

# Scope and Sequence

Course/Subject: ELA

Grade Level: 4

Month	Unit Title	I can statements or Standards (Desired Results) * <b>Bold power standards*</b>	Acceptable Evidence (Transfer Task)
September - mid October	McGraw Hill Wonders  <b>Unit 1</b> <b>-Think It Through</b> <b>-How can a challenge bring out our best?</b>	<ul style="list-style-type: none"> <li>● <b>RL.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>● <b>RL.4.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</li> <li>● <b>RL.4.3</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</li> <li>● <b>RL.4.5</b> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</li> <li>● <b>RL.4.7</b> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</li> <li>● <b>RL.4.9</b> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in</li> </ul>	<p><b>Genres:</b> Fable, Fairy Tale, Realistic Fiction, Informational Text-Expository, Informational Text-Narrative nonfiction, Informational Text-Persuasive Article</p> <p><b>Comprehension Strategies:</b> Make, Confirm, or Revise Predictions, Reread</p> <p><b>Comprehension Skill:</b> Character, Setting, Plot Sequencing, compare and contrast, cause and effect, main idea and key details</p> <p><b>Vocabulary Strategies:</b> Context clues, synonyms, multiple meaning words, definitions and restatements, suffixes</p> <p><b>Figurative language:</b> idioms</p> <p><b>Grammar:</b> Sentences, sentence punctuation, compound sentences, clauses and complex sentences, run-on sentences</p>

		<p>stories, myths, and traditional literature from different cultures.</p> <ul style="list-style-type: none"><li>● <b>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</b></li><li>● <b>RI.4.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</li><li>● <b>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</b></li><li>● <b>L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</b></li><li>● <b>L.4.2d Spell</b> grade-appropriate words correctly, consulting references as needed.</li><li>● <b>L.4.3a Choose words and phrases to convey ideas precisely.</b></li><li>● <b>L.4.3b Choose punctuation for effect.</b></li><li>● <b>L.4.4a</b> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li><li>● <b>L.4.4c</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li><li>● <b>L.4.5c</b> Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li></ul>	<p><b>Writing:</b> Personal narrative</p>
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- **L.4.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
- **RF.4.3a** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **RF.4.4a** Read on-level text with purpose and understanding.
- **RF.4.4b** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- **W.4.3b** Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- **W.4.3c** Use a variety of transitional words and phrases to manage the sequence of events.
- **W.4.3d** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

		<ul style="list-style-type: none"> <li>● <b>W.4.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>	
<p><b>Mid October- Beginning of December</b></p>	<p><b>Unit 2</b>  <b>Amazing Animals</b>  <b>What can animals teach us?</b></p>	<ul style="list-style-type: none"> <li>● <b>RL.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>● <b>RL.4.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</li> <li>● <b>RL.4.6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</li> <li>● <b>RL.4.9</b> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</li> <li>● <b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</li> <li>● <b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject</li> </ul>	<p><b>Genres:</b> Folktale, Drama, Informative Text- Narrative Nonfiction, Informative Text-Expository, Lyric Poetry, Haiku</p> <p><b>Comprehension Strategies:</b> Ask and Answer Questions, Summarize,</p> <p><b>Comprehension Skill:</b> Theme, Main Idea and Key Details, Point of View</p> <p><b>Vocabulary Strategies:</b> Root words; Context Clues-antonyms; Context Clues-Sentence clues; prefixes</p> <p><b>Figurative language:</b> Similes and metaphors</p> <p><b>Grammar:</b> Common and proper nouns; Singular and plural nouns; Irregular plural nouns; Possessive nouns; Combining Sentences</p> <p><b>Writing:</b> Informative Text; Explanatory Essay; How-to</p>

knowledgeably

- **RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.**
- **RF.4.4a** Read on-level text with purpose and understanding.
- **RF.4.4b** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- **L.4.1a** Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- **L.4.1d** Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- **L.4.2a Use correct capitalization.**
- **L.4.2d** Spell grade-appropriate words correctly, consulting references as needed.
- **L.4.3a** Choose words and phrases to convey ideas precisely.
- **L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.**
- **L.4.4b Use common, grade-appropriate Greek and**

		<p><b>Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</b></p> <ul style="list-style-type: none"> <li>● <b>L.4.4c</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> <li>● <b>L.4.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife)</li> <li>● <b>W.4.3a</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>● <b>W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</li> <li>● <b>W.4.10</b> <b>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</b></li> </ul>	
<p><b>Mid December-Late January</b></p>	<p><b>Unit 3</b>  <b>That's the Spirit</b>  <b>How can you show your community spirit?</b></p>	<ul style="list-style-type: none"> <li>● <b>RL.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>● <b>RL.4.3</b> <b>Describe in depth a character, setting, or event</b></li> </ul>	<p><b>Genres:</b> Fantasy; Realistic Fiction; Historical Fiction; Informational Text-Biography; Informational Text-Persuasive Article</p>

in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

- **RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RL.4.9** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- **RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- **RI.4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- **RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.
- **RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- **RF.4.3a** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**Comprehension Strategies:**  
Visualize; Reread

**Comprehension Skill:** Point of View; Author's point of view

**Vocabulary Strategies:** Context clues-Paragraph clues; Context clues-Definitions and restatements; Synonyms and antonyms; Latin and Greek suffixes; Greek roots

**Grammar:** Action verbs; Verb tenses; Main and helping verbs; Linking verbs; Irregular verbs

**Writing:** Opinion Essay

- **RF.4.4a** Read on-level text with purpose and understanding.
- **RF.4.4b** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- **L.4.2a** Use correct capitalization.
- **L.4.2d Spell grade-appropriate words correctly, consulting references as needed.**
- **L.4.3a** Choose words and phrases to convey ideas precisely.
- **L.4.3c** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- **L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.**
- **L.4.4c** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.4.5c** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- **L.4.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic

		<p>to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <ul style="list-style-type: none"> <li>● <b>W.4.3c</b> Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>● <b>W.4.3d</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>● <b>W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</li> <li>● <b>W.4.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</li> <li>● <b>W.4.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>	
<p><b>Late January - Beginning of March</b></p>	<p>Unit 4 Fact or Fiction? How do different writers treat the same topic?</p>	<ul style="list-style-type: none"> <li>● <b>L.4.1a</b> Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</li> <li>● <b>L.4.2d</b> Spell grade-appropriate words correctly, consulting references as needed.</li> <li>● <b>L.4.3a</b> Choose words and phrases to convey ideas precisely.</li> <li>● <b>L.4.4a</b> Use context (e.g., definitions, examples, or restatements in text) as a clue</li> </ul>	<p><b>Genres:</b> Informative Text-Narrative Nonfiction; Fantasy; Historical Fiction; Informational Text-Expository; Narrative Poem</p> <p><b>Comprehension Strategies:</b> Ask and Answer Questions; Make, Confirm, or Revise Predictions; Visualize</p> <p><b>Comprehension Skill:</b> Text Structure-Cause and Effect; Point</p>

		<p>to the meaning of a word or phrase.</p> <ul style="list-style-type: none"> <li>● <b>L.4.4b</b> Use common, grade-appropriate <b>Greek</b> and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</li> <li>● <b>L.4.4c</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> <li>● <b>L.4.5c</b> Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li> <li>● <b>L.4.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</li> <li>● <b>RF.4.3a</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> <li>● <b>RF.4.4a</b> Read on-level text with purpose and understanding.</li> <li>● <b>RF.4.4b</b> Read on-level prose</li> </ul>	<p>of View; Theme</p> <p><b>Vocabulary Strategies:</b> Latin roots; Context clues-Synonyms; Context Clues-Paragraph Clues; Connotation and Denotation</p> <p><b>Figurative language:</b> idioms</p> <p><b>Grammar:</b> Pronouns and Antecedents; Types of pronouns; Pronoun-Verb agreement; Possessive Pronouns; Pronouns and Homophones</p> <p><b>Writing:</b> Narrative text-Poetry; Friendly letter</p>
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and poetry orally with accuracy, appropriate rate, and expression on successive readings.

- **RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- **RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.
- **RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.**
- **SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.4.1a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **SL.4.1b** Follow agreed-upon rules for discussions and

- carry out assigned roles.
- **SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **W.4.1a** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- **W.4.1c** Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- **W.4.2a** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- **W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of **sources**.
- **W.4.10** **Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of**

**discipline-specific tasks, purposes, and audiences.**

- **L.4.1g** Correctly use frequently confused words (e.g., to, too, two; there, their).
- **L.4.2d** Spell grade-appropriate words correctly, consulting references as needed.
- **L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.**
- **L.4.4b** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- **L.4.5a** Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- **L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).**
- **RF.4.3a** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **RF.4.4a** Read on-level text with purpose and understanding.

- **RF.4.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**
- **RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- **RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- **RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.**
- **RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- **SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.4.1a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under

discussion.

- **SL.4.1c** 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.
- **SL.4.1d** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.4.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- **W.4.2b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- **W.4.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.4.3a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- **W.4.3d** Use concrete words and phrases and sensory details to convey experiences and events precisely.

		<ul style="list-style-type: none"> <li>● <b>W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</li> </ul>	
<p><b>Mid March - April</b></p>	<p><b>Unit 5</b>  <b>Figure it Out</b>  <b>What helps you understand the world around you?</b></p>	<ul style="list-style-type: none"> <li>● <b>L.4.1d</b> Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</li> <li>● <b>L.4.2b</b> Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>● <b>L.4.2d</b> Spell grade-appropriate words correctly, consulting references as needed.</li> <li>● <b>L.4.3a</b> Choose words and phrases to convey ideas precisely.</li> <li>● <b>L.4.4a</b> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>● <b>L.4.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>● <b>L.4.5a</b> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</li> <li>● <b>L.4.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic</li> </ul>	<p><b>Genres:</b> Realistic Fiction; Tall Tale; Informative Text-Biography; Informative Text-Expository; Informative Text-Informational Article</p> <p><b>Comprehension Strategies:</b> Visualize; Summarize</p> <p><b>Comprehension Skill:</b> Character, Setting, Plot; Text Structure-Problem and Solution; Text Structure-Cause and Effect; Text Structure-Sequence</p> <p><b>Vocabulary Strategies:</b> homographs; Greek roots; Context clues-antonyms;</p> <p><b>Figurative language:</b> similes and metaphors; hyperbole; Proverbs and Adages</p> <p><b>Grammar:</b> Adjectives; Articles; Adjectives that compare; Comparing with more and most; Comparing with good and bad</p> <p><b>Writing:</b> Expository Letter; Research Report</p>

(e.g., wildlife, conservation, and endangered when discussing animal preservation).

- **RF.4.3a** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **RF.4.4a** Read on-level text with purpose and understanding.
- **RF.4.4b** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- **RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- **RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- **RL.4.9** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths,

and traditional literature from different cultures.

- **SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.**
- **SL.4.1a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **SL.4.1b** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **W.4.1a** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- **W.4.3a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- **W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **W.4.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a

		<p>day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
<p><b>May</b></p>	<p><b>Unit 6</b>  <b>Past, Present, and Future</b>  <b>How can you build on what came before?</b></p>	<ul style="list-style-type: none"> <li>● <b>L.4.1a</b> Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</li> <li>● <b>L.4.2d</b> Spell grade-appropriate words correctly, consulting references as needed.</li> <li>● <b>L.4.3a</b> Choose words and phrases to convey ideas precisely.</li> <li>● <b>L.4.4a</b> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>● <b>L.4.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>● <b>L.4.5b</b> Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>● <b>L.4.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal</li> </ul>	<p><b>Genres:</b> Historical Fiction; Informational Text-Narrative Nonfiction; Informational Text-Expository; Free Verse Poetry; Realistic Fiction</p> <p><b>Comprehension Strategies:</b> Reread; Ask and Answer Questions;</p> <p><b>Comprehension Skill:</b> Theme; Main Idea and Key Details</p> <p><b>Vocabulary Strategies:</b> Connotation and Denotation; Homophones; Latin and Greek prefixes</p> <p><b>Figurative language:</b> Proverbs and Adages; Metaphors</p> <p><b>Grammar:</b> Adverbs; Comparing with Adverbs; Negatives; Prepositions; Using Prepositions</p> <p><b>Writing:</b> Opinion Essay; Book Review</p>

- preservation).
- **RF.4.3a** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
  - **RF.4.4a** Read on-level text with purpose and understanding.
  - **RF.4.4b** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  - **RF.4.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
  - **RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
  - **RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
  - **RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
  - **RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
  - **RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or

information in a text or part of a text.

- **RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- **RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- **RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**
- **RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.**
- **RL.4.9** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- **SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.4.1a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under

discussion.

- **SL.4.1b** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.4.1c** 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.
- **SL.4.1d** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.4.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- **W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.4.3b** Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- **W.4.3d** Use concrete words and phrases and sensory details to convey experiences and events precisely.

		<ul style="list-style-type: none"><li>● <b>W.4.3e</b> Provide a conclusion that follows from the narrated experiences or events.</li><li>● <b>W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</li><li>● <b>W.4.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li></ul>	