.RV.2.2	Identify relationships among words, including <u>more complex homographs, homonyms, synonymms, antonyms</u> , and multiple meanings.
4.RV.2.3	<i>Standard begins at sixth grade.</i> <u>6.RV.2.3: Distinguish among the connotations of words with similar denotations</u>
4.RV.2.4	Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.
4.RV.2.5	Consult reference materials, both print and digital (e.g., dictionary), to find the pronunciation and clarify the precise meanings of words and phrases.
Vocabulary in Literature and Nonfiction Texts	

4.RV.3.1	Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).
4.RV.3.2	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.
4.RV.3.3	Explain the meanings of proverbs, adages, and idioms in context.

SPEAKING AND LISTENING

Guiding Principle: Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.

Speaking and Listening	
There are three key areas found in the Speaking and Listening section for grades K-5: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.	
Learning Outcome	
4.SL.1	Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
Discussion and Collaboration	
4.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
4.SL.2.2	Explore ideas under discussion by drawing on readings and other information.
4.SL.2.3	Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.

focus and the information provided in the accounts.	
Structural Elements and Organization	
4.RN.4.1	Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.
4.RN.4.2	Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.
4.RN.4.3	<i>Standard begins at sixth grade.</i> <u>6.RN.4.3: Compare and contrast one author's presentation of events with that of another</u>

WRITING

Guiding Principle: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

Writing	
There are five key areas found in the Writing section for grades K-5: Handwriting, Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.	
Learning Outcome	
4.W.1	Write routinely over a variety of <u>time frames</u> and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.
Handwriting	
4.W.2.1	Write legibly in print or cursive, forming letters and words that <u>can be read</u> by others.
4.W.2.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <u>K.W.2.2 Write by moving from left to right and top to bottom.</u>
Writing Genres: Argumentative, Informative, and Narrative	

4.SL.2.4	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.
4.SL.2.5	Review the key ideas expressed and explain personal ideas in reference to the discussion.
Comprehension	
4.SL.3.1	Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
4.SL.3.2	Identify and use evidence a speaker provides to support particular points.
Presentation of Knowledge and Ideas	
4.SL.4.1	Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.
4.SL.4.2	Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.
4.SL.4.3	<i>Students are expected to build upon and continue applying conventions learned previously.</i> <u>2.SL.4.3 Give and follow multi-step directions.</u>

MEDIA LITERACY

Guiding Principle: Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.

Media Literacy	
By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.	
Learning Outcome	
4.ML.1	Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.
Media Literacy	
4.ML.2.1	Recognize claims in print, image, and multimedia and identify evidence used to support these claims.
4.ML.2.2	<i>Standard begins in fifth grade.</i> <u>5.ML.2.2: Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.</u>

4.W.5	Conduct short research on a topic. <ul style="list-style-type: none"> Identify a specific question to address (e.g., What is the history of the Indy 500?). Use organizational features of print and digital sources to efficiently to locate further information. Determine the reliability of the sources. Summarize and organize information in their own words, giving credit to the source. Present the research information, choosing from a variety of formats.
Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling	
4.W.6.1	Demonstrate command of English grammar and usage, focusing on: <p>4.W.6.1a Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.</p> <p>4.W.6.1b Verbs –</p> <ul style="list-style-type: none"> Writing sentences that use the progressive verb tenses. Recognizing and correcting inappropriate shifts in verb tense. Using modal auxiliaries (e.g., can, may, must). <p>4.W.6.1c Adjectives/ Adverbs – Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence. 4.W.6.1d Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.</p> <p>4.W.6.1e Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).</p>
4.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on: <p>4.W.6.2a Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.</p> <p>4.W.6.2b Punctuation –</p> <ul style="list-style-type: none"> Correctly using apostrophes to form possessives and contractions. Correctly using quotation marks and commas to mark direct speech. Using a comma before a coordinating conjunction in a compound sentence. <p>4.W.6.2c Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multisyllable words.</p>

	edit, and simple compound words (e.g., <i>upset</i>), contractions (e.g., <i>it's</i>).	edit, compound words (e.g., <i>amphibian</i>), and possessives (e.g., <i>child's</i> , <i>cats'</i>).	edit and correct to read accurately unfamiliar multi-syllable words in context.	edit and correct to read accurately unfamiliar multi-syllable words in context.
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RF.5: FLUENCY Grade 5 students are expected to be able to meet the Learning Outcome for Media Literacy.				
Demonstrate accuracy and fluency when reading				
MINIGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4
K.5.1 Read emergent-level texts, maintaining an appropriate pace and using self-correcting strategies when reading.	L.5.1 Only read grade-level appropriate or higher texts smoothly and accurately, with comprehension at the independent level.	L.5.2 Only read grade-level appropriate or higher texts smoothly and accurately, with comprehension at the independent level.	L.5.3 Only read grade-level appropriate or higher texts smoothly and accurately, with comprehension at the independent level.	L.5.4 Only read grade-level appropriate or higher texts smoothly and accurately, with comprehension at the independent level.

READING: Literature
There are three key areas found in the Reading: Literature section for grades K-5. Key Ideas and Textual Support, Structural Elements and Organization, and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

In Reading: Literature, students are expected to do the following:

RL.1: LEARNING OUTCOME FOR READING LITERATURE Read and comprehend a variety of literature independently and proficiently.				
MINIGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4
L.1.1 Actively engage in group reading activities with purpose and understanding.	L.1.1 With support, read and comprehend literature that is grade-level appropriate.	L.2.1 Read and comprehend a variety of literature within a range of complexity appropriate for grades 1-2. The student interacts with text proficiently and independently at the low end of the range and with scaffolding as needed at the high end.	L.3.1 Read and comprehend a variety of literature within a range of complexity appropriate for grades 1-3. The student interacts with text proficiently and independently at the low end of the range and with scaffolding as needed at the high end.	L.4.1 Read and comprehend a variety of literature within a range of complexity appropriate for grades 1-4. The student interacts with text proficiently and independently at the low end of the range and with scaffolding as needed at the high end.

RL.2: STANDARD 2: KEY IDEAS AND TEXTUAL SUPPORT Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes.				
MINIGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4
K.2.1 With support, ask and answer questions about main ideas and key details in a text heard or read.	L.2.1 Ask and answer questions to who, what, when, where, why, and how in a text.	L.2.2 Ask and answer questions to who, what, when, where, why, and how in a text, referring explicitly to the text as the source of the answers.	L.2.3 Ask and answer questions to who, what, when, where, why, and how in a text, referring explicitly to the text as the source of the answers.	L.2.4 Ask and answer questions to who, what, when, where, why, and how in a text, referring explicitly to the text as the source of the answers.

RF.3: FLUENCY Grade 5 students are expected to be able to meet the Learning Outcome for Media Literacy.				
Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes				
MINIGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4
K.2.2 With support, read familiar stories, poems, and nursery rhymes, including key details.	L.2.2 Read familiar stories, poems, and nursery rhymes, including key details, and demonstrate understanding of their central message or lesson.	L.2.3 Read familiar stories, poems, and nursery rhymes, including key details, and demonstrate understanding of their central message or lesson.	L.2.4 Read familiar stories, poems, and nursery rhymes, including key details, and demonstrate understanding of their central message or lesson.	L.2.5 Read familiar stories, poems, and nursery rhymes, including key details, and demonstrate understanding of their central message or lesson.

RF.4: FLUENCY Grade 5 students are expected to be able to meet the Learning Outcome for Media Literacy.				
Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes				
MINIGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4
K.2.3 Identify important elements of the text (e.g., characters, settings, or events).	L.2.3 Use key characters, settings, or events to describe the text.	L.2.4 Describe how characters, settings, or events affect the plot.	L.2.5 Describe how characters, settings, or events affect the plot.	L.2.6 Describe how characters, settings, or events affect the plot.

RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION Build comprehension and appreciation of literature, using knowledge of literary structure and point of view.				
MINIGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4
K.3.1 Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).	L.3.1 Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).	L.3.2 Describe the overall structure of a story, including the beginning, middle, and ending, and how these parts contribute to the story's meaning.	L.3.3 Describe the overall structure of a story, including the beginning, middle, and ending, and how these parts contribute to the story's meaning.	L.3.4 Describe the overall structure of a story, including the beginning, middle, and ending, and how these parts contribute to the story's meaning.

RL.4: CONNECTION OF IDEAS Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how literary topics impact meaning.				
MINIGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4
L.4.1 Describe the relationship between characters, settings, or events.	L.4.2 Describe how characters, settings, or events affect the plot.	L.4.3 Describe how characters, settings, or events affect the plot.	L.4.4 Describe how characters, settings, or events affect the plot.	L.4.5 Describe how characters, settings, or events affect the plot.

CONNECTION OF IDEAS Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how literary topics impact meaning.				
MINIGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4
L.4.2 Compare and contrast the adventures and experiences of characters in familiar stories.	L.4.3 Compare and contrast the adventures and experiences of characters in familiar stories.	L.4.4 Compare and contrast the adventures and experiences of characters in familiar stories.	L.4.5 Compare and contrast the adventures and experiences of characters in familiar stories.	L.4.6 Compare and contrast the adventures and experiences of characters in familiar stories.

K.2.3 Identify and list factors of objects into categories (e.g., colors, shapes, opposites).	L.2.3 Define and list words into categories (e.g., colors, shapes, synonyms).	L.2.4 Identify metaphors among words, including common idioms and simple multiple-meaning words (e.g., <i>change</i> , <i>dark</i>).	L.2.5 Identify metaphors among words, including common idioms, homonyms, synonyms, antonyms, and multiple-meaning words (e.g., <i>accuse</i> , <i>fly</i>).	L.2.6 Identify metaphors among words, including common idioms, homonyms, synonyms, antonyms, and multiple-meaning words (e.g., <i>accuse</i> , <i>fly</i>).
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RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS Build appreciation and understanding of literature and nonfiction texts by determining the meaning of words and their uses.				
MINIGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4
K.3.1 With support, ask and answer questions about unknown words in stories, poems, or songs.	L.3.1 Ask and answer questions about unknown words in stories, poems, or songs.	L.3.2 Ask and answer questions about unknown words in stories, poems, or songs.	L.3.3 Ask and answer questions about unknown words in stories, poems, or songs.	L.3.4 Ask and answer questions about unknown words in stories, poems, or songs.

VOCABULARY IN LITERATURE AND NONFICTION TEXTS Build appreciation and understanding of literature and nonfiction texts by determining the meaning of words and their uses.				
MINIGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4
K.3.2 With support, ask and answer questions about unknown words in stories, poems, or songs.	L.3.2 Ask and answer questions about unknown words in stories, poems, or songs.	L.3.3 Ask and answer questions about unknown words in stories, poems, or songs.	L.3.4 Ask and answer questions about unknown words in stories, poems, or songs.	L.3.5 Ask and answer questions about unknown words in stories, poems, or songs.

W.4: THE WRITING PROCESS Produce coherent and legible documents in planning, drafting, revising, editing, and collaborating with others.				
MINIGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4
K.4.1 Apply the writing process to a topic.	L.4.1 Apply the writing process to a topic.	L.4.2 Apply the writing process to a topic.	L.4.3 Apply the writing process to a topic.	L.4.4 Apply the writing process to a topic.

W.5: BUILD KNOWLEDGE ABOUT THE RESEARCH PROCESS AND THE TOPIC UNDER STUDY BY CONDUCTING SHORT RESEARCH				
MINIGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4
L.5.1 With support, build understanding of a topic using relevant resources.	L.5.2 With support, build understanding of a topic using relevant resources.	L.5.3 With support, build understanding of a topic using relevant resources.	L.5.4 With support, build understanding of a topic using relevant resources.	L.5.5 With support, build understanding of a topic using relevant resources.

W.6: CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English.				
MINIGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4
L.6.1 Demonstrate command of English grammar and usage, focusing on nouns/pronouns.	L.6.2 Demonstrate command of English grammar and usage, focusing on nouns/pronouns.	L.6.3 Demonstrate command of English grammar and usage, focusing on nouns/pronouns.	L.6.4 Demonstrate command of English grammar and usage, focusing on nouns/pronouns.	L.6.5 Demonstrate command of English grammar and usage, focusing on nouns/pronouns.

K.5.3 Use words and pictures to create a single event or simple story, arranging ideas in order.	L.5.3 Develop topics for stories or poems, using precise words to describe characters and temporal actions and temporal ideas, with ideas organized into a beginning, middle, and ending.	L.5.4 Develop topics for stories or poems, using precise words to describe characters and temporal actions and temporal ideas, with ideas organized into a beginning, middle, and ending.	L.5.5 Develop topics for stories or poems, using precise words to describe characters and temporal actions and temporal ideas, with ideas organized into a beginning, middle, and ending.	L.5.6 Develop topics for stories or poems, using precise words to describe characters and temporal actions and temporal ideas, with ideas organized into a beginning, middle, and ending.
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W.4: THE WRITING PROCESS Produce coherent and legible documents in planning, drafting, revising, editing, and collaborating with others.				
MINIGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4
K.4.2 Apply the writing process to a topic.	L.4.2 Apply the writing process to a topic.	L.4.3 Apply the writing process to a topic.	L.4.4 Apply the writing process to a topic.	L.4.5 Apply the writing process to a topic.

W.5: BUILD KNOWLEDGE ABOUT THE RESEARCH PROCESS AND THE TOPIC UNDER STUDY BY CONDUCTING SHORT RESEARCH				
MINIGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4
L.5.1 With support, build understanding of a topic using relevant resources.	L.5.2 With support, build understanding of a topic using relevant resources.	L.5.3 With support, build understanding of a topic using relevant resources.	L.5.4 With support, build understanding of a topic using relevant resources.	L.5.5 With support, build understanding of a topic using relevant resources.

W.6: CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English.				
MINIGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4
L.6.1 Demonstrate command of English grammar and usage, focusing on nouns/pronouns.	L.6.2 Demonstrate command of English grammar and usage, focusing on nouns/pronouns.	L.6.3 Demonstrate command of English grammar and usage, focusing on nouns/pronouns.	L.6.4 Demonstrate command of English grammar and usage, focusing on nouns/pronouns.	L.6.5 Demonstrate command of English grammar and usage, focusing on nouns/pronouns.

W.7: BUILD KNOWLEDGE ABOUT THE RESEARCH PROCESS AND THE TOPIC UNDER STUDY BY CONDUCTING SHORT RESEARCH				
MINIGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4
L.7.1 With support, build understanding of a topic using relevant resources.	L.7.2 With support, build understanding of a topic using relevant resources.	L.7.3 With support, build understanding of a topic using relevant resources.	L.7.4 With support, build understanding of a topic using relevant resources.	L.7.5 With support, build understanding of a topic using relevant resources.

W.8: CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English.				
MINIGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4
L.8.1 Demonstrate command of English grammar and usage, focusing on nouns/pronouns.	L.8.2 Demonstrate command of English grammar and usage, focusing on nouns/pronouns.	L.8.3 Demonstrate command of English grammar and usage, focusing on nouns/pronouns.	L.8.4 Demonstrate command of English grammar and usage, focusing on nouns/pronouns.	L.8.5 Demonstrate command of English grammar and usage, focusing on nouns/pronouns.

W.9: BUILD KNOWLEDGE ABOUT THE RESEARCH PROCESS AND THE TOPIC UNDER STUDY BY CONDUCTING SHORT RESEARCH				
MINIGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4
L.9.1 With support, build understanding of a topic using relevant resources.	L.9.2 With support, build understanding of a topic using relevant resources.	L.9.3 With support, build understanding of a topic using relevant resources.	L.9.4 With support, build understanding of a topic using relevant resources.	L.9.5 With support, build understanding of a topic using relevant resources.

step directions	step directions	directions	to build upon and continue copying conventions learned previously	to build upon and continue copying conventions learned previously	to build upon and continue copying conventions learned previously
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MEDIA LITERACY
Guiding Principle: Students' critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and information, and they develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.

MEDIA LITERACY:
By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

In Media Literacy, students are expected to do the following:

ML.1: LEARNING OUTCOME FOR MEDIA LITERACY Develop an understanding of media and the roles and purposes of media					
MINIGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
K.ML.1 Recognize various types of media.	L.ML.1 Recognize the role of the media in informing, persuading, entertaining, and transmitting culture.	L.ML.2 Recognize the role of the media in informing, persuading, entertaining, and transmitting culture.	L.ML.3 Recognize the role of the media in informing, persuading, entertaining, and transmitting culture.	L.ML.4 Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.	L.ML.5 Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.

ML.2: MEDIA LITERACY Recognize the purposes of media and the ways in which media can have influences					
MINIGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
K.ML.2 Recognize common goals and purposes and identify commercial or advertisements.	L.ML.2 Analyze the purposes of various media messages, including for information, persuasion, entertainment, and transmission of culture.	L.ML.3 Analyze the purposes of various media messages, including for information, persuasion, entertainment, and transmission of culture.	L.ML.4 Analyze the purposes of various media messages, including for information, persuasion, entertainment, and transmission of culture.	L.ML.5 Analyze the purposes of various media messages, including for information, persuasion, entertainment, and transmission of culture.	L.ML.6 Analyze the purposes of various media messages, including for information, persuasion, entertainment, and transmission of culture.

K.ML.3 Standard begins in fifth grade.	L.ML.3 Standard begins in fifth grade.	L.ML.4 Standard begins in fifth grade.	L.ML.5 Standard begins in fifth grade.	L.ML.6 Standard begins in fifth grade.	L.ML.7 Standard begins in fifth grade.
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W.4: THE WRITING PROCESS Produce coherent and legible documents in planning, drafting, revising, editing, and collaborating with others.					
MINIGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
K.4.1 Apply the writing process to a topic.	L.4.1 Apply the writing process to a topic.	L.4.2 Apply the writing process to a topic.	L.4.3 Apply the writing process to a topic.	L.4.4 Apply the writing process to a topic.	L.4.5 Apply the writing process to a topic.

W.5: BUILD KNOWLEDGE ABOUT THE RESEARCH PROCESS AND THE TOPIC UNDER STUDY BY CONDUCTING SHORT RESEARCH					
MINIGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
L.5.1 With support, build understanding of a topic using relevant resources.	L.5.2 With support, build understanding of a topic using relevant resources.	L.5.3 With support, build understanding of a topic using relevant resources.	L.5.4 With support, build understanding of a topic using relevant resources.	L.5.5 With support, build understanding of a topic using relevant resources.	L.5.6 With support, build understanding of a topic using relevant resources.

W.6: CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English.					
MINIGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
L.6.1 Demonstrate command of English grammar and usage, focusing on nouns/pronouns.	L.6.2 Demonstrate command of English grammar and usage, focusing on nouns/pronouns.	L.6.3 Demonstrate command of English grammar and usage, focusing on nouns/pronouns.	L.6.4 Demonstrate command of English grammar and usage, focusing on nouns/pronouns.	L.6.5 Demonstrate command of English grammar and usage, focusing on nouns/pronouns.	L.6.6 Demonstrate command of English grammar and usage, focusing on nouns/pronouns.

W.7: BUILD KNOWLEDGE ABOUT THE RESEARCH PROCESS AND THE TOPIC UNDER STUDY BY CONDUCTING SHORT RESEARCH					
MINIGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
L.7.1 With support, build understanding of a topic using relevant resources.	L.7.2 With support, build understanding of a topic using relevant resources.	L.7.3 With support, build understanding of a topic using relevant resources.	L.7.4 With support, build understanding of a topic using relevant resources.	L.7.5 With support, build understanding of a topic using relevant resources.	L.7.6 With support, build understanding of a topic using relevant resources.

W.8: CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English.					
MINIGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
L.8.1 Demonstrate command of English grammar and usage, focusing on nouns/pronouns.	L.8.2 Demonstrate command of English grammar and usage, focusing on nouns/pronouns.	L.8.3 Demonstrate command of English grammar and usage, focusing on nouns/pronouns.	L.8.4 Demonstrate command of English grammar and usage, focusing on nouns/pronouns.	L.8.5 Demonstrate command of English grammar and usage, focusing on nouns/pronouns.	L.8.6 Demonstrate command of English grammar and usage, focusing on nouns/pronouns.

	1.W.A.1C: Adjectives/Adverbs – Standard begins at second grade.	2.W.A.1C: Adjectives/Adverbs – Standard begins at second grade.	3.W.A.1C: Adjectives/Adverbs – writing sentences that use adjectives and adverbs.	4.W.A.1C: Adjectives/Adverbs – writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified and explaining their functions in the sentence.	5.W.A.1C: Adjectives/Adverbs – Students are expected to build upon and combine applying conventions learned previously.
	1.W.A.1E: Propositions – Standard begins at fourth grade.	2.W.A.1E: Propositions – Standard begins at fourth grade.	3.W.A.1E: Propositions – Standard begins at fourth grade.	4.W.A.1E: Propositions – writing sentences that include prepositions, explaining their functions in the sentence.	5.W.A.1E: Propositions – writing sentences that include prepositional phrases and explaining their functions in the sentence.
	1.W.A.1L: Usage – recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something, etc.)	1.W.A.1L: Usage – writing complete simple, declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	2.W.A.1L: Usage – writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, but, for, or).	3.W.A.1L: Usage – writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, but, for, or).	4.W.A.1L: Usage – writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, but, for, or, neither/nor).
COMPARATIVE/CONTRASTIVE	1.W.A.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on 1.W.A.2a: Capitalization – Capitalizing the first word in a sentence and the pronoun I.	2.W.A.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on 2.W.A.2a: Capitalization – Capitalizing the first word of a sentence, titles, names of people, places, and proper nouns, including holidays and geographic names.	3.W.A.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on 3.W.A.2a: Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and social events.	4.W.A.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on 4.W.A.2a: Capitalization – Capitalizing names of magazines, newspapers, organizations, and the first word in quotations, when appropriate.	5.W.A.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on 5.W.A.2a: Capitalization – Applying correct usage of capitalization in writing.
	1.W.A.2b: Punctuation – recognizing and naming punctuation.	2.W.A.2b: Punctuation – Correctly using a period, question mark, exclamation mark at the end of a sentence. Using commas to date and to separate items in a series.	3.W.A.2b: Punctuation – Correctly using a period, question mark, or exclamation mark at the end of a sentence. Using an apostrophe to form contractions and possessive nouns. Using commas in greetings and counts of items.	4.W.A.2b: Punctuation – Correctly using apostrophes to form possessives and contractions. Correctly using question marks and commas to mark direct speech. Using commas before a coordinating conjunction in a compound sentence.	5.W.A.2b: Punctuation – Applying correct usage of apostrophes and question marks in writing. Using commas for appositives, to set off the words go and no, to set off a tag question from the rest of the sentence, and to indicate direct address.
	1.W.A.3: Spelling – Spelling simple words phonetically, drawing on phonemic awareness.	2.W.A.3: Spelling – Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions. Correctly spelling words with common spelling patterns (e.g., correctly spelling common irregularly spelled, grade-appropriate high-frequency words).	3.W.A.3: Spelling – Correctly spelling words with short and long vowel sounds, controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words. Correctly spelling common irregularly spelled grade-appropriate high-frequency words.	4.W.A.3: Spelling – Using conventional spelling for high-frequency and other studied words and for adding affixes to base words. Using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts, homophones) in writing single and multi-syllable words.	5.W.A.3: Spelling – Applying correct spelling patterns and generalizations in writing.

[1] 4.RF.4.2: Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.

[2] 4.RV.2.4: Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.

[3] 4.RL.4.2: Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

[4] 4.W.6.1e: Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).

[5] "4.W.3.3: Write narrative compositions in a variety of forms that –

- Establish an introduction, with a context to allow the reader to imagine the world of the event or experience.
- Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.
- Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.
- Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.
- Provide an ending that follows the narrated experiences or events."

[6] 4.W.6.2c Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multisyllable words.

[7] 4.RV.3.1: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).

[8] "4.W.4: Apply the writing process to –

· Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

- Use technology to interact and collaborate with others to publish legible documents."

[9] 4.RV.2.1: Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.

[10] 4.RL.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RL.2.3: Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot

4.RL.3.2: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

[11] "4.W.6.2b: Punctuation –

- Correctly using apostrophes to form possessives and contractions.
- Correctly using quotation marks and commas to mark direct speech.
- Using a comma before a coordinating conjunction in a compound sentence."

[12] 4.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

4.SL.2.2: Explore ideas under discussion by drawing on readings and other information.

4.SL.2.3: Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.

4.SL.2.4: 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.

[13] 4.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

4.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

4.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

[14] 4.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

[15] 4.RF.4.2: Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.

[16] 4.RV.2.2: Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.

[17] 4.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).

[18] "4.W.6.1b: Verbs –

- Writing sentences that use the progressive verb tenses.
- Recognizing and correcting inappropriate shifts in verb tense.

- Using modal auxiliaries (e.g., can, may, must)."

[19] 4.W.3.2: Write informative compositions on a variety of topics that –

- Provide an introductory paragraph with a clear main idea.
- Provide supporting paragraphs with topic and summary sentences.
- Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.
- Connect ideas using words and phrases.
- Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension.
- Use language and vocabulary appropriate for audience and topic.
- Provide a concluding statement or section."

[20] 4.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.

[21] 4.RV.2.4: Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.

[22] 4.RV.3.3: Explain the meanings of proverbs, adages, and idioms in context.

[23] 4.W.6.1e: Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).

[24] 4.W.4: Apply the writing process to –

- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
- Use technology to interact and collaborate with others to produce and publish legible documents.

[25] 4.W.6.2c Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multisyllable words.

[26] 4.RV.3.1: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).

[27] 4.W.5: Conduct short research on a topic.

- Identify a specific question to address (e.g., What is the history of the Indy 500?).
- Use organizational features of print and digital sources to efficiently to locate further information.
- Determine the reliability of the sources.
- Summarize and organize information in their own words, giving credit to the source.

- Present the research information, choosing from a variety of formats.

[28] 4.RV.2.1: Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.

4.RV.3.2: Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.

[29] 4.RL.2.3: Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot

4.RN.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RN.2.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RN.3.2: Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.

4.RN.4.2: Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.

[30] 4.W.6.2b Punctuation –

- Correctly using apostrophes to form possessives and contractions.
- Correctly using quotation marks and commas to mark direct speech.
- Using a comma before a coordinating conjunction in a compound sentence.

[31] 4.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

4.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

[32] 4.ML.1: Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.

4.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

4.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

4.SL.3.1: Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually,

quantitatively, and orally.

[33] 4.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.'

4.SL.4.2: Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.

[34] 4.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.

[35] 4.RV.2.2: Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.

[36] 4.RL.3.1: Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.

[37] "4.W.6.1b: Verbs –

- Writing sentences that use the progressive verb tenses.
- Recognizing and correcting inappropriate shifts in verb tense.
- Using modal auxiliaries (e.g., can, may, must)."

[38] "4.W.3.1: Write persuasive compositions in a variety of forms that –

- In an introductory statement, clearly state an opinion to a particular audience.
- Support the opinion with facts and details from various sources, including texts.
- Use an organizational structure to group related ideas that support the purpose.
- Connect opinion and reasons using words and phrases.
- Provide a concluding statement or section related to the position presented."

[39] 4.W.6.2c: Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multi-syllable words.

[40] 4.RV.2.4: Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.

[41] 4.RL.4.2: Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

[42] 4.W.6.1e: Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).

[43] 4.W.4

Apply the writing process to –

- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
- Use technology to interact and collaborate with others to produce and publish legible documents.

[44] 4.RV.3.1: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).

[45] 4.W.5

Conduct short research on a topic.

- Identify a specific question to address (e.g., What is the history of the Indy 500?).
- Use organizational features of print and digital sources to efficiently to locate further information.
- Determine the reliability of the sources.
- Summarize and organize information in their own words, giving credit to the source.
- Present the research information, choosing from a variety of formats.

[46] 4.RV.2.1: Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/ subheadings, font/format) to determine the meanings of unknown words.

4.RV.3.2 Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.

[47] 4.RL.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RL.2.2: Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.

4.RL.2.3: Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.

4.RL.3.2: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

[48] "4.W.6.2b: Punctuation –

- Correctly using apostrophes to form possessives and contractions.
- Correctly using quotation marks and commas to mark direct speech.
- Using a comma before a coordinating conjunction in a compound sentence."

[49] 4.RN.4.1: Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.

4.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

4.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

4.RV.2.2: Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.

4.SL.2.4: 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.

[50] 4.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension.

4.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

4.RN.3.3: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.

4.RV.1: Build and use accurately general academic and content-specific words and phrases.

4.RV.2.2: Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.

4.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

4.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

[51] 4.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

4.SL.2.4: 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.

4.SL.4.1: Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.

4.SL.4.2: Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.

[52] 4.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar

multi-syllabic words in context.

[53] 4.RV.2.2: Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.

[54] 4.RN.2.3: Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

[55] 4.W.6.1a: Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.

[56] "4.W.3.3: Write narrative compositions in a variety of forms that –

- Establish an introduction, with a context to allow the reader to imagine the world of the event or experience.
- Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.
- Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.
- Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.
- Provide an ending that follows the narrated experiences or events."

[57] 4.W.6.2c: Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multisyllable words.

[58] 4.RV.2.4: Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.

[59] 4.W.6.2a Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.

[60] 4.W.4

Apply the writing process to –

- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
- Use technology to interact and collaborate with others to produce and publish legible documents.

[61] 4.RV.3.1: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).

[62] 4.RV.3.2: Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.

[63] 4.RL.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

- 4.RL.2.2: Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.
- 4.RL.3.2: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- 4.RN.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.
- 4.RN.2.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 4.RN.3.2: Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.
- 4.RN.4.2: Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.

[64] 4.W.6.2b Punctuation –

- Correctly using apostrophes to form possessives and contractions.
- Correctly using quotation marks and commas to mark direct speech.
- Using a comma before a coordinating conjunction in a compound sentence.

[65] 4.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).

- 4.RV.2.1: Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/ subheadings, font/format) to determine the meanings of unknown words.
- 4.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- 4.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
- 4.SL.2.4: 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.
- 4.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.
- 4.W.6.1e: Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).

[66] 4.RL.3.1: Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.

4.RV.1: Build and use accurately general academic and content-specific words and phrases.

4.RV.2.1: Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.

"4.W.6.1b: Verbs –

- Writing sentences that use the progressive verb tenses.
- Recognizing and correcting inappropriate shifts in verb tense.
- Using modal auxiliaries (e.g., can, may, must)."

[67] 4.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

4.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

4.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

[68] 4.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.

[69] 4.RV.2.2: Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.

[70] 4.RL.3.1: Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.

[71] "4.W.6.1b: Verbs –

- Writing sentences that use the progressive verb tenses.
- Recognizing and correcting inappropriate shifts in verb tense.
- Using modal auxiliaries (e.g., can, may, must)."

[72] "4.W.3.2: Write informative compositions on a variety of topics that –

- Provide an introductory paragraph with a clear main idea.
- Provide supporting paragraphs with topic and summary sentences.
- Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.
- Connect ideas using words and phrases.
- Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension.
- Use language and vocabulary appropriate for audience and topic.
- Provide a concluding statement or section."

[73] 4.W.6.2c: Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multi-syllable words.

[74] 4.RV.2.4: Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.

[75] 4.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).

[76] 4.W.4

Apply the writing process to –

- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
- Use technology to interact and collaborate with others to produce and publish legible documents.

[77] 4.RV.3.1: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).

[78] 4.RN.4.1: Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.

[79] 4.W.5

Conduct short research on a topic.

- Identify a specific question to address (e.g., What is the history of the Indy 500?).
- Use organizational features of print and digital sources to efficiently to locate further information.
- Determine the reliability of the sources.
- Summarize and organize information in their own words, giving credit to the source.
- Present the research information, choosing from a variety of formats.

[80] 4.RV.2.1: Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.

4.RV.3.2: Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.

[81] 4.RL.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RL.2.2: Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.

4.RN.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RN.2.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RN.3.2: Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.

4.RN.4.2: Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.

[82] 4.RV.3.3: Explain the meanings of proverbs, adages, and idioms in context.

4.SL.2.4: 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.

4.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

4.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

4.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

[83] 4.ML.1: Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.

4.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension.

4.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

4.RV.1: Build and use accurately general academic and content-specific words and phrases.

4.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to find the pronunciation and clarify the precise meanings of words and phrases.

4.RV.3.2: Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.

4.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

4.SL.2.2: Explore ideas under discussion by drawing on readings and other information.

4.SL.2.3: Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.

4.SL.2.4: 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.

4.SL.2.5: Review the key ideas expressed and explain personal ideas in reference to the discussion.

4.SL.4.2: Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.

[84] 4.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

4.RL.3.1: Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.

4.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

4.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

4.SL.2.4: 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.

[85] 4.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.

[86] 4.RV.2.4: Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.

[87] 4.RL.3.1: Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.

[88] 4.W.6.1c: Adjectives/ Adverbs –Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.

[89] "4.W.3.2: Write informative compositions on a variety of topics that –

- Provide an introductory paragraph with a clear main idea.
- Provide supporting paragraphs with topic and summary sentences.
- Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.
- Connect ideas using words and phrases.
- Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension.
- Use language and vocabulary appropriate for audience and topic.
- Provide a concluding statement or section."

[90] 4.W.6.2c: Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multi-syllable words.

[91] 4.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to find the pronunciation and clarify the precise meanings of words and phrases.

[92] 4.RN.4.1: Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.

[93] 4.W.6.1d: Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.

[94] 4.W.4

Apply the writing process to –

- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
- Use technology to interact and collaborate with others to produce and publish legible documents.

[95] 4.RV.3.1: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).

[96] 4.W.5

Conduct short research on a topic.

- Identify a specific question to address (e.g., What is the history of the Indy 500?).
- Use organizational features of print and digital sources to efficiently to locate further information.
- Determine the reliability of the sources.
- Summarize and organize information in their own words, giving credit to the source.
- Present the research information, choosing from a variety of formats.

[97] 4.RV.2.1: Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.

4.RV.3.2: Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.

[98] 4.RL.2.3: Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.

4.RN.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RN.2.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RN.3.2: Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of

events, ideas, concepts, or information in a text or part of a text.

[99] 4.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).

4.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to find the pronunciation and clarify the precise meanings of words and phrases.

4.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

"4.W.6.1b: Verbs –

- Writing sentences that use the progressive verb tenses.
- Recognizing and correcting inappropriate shifts in verb tense.
- Using modal auxiliaries (e.g., can, may, must)."

[100] 4.W.4: Apply the writing process to –

· Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

- Use technology to interact and collaborate with others to publish legible documents."

"4.W.6.1b: Verbs –

- Writing sentences that use the progressive verb tenses.
- Recognizing and correcting inappropriate shifts in verb tense.
- Using modal auxiliaries (e.g., can, may, must)."

[101] 4.RN.4.2: Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.

4.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

4.SL.2.4: 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.

4.SL.3.2: Identify and use evidence a speaker provides to support particular points.

4.SL.4.1: Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.

4.W.6.1e: Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).

[102] 4.RF.4.2: Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.

[103] 4.RV.2.2: Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.

[104] 4.RN.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

[105] 4.W.6.1a: Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.

[106] "4.W.3.3: Write narrative compositions in a variety of forms that –

- Establish an introduction, with a context to allow the reader to imagine the world of the event or experience.
- Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.
- Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.
- Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.
- Provide an ending that follows the narrated experiences or events."

[107] 4.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.

[108] 4.RV.2.4: Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.

[109] 4.RN.2.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

[110] "4.W.6.1b: Verbs –

- Writing sentences that use the progressive verb tenses.
- Recognizing and correcting inappropriate shifts in verb tense.
- Using modal auxiliaries (e.g., can, may, must)."

[111] 4.W.4

Apply the writing process to –

- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
- Use technology to interact and collaborate with others to produce and publish legible documents.

[112] 4.W.6.2c: Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multi-syllable words.

[113] 4.RV.3.1: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).

[114] 4.RL.4.2: Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

[115] 4.W.6.1e Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).

[116] 4.RV.3.3: Explain the meanings of proverbs, adages, and idioms in context.

[117] 4.RV.2.1: Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.

[118] 4.RL.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RL.2.2: Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.

4.RL.2.3: Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot

[119] 4.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

4.RV.3.1: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).

4.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

4.SL.2.3: Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.

4.SL.2.4: 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.

4.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

[120] 4.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent

level.

4.RV.3.1: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).

4.SL.4.1: Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.

[121] 4.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension.

4.RL.4.1: Describe how visual and multimedia presentations and representations can enhance the meaning of a text.

4.RV.1: Build and use accurately general academic and content-specific words and phrases.

4.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to find the pronunciation and clarify the precise meanings of words and phrases.

[122] 4.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.

[123] 4.RV.2.4: Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.

[124] 4.RL.4.1: Describe how visual and multimedia presentations and representations can enhance the meaning of a text.

[125] 4.W.6.1e Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).

[126] "4.W.3.1: Write persuasive compositions in a variety of forms that –
· In an introductory statement, clearly state an opinion to a particular audience.
· Support the opinion with facts and details from various sources, including texts.
· Use an organizational structure to group related ideas that support the purpose.
· Connect opinion and reasons using words and phrases.
· Provide a concluding statement or section related to the position presented."

[127] 4.W.6.2c: Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multi-syllable words.

[128] 4.RV.3.3: Explain the meanings of proverbs, adages, and idioms in context.

[129] 4.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).

[130] 4.W.4

Apply the writing process to –

- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
- Use technology to interact and collaborate with others to produce and publish legible documents.

[131] 4.RN.4.1: Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.

[132] 4.W.5

Conduct short research on a topic.

- Identify a specific question to address (e.g., What is the history of the Indy 500?).
- Use organizational features of print and digital sources to efficiently to locate further information.
- Determine the reliability of the sources.
- Summarize and organize information in their own words, giving credit to the source.
- Present the research information, choosing from a variety of formats.

[133] 4.ML.2.1: Recognize claims in print, image, and multimedia and identify evidence used to support these claims.

[134] 4.RV.2.1: Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.

[135] 4.RL.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RL.3.2: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

4.RN.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RN.2.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RN.4.2: Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.

[136] "4.W.6.2b: Punctuation –

- Correctly using apostrophes to form possessives and contractions.
- Correctly using quotation marks and commas to mark direct speech.
- Using a comma before a coordinating conjunction in a compound sentence."

[137] 4.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

4.RV.1: Build and use accurately general academic and content-specific words and phrases.

4.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

4.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

4.SL.2.4: 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.

4.W.6.1a: Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.

4.W.6.1c: Adjectives/ Adverbs –Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.

[138] 4.ML.1: Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.

4.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension.

4.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

4.SL.2.2: Explore ideas under discussion by drawing on readings and other information.

4.W.6.1c: Adjectives/ Adverbs –Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.

[139] 4.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

4.RL.4.2: Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

4.RV.2.2: Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.

4.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

4.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

4.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

4.W.6.1c: Adjectives/ Adverbs –Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.

[140] 4.RF.4.2: Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.

[141] 4.RV.2.2: Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.

[142] 4.RN.2.3: Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

[143] 4.W.6.1a: Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.

[144] "4.W.3.2: Write informative compositions on a variety of topics that –

- Provide an introductory paragraph with a clear main idea.
- Provide supporting paragraphs with topic and summary sentences.
- Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.
- Connect ideas using words and phrases.
- Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension.
- Use language and vocabulary appropriate for audience and topic.
- Provide a concluding statement or section."

[145] 4.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.

[146] 4.RV.2.4: Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.

[147] 4.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).

[148] 4.W.6.1e Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).

[149] 4.W.4

Apply the writing process to –

- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency,

word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

- Use technology to interact and collaborate with others to produce and publish legible documents.

[150] 4.W.6.2c: Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multi-syllable words.

[151] 4.RV.3.1: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).

[152] 4.RN.3.2: Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.

[153] 4.W.5

Conduct short research on a topic.

- Identify a specific question to address (e.g., What is the history of the Indy 500?).
- Use organizational features of print and digital sources to efficiently to locate further information.
- Determine the reliability of the sources.
- Summarize and organize information in their own words, giving credit to the source.
- Present the research information, choosing from a variety of formats.

[154] 4.RV.3.3: Explain the meanings of proverbs, adages, and idioms in context.

[155] 4.RL.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RL.2.2: Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.

4.RN.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RN.2.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RN.4.2: Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.

[156] "4.W.6.2b: Punctuation –

- Correctly using apostrophes to form possessives and contractions.
- Correctly using quotation marks and commas to mark direct speech.
- Using a comma before a coordinating conjunction in a compound sentence."

[157] 4.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

4.RL.4.1: Describe how visual and multimedia presentations and representations can enhance the meaning of a text.

4.RN.4.1: Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.

4.SL.2.4: 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.

4.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

4.SL.2.2: Explore ideas under discussion by drawing on readings and other information.

4.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

[158] 4.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).

4.RV.1: Build and use accurately general academic and content-specific words and phrases.

4.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension.

4.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

4.ML.2.1: Recognize claims in print, image, and multimedia and identify evidence used to support these claims.

[159] 4.RN.2.3: Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.

4.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

4.SL.2.4: 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.

[160] 4.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context.

[161] 4.RV.2.2: Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.

[162] 4.RL.4.1: Describe how visual and multimedia presentations and representations can enhance the meaning of a text.

[163] 4.W.6.1a: Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.

[164] 4.W.3.2

Write informative compositions on a variety of topics that –

- Provide an introductory paragraph with a clear main idea.
- Provide supporting paragraphs with topic and summary sentences.
- Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.
- Connect ideas using words and phrases.
- Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension.
- Use language and vocabulary appropriate for audience and topic. • Provide a concluding statement or section.

[165] 4.W.6.2c Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multisyllable words.

[166] 4.RV.2.4: Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.

[167] 4.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).

[168] 4.W.6.2b Punctuation –

- Correctly using apostrophes to form possessives and contractions.
- Correctly using quotation marks and commas to mark direct speech.
- Using a comma before a coordinating conjunction in a compound sentence.

[169] 4.W.4

Apply the writing process to –

- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
- Use technology to interact and collaborate with others to produce and publish legible documents.

[170] 4.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to find the pronunciation and clarify the precise meanings of words and phrases.

[171] 4.W.6.2c Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multisyllable words.

[172] 4.W.5

Conduct short research on a topic.

- Identify a specific question to address (e.g., What is the history of the Indy 500?).
- Use organizational features of print and digital sources to efficiently to locate further information.
- Determine the reliability of the sources.
- Summarize and organize information in their own words, giving credit to the source.
- Present the research information, choosing from a variety of formats.

[173] 4.RV.3.1: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).

[174] 4.RL.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RL.2.3: Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.

4.RL.3.2: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

4.RN.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RN.2.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RN.3.2: Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.

4.RN.4.2: Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.

[175] 4.W.4

Apply the writing process to –

- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
- Use technology to interact and collaborate with others to produce and publish legible documents.

4.W.6.1a Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.

[176] 4.ML.1: Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.

4.RN.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RV.1: Build and use accurately general academic and content-specific words and phrases.

4.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

4.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

4.W.4

Apply the writing process to –

- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
- Use technology to interact and collaborate with others to produce and publish legible documents.

4.W.6.2b Punctuation –

- Correctly using apostrophes to form possessives and contractions.
- Correctly using quotation marks and commas to mark direct speech.
- Using a comma before a coordinating conjunction in a compound sentence.

4.W.3.2

Write informative compositions on a variety of topics that –

- b. Provide supporting paragraphs with topic and summary sentences.
- c. Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.
- d. Connect ideas using words and phrases.
- f. Use language and vocabulary appropriate for audience and topic.
- g. Provide a concluding statement or section.

[177] 4.W.4

Apply the writing process to –

- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
- Use technology to interact and collaborate with others to produce and publish legible documents.

4.W.6.1a Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.

4.W.6.1b Verbs –

- Writing sentences that use the progressive verb tenses.

- Recognizing and correcting inappropriate shifts in verb tense.
- Using modal auxiliaries (e.g., can, may, must).

4.W.6.2c Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multisyllable words.