

4th Grade Language Arts
Curriculum Map
Sheryl Muckey

Unit 1	Time: August/September
Standards Taught	
<ul style="list-style-type: none"> • 4. RL.1 Explain what a text says explicitly and draw inferences by referring to details and examples in the text. • 4. RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. • 4. RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narratives. • 4. RI.1 Explain what a text says explicitly and draw inferences by referring to details and examples in a text. • 4. RI. 2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. • 4. RI. 3 Explain events, steps in procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. • 4. RI. 4 Determine the meaning of general academic and domain specific words or phrases in a text relevant to grade 4 topic or subject area. • 4. RI. 5 Describe the overall text structure of events, ideas, concepts, or information in a text or part of a text. • 4. RI. 7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. • 4. RI. 8 Explain how an author uses reasons and evidence to support particular points in a text. • 4. RI. 9 Integrate information from two texts on the same topic in order to write, speak, or demonstrate knowledge about the subject. • 4. RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic words in context and out of context. • 4. RF.4 Read with sufficient accuracy and fluency to support comprehension. • 4. W. 2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • 4. W. 3 Write a narrative to develop real and imagined experiences or events using effective technique, descriptive details, and clear event sequences. • 4. W. 5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. • 4. W. 7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. • 4. W. 10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks. • 4. SL. 1 Engage affectively in a range of collaborative discussions on grade 4 level topics and texts, building on others' ideas and expressing their own clearly. • 4. SL. 3 Identify the reasons and evidence a speaker provides to support particular points. 	

<ul style="list-style-type: none"> • 4. SL. 4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. • 4. L.1a Write legibly and fluently in print or cursive using appropriate spacing and margins. • 4. L. 1g Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • 4. L. 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • 4. L. 4a Use context as a clue to the meaning of a word or phrase. 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<p>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting. Students will be offered reading materials at their appropriate reading level.</p>	<p>Each student has their own individual desk but table are available for group work and projects. Expectations and procedures are clearly stated and easy to understand.</p>	<ul style="list-style-type: none"> • Working in word notebooks • Working on fluency • Completing writings in writing notebook • Using the writing process • Participating in class discussions • Learning to be an effective listener • Developing independent reading skills
Relevance	Vocabulary	Assessments
<p>The students will need these skills to improve their reading comprehension. They will also work on sentence and paragraph writing, and will practice the writing process in different projects. They will work on their listening skills and responding appropriately in class discussions.</p>	<p>Expository text Informational text Context Multiple-meaning Subject Predicate Personal narrative Realistic fiction Plot Idioms Homophones Compound sentences Complex sentences Argumentative text Main idea/detail Suffixes</p>	<p>Daily lesson sheets Class discussion Teacher observation Writing notebook Weekly tests Unit test Spelling tests Fluency tests Personal narrative writing about a difficult time Opinion essay about recess time</p>

	<i>Opinion essay</i> <i>Run-on sentences</i> <i>Fragments</i>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>How do you site evidence from a text?</i> • <i>How do you make inferences to support understanding?</i> • <i>What is the author’s purpose?</i> • <i>How do you use compare and contrast?</i> • <i>How do authors use text features to achieve the purpose of their writing?</i> • <i>What are the different types of sentences?</i> • <i>What is a subject and predicate of a sentence?</i> • <i>What is the plot of the story?</i> • <i>How do you distinguish between fact and opinion?</i> • <i>How is dialogue used in a story to help understanding?</i> • <i>What is the main idea and details of a text?</i> • <i>How does rereading a text help in comprehension?</i> • <i>How do graphs, headings, and diagrams aid in comprehension?</i> • <i>How do you identify and use suffixes?</i> • <i>What is a run-on sentence?</i> 		

Unit 2	Time: <i>October/November</i>
Standards Taught	
<ul style="list-style-type: none"> • <i>4. RL. 1 Explain what a text says explicitly and draw inferences by referring to details and examples in the text.</i> • <i>4. RL. 2 Determine a theme of a story, drama, or poem and explain how it is supported by details in the text; summarize the text.</i> • <i>4. RL. 3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</i> • <i>4. RL. 4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</i> • <i>4. RL. 5 Explain major differences between stories, dramas, and poems, and refer to the structural elements of poems and dramas when writing or speaking about a text.</i> • <i>4. RL. 9 Compare and contrast the author’s approach to similar themes, topics, and patterns of events in stories, myths, and traditional literature from different cultures.</i> • <i>4. RI. 1 Explain what a text says explicitly and draw inferences by referring to details and examples in the text.</i> • <i>4. RI. 2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</i> 	

- 4. RI. 4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject.
- 4. RI.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
- 4. RI. 9 Integrate information from two texts on the same topic in order to write, speak, or demonstrate knowledge about the subject.
- 4. RF. 3 Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology.
- 4. RF. 4 Read with sufficient accuracy and fluency to support comprehension.
- 4. W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 4. W. 3 Write narratives to develop real and imagined experiences or events using effective technique, descriptive details, and clear event sequence.
- 4. W. 4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- 4. W. 5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing.
- 4. W. 7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- 4. W. 10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 4. SL.1 Engage effectively in a range of collaborative discussions on grade 4 level topics and texts, building on others' ideas and expressing their own clearly.
- 4. SL. 3 Identify the reasons and evidence a speaker provides to support particular points.
- 4. SL. 4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- 4. L.1a Write legibly and fluently in print or cursive using appropriate spacing and margins.
- 4. L.4c Use common, grade appropriate Greek and Latin affixes and roots a clues to the meaning of the word.
- 4. L.5a Explain the meaning of similes and metaphors in context.
- 4. L. 5c Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.
- 4. L. 3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<p><i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting. Students will be offered</i></p>	<p><i>Each student has their own individual desk but table are available for group work and projects. Expectations and procedures are clearly stated and easy to understand.</i></p>	<ul style="list-style-type: none"> • <i>Working in word notebooks</i> • <i>Working on fluency</i> • <i>Completing writings in writing notebook</i> • <i>Using the writing process</i>

<p><i>reading materials at their appropriate reading level</i></p>		<ul style="list-style-type: none"> • <i>Participating in class discussions</i> • <i>Learning to be an effective listener</i> • <i>Developing independent reading skills</i> • <i>Perform reader’s theater</i>
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<p>Relevance</p>	<p>Vocabulary</p>	<p>Assessments</p>
<p><i>The students will need these skills to improve their reading comprehension. They will also work on sentence and paragraph writing, and will practice the writing process in different projects. They will work on their listening skills and responding appropriately in class discussions. They will work with noun usage and the different kinds of nouns.</i></p>	<p><i>Common noun Proper noun Compare and contrast Expository text Drama Poetry Comparison essay Prefix Digraphs Theme Hyperbole Acts Scenes Stage directions Characters Antonyms Plural nouns Possessive nouns Meter Rhyme Imagery Assonance Lyric poem Haiku Similes Metaphors Suffixes Contractions</i></p>	<p><i>Daily lesson sheets Class discussion Teacher observation Writing notebook Weekly tests Unit test Spelling tests Fluency tests Comparison essay about animal adaptations Lyric poem about an animal</i></p>

<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>How do you site evidence from a text?</i> • <i>How do you make inferences to support understanding?</i> • <i>What is the main idea and details of a text?</i>

- *How do you summarize a text using logical time order?*
- *What is the purpose of text features?*
- *What is the difference between a common and proper noun?*
- *What is the difference between a singular and plural noun?*
- *How does a prefix change the meaning of a word?*
- *What is hyperbole?*
- *What are the parts of a drama and what is their purpose?*
- *What is a possessive noun and how is it punctuated?*
- *What are the features of a drama?*
- *What are antonyms?*
- *What are the features of a poem?*
- *What are the differences between a simile and a metaphor?*

Unit 3	Time: <i>November/December</i>
Standards Taught	
<ul style="list-style-type: none"> • <i>4. RL. 1 Explain what a text says explicitly and draw inferences by referring to details and examples in the text.</i> • <i>4. RL. 3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</i> • <i>4. RI. 1 Explain what a text says explicitly and draw inferences by referring to details and examples in the text.</i> • <i>4. RI. 2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</i> • <i>4. RI. 3 Explain events, steps in procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</i> • <i>4. RI. 4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject.</i> • <i>4. RI. 5 Describe the overall text structure of events, ideas, concepts, or information in a text or part of a text.</i> • <i>4. RI.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</i> • <i>4. RI. 8 Explain how an author uses reasons and evidence to support particular points in a text.</i> • <i>4. RI. 9 Integrate information from two texts on the same topic in order to write, speak, or demonstrate knowledge about the subject.</i> • <i>4. RF. 3 Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology.</i> • <i>4. RF. 4 Read with sufficient accuracy and fluency to support comprehension.</i> • <i>4. W. 1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</i> 	

- 4. W. 2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 4. W. 4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- 4. W. 5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing.
- 4. W. 6 With some guidance and support from adult, use technology, including Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting. With guidance and support, use technology, including the internet, to enhance writing.
- 4. W. 10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 4. SL.1 Engage effectively in a range of collaborative discussions on grade 4 level topics and texts, building on others' ideas and expressing their own clearly.
- 4. SL. 3 Identify the reasons and evidence a speaker provides to support particular points.
- 4. SL. 4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- 4. SL. 6 Recognize that different situations call for formal or informal English, and use formal English when appropriate to task and situation.
- 4. L. 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 level content, choosing flexibly from a range of strategies.
- 4. L. 5c Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.
- 4. L. 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
- 4. L.1a Write legibly and fluently in print or cursive using appropriate spacing and margins.
- 4. L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<p><i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting. Students will be offered reading materials at their appropriate reading level.</i></p>	<p><i>Each student has their own individual desk but table are available for group work and projects. Expectations and procedures are clearly stated and easy to understand.</i></p>	<ul style="list-style-type: none"> • Working in word notebooks • Working on fluency • Completing writings in writing notebook • Using the writing process • Participating in class discussions

		<ul style="list-style-type: none"> • <i>Learning to be an effective listener</i> • <i>Developing independent reading skills</i> • <i>Perform reader's theater</i>
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Relevance	Vocabulary	Assessments
<p><i>The students will need these skills to improve their reading comprehension. They will also work on sentence and paragraph writing, and will practice the writing process in different projects. They will work on their listening skills and responding appropriately in class discussions. They will work on improving verb usage.</i></p>	<p><i>Realistic fiction Flashback Action verbs Verb tense Fictional Narrative Biography Anecdote Sequence of events Synonyms Antonyms Main verb Helping verb Linking verb Primary source Secondary source Argumentative text Opinion essay Greek roots Irregular verbs Plurals</i></p>	<p><i>Daily lesson sheets Class discussion Teacher observation Writing notebook Weekly tests Unit test Spelling tests Fluency tests Realistic fiction narrative about a new activity Opinion essay about how much screen time a child should have</i></p>

<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>How do you site evidence from a text?</i> • <i>How do you make inferences to support understanding?</i> • <i>How do you summarize a text using logical time order?</i> • <i>What is the author's purpose?</i> • <i>How does rereading a text help in comprehension?</i> • <i>What is an action verb?</i> • <i>What are verb tenses?</i> • <i>How do we use main and helping verbs?</i> • <i>What is a linking verb?</i> • <i>What are irregular verbs?</i> • <i>How do you distinguish between fact and opinion?</i> • <i>How does an author use flashbacks to aid in comprehension?</i> • <i>How do maps and headings aid in comprehension?</i>
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- *What is a compound word?*
- *What is an argumentative text?*

Unit 4	Time: <i>January/February</i>
Standards Taught	
<ul style="list-style-type: none"> • <i>4. RI. 1 Explain what a text says explicitly and draw inferences by referring to details and examples in the text.</i> • <i>4. RI. 2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</i> • <i>4. RI. 3 Explain events, steps in procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</i> • <i>4. RI. 4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject.</i> • <i>4. RI. 5 Describe the overall text structure of events, ideas, concepts, or information in a text or part of a text.</i> • <i>4. RI. 8 Explain how an author uses reasons and evidence to support particular points in a text.</i> • <i>4. RI. 9 Integrate information from two texts on the same topic in order to write, speak, or demonstrate knowledge about the subject.</i> • <i>4. RL. 3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</i> • <i>4. RL. 5 Explain major differences between stories, dramas, and poems, and refer to the structural elements of poems and dramas when writing or speaking about a text.</i> • <i>4. RL. 6 Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narratives.</i> • <i>4. RF. 3 Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology.</i> • <i>4. RF. 4 Read with sufficient accuracy and fluency to support comprehension.</i> • <i>4. W. 1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</i> • <i>4. W. 2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i> • <i>4. W. 4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</i> • <i>4. W. 5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing.</i> • <i>4. W. 6 With some guidance and support from adult, use technology, including Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting. With guidance and support, use technology, including the internet, to enhance writing.</i> • <i>4. W. 7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</i> 	

- 4. W. 8 Recall relevant information from experiences and gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- 4. W. 10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 4. SL. 1 Engage effectively in a range of collaborative discussions on grade 4 level topics and texts, building on others' ideas and expressing their own clearly.
- 4. SL.2 Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
- 4. SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- 4. SL. 5 Add multimedia components and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- 4. L. 1a Write legibly and fluently in print or cursive using appropriate spacing and margins.
- 4. L. 1b Use relative pronouns and relative adverbs.
- 4. L. 1h Correctly use frequently confused words.
- 4. L. 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 4. L. 3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 4. L. 5c Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.
- 4. L. 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
- 4. SL. 4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- 4. SL. 6 Recognize that different situations call for formal or informal English, and use formal English when appropriate to task and situation.

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<p><i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting. Students will be offered reading materials at their appropriate reading level</i></p>	<p><i>Each student has their own individual desk but table are available for group work and projects. Expectations and procedures are clearly stated and easy to understand.</i></p>	<ul style="list-style-type: none"> • Working in word notebooks • Working on fluency • Completing writings in writing notebook • Using the writing process • Participating in class discussions • Learning to be an effective listener

		<ul style="list-style-type: none"> • <i>Developing independent reading skills</i> • <i>Perform reader's theater</i>
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Relevance	Vocabulary	Assessments
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<p><i>The students will need these skills to improve their reading comprehension. They will also work on sentence and paragraph writing, and will practice the writing process in different projects. They will work on their listening skills and responding appropriately in class discussions. They will work on pronoun usage to improve their writing.</i></p>	<p><i>Narrative Nonfiction Cause Effect Latin/Greek roots Pronoun Antecedent Inflectional endings Historical fiction Point of view Predictions Synonyms Context Clues Persuasive language Possessive pronoun Diphthongs Narrative poetry Theme Stanza Repetition Connotation Denotation Homophones</i></p>	<p><i>Daily lesson sheets Class discussion Teacher observation Writing notebook Weekly tests Unit test Spelling tests Fluency tests Narrative nonfiction writing about a historical person Narrative poem about an achievement</i></p>
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<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>How do you site evidence from a text?</i> • <i>How do you make inferences to support understanding?</i> • <i>How does rereading a text help in comprehension?</i> • <i>How is cause and effect used in text structure?</i> • <i>How can you gain information from an interview?</i> • <i>How is knowing Latin and Greek roots helpful in understanding word meaning?</i> • <i>How does context help in understanding the meaning of homophones?</i> • <i>What is the appropriate pronoun for an antecedent?</i> • <i>What are the different types of pronouns?</i> • <i>What is historical fiction?</i> • <i>What is the point of view of the story?</i> • <i>How do you identify, confirm, and revise a prediction?</i>

- *How does the setting and dialogue help develop the plot?*
- *What is a possessive pronoun?*
- *What is the theme of a story or poem?*
- *What is connotation and denotation?*
- *What is the stanza and repetition of a poem?*

Unit 5	Time: February/March
Standards Taught	
<ul style="list-style-type: none"> • <i>4. RL. 1 Explain what a text says explicitly and draw inferences by referring to details and examples in the text.</i> • <i>4. RL. 2 Determine a theme of a story, drama, or poem and explain how it is supported by details in the text; summarize the text.</i> • <i>4. RL. 3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</i> • <i>4. RL. 4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</i> • <i>4. RL. 6 Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations.</i> • <i>4. RI. 1 Explain what a text says explicitly and draw inferences by referring to details and examples in the text.</i> • <i>4. RI. 2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</i> • <i>4. RI. 3 Explain events, steps in procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</i> • <i>4. RI. 4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject.</i> • <i>4. RI. 5 Describe the overall text structure of events, ideas, concepts, or information in a text or part of a text.</i> • <i>4. RI.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</i> • <i>4. RI. 8 Explain how an author uses reasons and evidence to support particular points in a text.</i> • <i>4. RI. 9 Integrate information from two texts on the same topic in order to write, speak, or demonstrate knowledge about the subject.</i> • <i>4. RF. 3 Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology.</i> • <i>4. RF. 4 Read with sufficient accuracy and fluency to support comprehension.</i> • <i>4. W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i> • <i>4. W. 4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</i> 	

- 4. W. 5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing.
- 4. W. 10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks
- 4. SL. 1 Engage effectively in a range of collaborative discussions on grade 4 level topics and texts, building on others' ideas and expressing their own clearly.
- 4. SL.2 Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
- 4. L.1a Write legibly and fluently in print or cursive using appropriate spacing and margins.
- 4. L. 1e Order adjectives within sentences according to conventional patterns.
- 4. L. 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 4. L. 3 Use knowledge of language and its conventions when writing, speaking, reading, and listening.
- 4. L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 level content, choosing flexibly from a range of strategies.
- 4. L. 5c Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.
- 4. L. 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<p><i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting. Students will be offered reading materials at their appropriate reading level</i></p>	<p><i>Each student has their own individual desk but table are available for group work and projects. Expectations and procedures are clearly stated and easy to understand.</i></p>	<ul style="list-style-type: none"> • Working in word notebooks • Working on fluency • Completing writings in writing notebook • Using the writing process • Participating in class discussions • Learning to be an effective listener • Developing independent reading skills • Perform reader's theater
<p>Relevance</p>	<p>Vocabulary</p>	<p>Assessments</p>
<p><i>The students will need these skills to improve their reading</i></p>	<p><i>Expository text Sequence</i></p>	<p><i>Daily lesson sheets Teacher observation</i></p>

<p><i>comprehension. They will also work on sentence and paragraph writing, and will practice the writing process in different projects. They will work on their listening skills and responding appropriately in class discussions. They will work with a strong use of adjectives.</i></p>	<p><i>Antonyms Open syllables Closed syllables Adjective Articles Diagrams Realistic fiction Explanatory essay Plot: Problem/Solution Similes Metaphors Comparative Adjectives Superlative Adjectives Informational text Proverbs Adages</i></p>	<p><i>Writing notebook Weekly tests Unit test Spelling tests Fluency tests Expository essay about a chosen topic</i></p>
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Essential Questions:

- *How do you site evidence from a text?*
- *How do you make inferences to support understanding?*
- *How does rereading a text help in comprehension?*
- *How do you summarize a text using logical time order?*
- *What is the author’s purpose for writing the story?*
- *How can sidebars, maps, photographs, and captions help us to better understand the story?*
- *What is an expository text?*
- *How do antonyms help to determine the meaning of a word?*
- *How do you use adjectives correctly?*
- *What is an article?*
- *What is foreshadowing?*
- *What is the difference between comparative and superlative adjectives?*
- *What are similes and metaphors?*
- *What is realistic fiction?*
- *What are proverbs and adages?*

Unit 6	Time: April/May	
Standards Taught		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?

<p><i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting. Students will be offered reading materials at their appropriate reading level</i></p>	<p><i>Each student has their own individual desk but table are available for group work and projects. Expectations and procedures are clearly stated and easy to understand.</i></p>	<ul style="list-style-type: none"> • <i>Working in word notebooks</i> • <i>Working on fluency</i> • <i>Completing writings in writing notebook</i> • <i>Using the writing process</i> • <i>Participating in class discussions</i> • <i>Learning to be an effective listener</i> • <i>Developing independent reading skills</i> • <i>Perform reader's theater</i>
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Relevance	Vocabulary	Assessments
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<p><i>The students will need these skills to improve their reading comprehension. They will also work on sentence and paragraph writing, and will practice the writing process in different projects. They will work on their listening skills and responding appropriately in class discussions. They will work with adverbs and prepositions.</i></p>	<p><i>Narrative nonfiction Main idea/detail Latin/Greek prefix Adverbs Comparative adverbs Homophones Historical fiction Theme Connotation Denotation Negatives Prepositions Free verse poetry Imagery Personification Figurative language Interview</i></p>	<p><i>Daily lesson sheets Teacher observation Writing notebook Weekly tests Unit test Spelling tests Fluency tests Narrative nonfiction essay about conservation Free verse poem about a special person</i></p>
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<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>What is narrative nonfiction?</i> • <i>How do you find the main idea and details of a text?</i> • <i>What is an adverb?</i> • <i>How do you use comparative adverbs?</i> • <i>What is historical fiction?</i> • <i>How does connotation and denotation affect the meaning of words?</i> • <i>What are negative words?</i>

- *What is a preposition?*
- *What is free verse poetry?*
- *How do you use imagery and personification to write poetry?*
- *How do you use figurative language to improve writings?*