

STAGE 1– STANDARDS	
Ongoing Standards:	Descriptor:
ELA.4. I (LF)	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>• Read grade-level text with purpose and understanding.</li> <li>• Read grade-level prose and poetry orally and with accuracy, appropriate rate, and expression.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading, as necessary.</li> </ul>
ELA.4. II (LF)	Know and apply grade-level phonics and word analysis skills in decoding words. Used 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.
ELA.4.III (LF)	Write fluidly and legibly in cursive or joined italics.
ELA.4.23 (W)	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
ELA.4.24 (W)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ELA.4.25 (W)	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.
ELA.4.29 (W)	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
ELA.4.30 (S&L)	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 ideas clearly. <ul style="list-style-type: none"> <li>• 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.</li> <li>• Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>• 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.</li> <li>• Review the key ideas expressed and explain ideas and understanding in light of the discussion.</li> </ul>
ELA.4.36 (L)	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>• Use Relative pronouns</li> <li>• Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>• Correctly use frequently confused words.</li> </ul>

ELA.4.37 (L)	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>• Use correct capitalization.</li> <li>• Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>• Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>
ELA.4.38 (L)	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>• Choose words and phrases to convey ideas precisely.</li> <li>• Use punctuation for effect.</li> <li>• Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.</li> </ul>
ELA.4.39 (L)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies. <ul style="list-style-type: none"> <li>• Use context as a clue to the meaning of a word or phrase.</li> <li>• Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</li> <li>• Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</li> </ul>
ELA.4.41 (L)	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.

<b>Focused Standards:</b>	<b>Descriptor:</b>
ELA.4.1 (R)	Refer to details and examples in a literary text when explaining what the text says explicitly and when drawing inferences from the text.
ELA.4.2 (R)	Determine a theme of a story, drama or poem from details in the literary text; summarize the text.
ELA.4.3 (R)	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the literary text (e.g., a character's thoughts, words, or actions).
ELA.4.9 (R)	Compare and contrast the point of view from which different literary texts are narrated including the difference between first – and third-person narrations.
ELA.4.18 (R)	By the end of the year read and comprehend literature, including stories, drama, and poetry, in the grades 4-5 text complexity band proficiently with scaffolding as needed at the high end of the range.
ELA.4.22 (W)	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. <ul style="list-style-type: none"> <li>• Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>• Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>• Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>• Provide a conclusion that follows from the narrated experiences or events.</li> </ul>
ELA.4.28 (W)	Draw evidence from literary or informational texts to support analysis, reflection, and research.
ELA.4.31 (S&L)	Paraphrase portions of a text read-aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELA.4.32 (S&L)	Identify the reasons and evidence a speaker provides to support particular points.
ELA.4.33 (S&L)	Report on a topic of 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.
ELA.4.34 (S&L)	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
ELA.4.35 (S&L)	Differentiate between context that calls for formal English and situations where informal discourse is appropriate use formal English when appropriate to task and situation.

**KEY:**

Literacy Foundations – LF

Reading – R

Writing – W

Speaking &amp; Listening – S&amp;L

Language - L

## STAGE 1 – DESIRED RESULTS

**Unit Title: 1<sup>st</sup> 9 weeks**

**Reading Themes/Concepts:** Literary Text, Story Elements, Inferencing, Point of View, Paraphrasing, Theme, Vocabulary

**Language Themes/Concepts:** Verb Tenses, Frequently Confused Words, Capitalization, Punctuation, Sentence Structure

**Writing Themes/Concepts:** Paraphrasing, Narratives, Reasons and Evidence

**Enduring Understandings:****Reading:**

*Students will understand that...*

- Good readers follow character development and how characters change as a result of setting, conflict, and plot shifts in the story.
- Good readers can gain an understanding of their own life through character development and the theme of a text.
- Good readers can use context clues and word parts to find the meaning of unknown words.
- Good readers can define grade appropriate academic and domain specific words.

**Language:**

*Students will understand that...*

- Good writers use proper verb tenses.
- Good writers differentiate between frequently confused words.
- Good writers use proper capitalization.
- Good writers use proper punctuation.
- Good writers use proper sentence structure.

**Writing:**

*Students will understand that...*

- Good writers paraphrase to restate ideas and thoughts.
- Good writers write narratives to tell a story.
- Good writers use reasons and evidence to support their ideas.

**Essential Questions:**

- How do characters change because of hardships, problems, and conflicts?
- How does the author's craft affect a reader through language, setting, and plot?
- How does a character's change contribute to the theme?
- How do you use sensory details to develop a narrative?
- Why is it important to use reasons and evidence to support your ideas?

<p><b>Students will know:</b></p> <p><b>Reading Vocabulary:</b> <i>Character, Setting, Conflict, Resolution, Plot, Point of View, Theme, Fiction, Summarize, Inference</i></p> <ul style="list-style-type: none"> <li>• Use text clues and background knowledge to create an inference</li> <li>• Know that story elements include Character, Setting, Plot (main events of a story leading up to the resolution)</li> <li>• Conflicts- main problem that the characters face in the story</li> <li>• Resolution- how the problem is solved in the story</li> <li>• Perspective- how the character views the events in the story</li> <li>• Point of View- helps the reader understand the thoughts and feelings of characters in the story.</li> <li>• The theme is the author's message/lesson of the text (can have more than one).</li> </ul> <p><b>Language Vocabulary:</b> <i>Noun (Proper, Common, Irregular, Abstract, Singular, Plural, Possessive) Subject, Predicate, Verb, Fragments, Run-ons</i></p> <ul style="list-style-type: none"> <li>• A noun is a person, place, thing, or idea.</li> <li>• Subject is who or what the sentence is about.</li> <li>• Predicate is what the subject is doing.</li> <li>• A verb can be an action, linking, or helping verb.</li> <li>• Fragments are parts of a sentence that do not include a subject and a predicate.</li> <li>• Run-ons are sentences that do not properly connect two or more ideas.</li> </ul> <p><b>Writing Vocabulary:</b> <i>Narrative, Dialogue</i></p> <ul style="list-style-type: none"> <li>• Narrative writing conveys experiences either real or imaginary and uses time as a structure.</li> <li>• Dialogue is strategically placed in order to enhance a narrative.</li> </ul>	<p><b>Students will be able to:</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Describe character, setting, and plot in a literary text.</li> <li>• Use details and examples when explaining what the text says.</li> <li>• Use details and background knowledge when making inferences.</li> <li>• Compare and contrast the point of view in different literary texts.</li> <li>• Identify first and third person point of view.</li> <li>• Read and comprehend literary text in grades 4-5 text complexity.</li> <li>• Acquire and accurately use grade appropriate general academic and domain specific words and phrases.</li> <li>• Determine or clarify meaning of unknown and multiple meaning words or phrases.</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Identify and write sentences using several types of nouns.</li> <li>• Identify and write sentences using several types of nouns.</li> <li>• Write complete sentences that include a subject and predicate.</li> <li>• Identify and write sentences using several types of verbs.</li> <li>• Recognize and correct inappropriate fragments and run-ons.</li> <li>• Differentiate and use frequently confused words in my writing.</li> <li>• Use correct capitalization.</li> <li>• Use commas and quotation marks to show dialogue.</li> <li>• Spell grade-appropriate words correctly and consult references when needed.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Create narrative writing based on real life or imaginary experiences or events.</li> <li>• Organize events in sequence with transition words with a clear beginning, middle, and end.</li> <li>• Use dialogue and description to develop experiences and events.</li> <li>• Choose words precisely to convey experiences and events.</li> <li>• Choose words or phrases to convey ideas precisely.</li> <li>• Choose correct punctuation for effect.</li> </ul>
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	<ul style="list-style-type: none"><li>• Determine the appropriate audience to use formal and informal language.</li><li>• Choose words that are precise and specific to enhance my writing.</li></ul>
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ELA.4. II (LF)	Know and apply grade-level phonics and word analysis skills in decoding words. Used 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.
ELA.4.III (LF)	Write fluidly and legibly in cursive or joined italics.
ELA.4.23 (W)	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
ELA.4.24 (W)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ELA.4.25 (W)	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.
ELA.4.29 (W)	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
ELA.4.30 (S&L)	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 ideas clearly. <ul style="list-style-type: none"> <li>• 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.</li> <li>• Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>• 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.</li> <li>• Review the key ideas expressed and explain ideas and understanding in light of the discussion.</li> </ul>
ELA.4.36 (L)	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>• Form and use the progressive verb tenses.</li> <li>• Order adjectives within sentences according to conventional patterns</li> <li>• Form and use prepositional phrases</li> </ul>

	<ul style="list-style-type: none"> <li>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> </ul>
ELA.4.37 (L)	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>Use correct capitalization.</li> <li>Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>
ELA.4.38 (L)	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>Choose words and phrases to convey ideas precisely.</li> <li>Use punctuation for effect.</li> <li>Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.</li> </ul>
ELA.4.39 (L)	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.</p> <ul style="list-style-type: none"> <li>Use context as a clue to the meaning of a word or phrase.</li> <li>Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</li> <li>Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</li> </ul>
ELA.4.41 (L)	<p>Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p>
<b>Focused Standards:</b>	<b>Descriptor:</b>
ELA.4.4 (R)	Refer to details and examples in an informational text when explaining what the text says explicitly and when drawing inferences from the text.
ELA.4.5 (R)	Determine the main idea of an informational text and explain how it is supported by key details; summarize the text.
ELA.4.10 (R)	Determine the meaning of general academic and domain-specific words or phrases in an informational text relevant to a grade four topic or subject area.
ELA.4.11 (R)	Describe the overall structure of events, ideas, concepts or information in an informational text or part of an informational text.
ELA.4.15 (R)	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the informational text in which it appears.
ELA.4.16 (R)	Explain how an author uses reasons and evidence to support particular points in an informational text.
ELA.4.17 (R)	Integrate information from two informational texts on the same topic in order to write or speak about the subject knowledgeably.



ELA.4.19 (R)	By the end of the year read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
ELA.4.21 (W)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> <li>• Introduce a topic clearly and group related information in paragraphs and sections; include formatting illustrations, and multimedia when useful to aiding comprehension.</li> <li>• Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases.</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Provide a concluding statement or section related to the information or explanation presented.</li> </ul>
ELA.4.26 (W)	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
ELA.4.27 (W)	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.

Key:

Literacy Foundations – LF

Reading – R

Writing – W

Speaking & Listening – S&L

Language - L

## STAGE 1 – DESIRED RESULTS

**Unit Title:** 2<sup>nd</sup> 9 weeks

**Reading Themes/Concepts:** Informational Text, Main Idea and Key Details, Text Structure, Text Features, Reasons and Evidence, Author’s Purpose  
Vocabulary

**Language Themes/Concepts:** Compound Sentences, Frequently Confused Words, Prepositional Phrases, Sentence Structure, Ordering Adjectives,  
Quotations

**Writing Themes/Concepts:** Explanatory Writing

**Enduring Understandings:**

**Reading:**

*Students will understand that...*

- Good readers will refer to details and examples when explaining an informational text
- Good readers will use key details to determine a main idea and summarize an informational text.
- Good readers can describe the overall text structure.
- Good readers explain how the author uses reasons and evidence to support ideas.
- Good readers can determine author’s purpose for writing.
- Good readers interpret text features.
- Good readers can use context clues and word parts to find the meaning of unknown words.
- Good readers can define grade appropriate academic and domain specific words.

**Language:**

*Students will understand that...*

- Good writers use a variety of sentences including compound sentences.
- Good writers use proper sentence structure.
- Good writers use prepositional phrases to add details.
- Good writers use and order adjectives to add details.
- Good writers use and order adverbs to add details.

**Writing:**

*Students will understand that...*

**Essential Questions:**

- **How does the author use text structure to organize their writing?**
- **How do the details in the text help support the author’s main point?**
- **How can you use strategies or word parts to help you determine the meaning of unknown words?**
- **How do the text features help you understand the deeper meaning of the text?**
- **How does reading many texts help you make deeper text connections?**
- **How are the resources writers choose used to strengthen their writing?**
- **How does grouping information aid comprehension?**

<ul style="list-style-type: none"> <li>• Good writers paraphrase to restate ideas and thoughts.</li> <li>• Good writers write explanatory text to examine a topic.</li> <li>• Good writers use reasons and evidence to support their ideas.</li> <li>• Good writers use quotations to support ideas.</li> </ul>	
<p><b>Students will know:</b></p> <p><b>Reading Vocabulary:</b> <i>Informational Text, Main Idea and Key Details, Text Structure, Text Features, Author's Purpose, Reasons and Evidence</i></p> <ul style="list-style-type: none"> <li>• Main idea is the central idea of the story</li> <li>• Text structures include Compare/Contrast, Sequencing, Problem/Solution, Cause/Effect, Description</li> <li>• Text features include: headings, captions, pictures, illustrations, graphs, maps, glossary, index</li> <li>• An author's purpose can be to persuade, entertain, or inform a reader.</li> </ul> <p><b>Language Vocabulary:</b> <i>Progressive Verb Tense, Adverbs, Prepositions, Subordinating Conjunction, Compound/Complex Sentences</i></p> <ul style="list-style-type: none"> <li>• Progressive verb tenses tell about an action that happens in different points in time.</li> <li>• Adverbs are used to describe an action.</li> <li>• Prepositions are used to give details about position, location, time, and direction.</li> <li>• Conjunctions are used to connect more than one thought in a sentence.</li> <li>• Compound sentences include more than one subject or predicate in a sentence.</li> <li>• Complex sentences use subordinating conjunctions (since, while, because...) to add more detail to the sentence.</li> </ul> <p><b>Writing Vocabulary:</b> <i>Informational, Direct Quote</i></p> <ul style="list-style-type: none"> <li>• Informational writing provides information on a topic using facts and details.</li> <li>• Direct Quotes are statements pulled from the text to provide</li> </ul>	<p><b>Students will be able to:</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Read and comprehend grade level <b>informational</b> text.</li> <li>• Read grade level <b>informational</b> text accurately and fluently.</li> <li>• Use context clues to determine the meaning of unknown words.</li> <li>• Refer to details and examples in an informational text when explaining what the text says explicitly.</li> <li>• Refer to details and examples in an informational text when inferring what the text says.</li> <li>• Determine the main idea of an informational text.</li> <li>• Explain the main idea by using key details and summarizing.</li> <li>• Determine the meaning of domain specific words and phrases in informational text.</li> <li>• Describe and identify the overall structure of an informational text.</li> <li>• Interpret informational text features to support my comprehension.</li> <li>• Explain how an author uses reasons and evidence to support ideas.</li> <li>• Read and understand informational texts.</li> <li>• Conduct a short research project through investigations.</li> </ul> <p>Language:</p> <ul style="list-style-type: none"> <li>• Identify and use progressive verb tenses.</li> <li>• Correctly order and use adjectives in a sentence.</li> <li>• Correctly order and use adverbs in a sentence.</li> <li>• Identify and use prepositions in a sentence.</li> </ul>

<p>evidence.</p>	<ul style="list-style-type: none"><li>• Use commas and quotation marks to show quotations from a text.</li><li>• Use commas and conjunctions to create compound sentences.</li><li>• Formulate compound and complex sentences correctly with commas.</li></ul> <p>Writing:</p> <ul style="list-style-type: none"><li>• Produce clear and coherent <b>explanatory</b> writing that is appropriate to task, purpose, and audience.</li><li>• Recall and use information from a variety of sources.</li><li>• Take notes and categorize information from a variety of sources.</li><li>• Provide a bibliography to list their sources.</li><li>• Integrate information from two informational texts on the same topic.</li></ul>
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	<ul style="list-style-type: none"> <li>• Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>• Correctly use frequently confused words.</li> </ul>
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ELA.4.2 (R)	Determine a theme of a story, drama, or poem from details in the literary text; summarize the text.
ELA.4.7 (R)	Determine the meaning of words and phrases as they are used in a literary text, including words that allude to significant characters such as those found in mythology.
ELA.4.8 (R)	Explain major differences between poems, drama, and prose; refer to the structural elements of poems and drama when writing or speaking about a literary text.
ELA.4.13 (R)	Make connections between the text of a story or drama and a visual or oral presentation of the literary text, identifying where specific descriptions and directions in the text are reflected in the visual or oral presentation.
ELA.4.14 (R)	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, traditional literature, and literary text from different cultures.
ELA.4.17 (R)	Integrate information from two informational texts on the same topic in order to write or speak about the subject knowledgeably.

ELA.4.18 (R)	By the end of the year read and comprehend literature, including stories, drama and poetry, in the grades 4-5 text complexity band proficiently with scaffolding as needed at the high end of the range.
ELA.4.20 (W)	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> <li>• 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.</li> <li>• Provide reasons that are supported by facts and details.</li> <li>• Link opinion and reasons using words and phrases.</li> </ul>
ELA.4.28 (W)	Draw evidence from literary or informational texts to support analysis, reflection, and research.
ELA.4.40 (L)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>• Explain the meaning of simple similes and metaphors in context.</li> <li>• Recognize and explain the meaning of common idiom, adages, and proverb.</li> <li>• Demonstrate understanding of words by relating them to their antonyms and to their synonyms.</li> </ul>

**KEY:**

Literacy Foundations – LF

Reading – R

Writing – W

Speaking &amp; Listening – S&amp;L

Language - L

## STAGE 1 – DESIRED RESULTS

**Unit Title: 3<sup>rd</sup> 9 weeks****Reading Themes/Concepts:** Drama, Poetry, Prose, Mythology, Allusion, Figurative Language, Theme**Language Themes/Concepts:** Prepositional Phrases, Complex sentences, Modal Auxiliaries, Relative Pronouns**Writing Themes/Concepts:** Opinion Writing, Quotations**Enduring Understandings:****Reading:***Students will understand that...*

- Good readers can determine and compare themes in literary texts.
- Good readers can determine the meanings of words and phrases that allude to mythology.
- Good readers can identify elements of poetry, drama, and prose.
- Good readers demonstrate an understanding of figurative language.
- Good readers can make connections between literary text and visual /oral presentations.

**Language:***Students will understand that...*

- Good writers use prepositional phrases to convey ideas precisely.
- Good writers can form different types of sentences including complex sentences.
- Good writers form and use relative pronouns.
- Good writers modal auxiliaries to convey various conditions.

**Writing:***Students will understand that...*

- Good writers use quotations to support their opinion.
- Good writers use reasons and evidence to support their opinion.

**Essential Questions:**

- How do themes relate across different texts?
- How does the structure of a literary text differ?
- How does figurative language help enhance the meaning of the story?
- How do the stories' text features enhance understanding?
- How does evidence and reason help strengthen the writer's opinion?



<p><b>Students will know:</b></p> <p><b>Reading Vocabulary:</b> <i>Drama, Poetry, Mythology, Allusion, Figurative Language, Theme, Idioms, Simile, Metaphor, Adages, Proverbs</i></p> <ul style="list-style-type: none"> <li>• Drama is a literary work that tells a story through action and speech and is acted out.</li> <li>• Poetry is a literary work that uses a distinct style and rhythm to express feelings and ideas.</li> <li>• Mythology is a literary work that is a collection of myths that belong to a particular culture or religion.</li> <li>• Allusions are a figure of speech that makes a brief indirect reference to a person, place, or event.</li> <li>• Figurative language is when words or phrases mean something other than their literal meaning.</li> <li>• The theme is the author’s message or lesson of the text.</li> <li>• Idioms are groups of words that the meaning is not understood by their literal meaning.</li> <li>• Similes compare two unlike things that use the words “like” or “as.”</li> <li>• Metaphors compare two unlike things by stating how one thing “is” the other.</li> <li>• Adages are well known proverbs that have been used for a long time.</li> <li>• Proverbs are wise sayings that are generally accepted as true.</li> </ul> <p><b>Language Vocabulary:</b> <i>Preposition Phrases, Complex Sentences, Modal Auxiliaries, Relative Pronouns</i></p> <ul style="list-style-type: none"> <li>• Prepositional phrases begin with a preposition and end with a noun or pronoun to give details about position, location, time, or direction.</li> <li>• Complex sentences use subordinating conjunctions (since, while, because...) to add more detail to the sentence.</li> <li>• Modal Auxiliaries convey various conditions using can, may, and must.</li> <li>• Relative Pronouns show the relationship to the noun.</li> </ul> <p><b>Writing Vocabulary:</b> <i>Quotations</i></p> <ul style="list-style-type: none"> <li>• Quotations are used to support opinions with evidence.</li> </ul>	<p><b>Students will be able to:</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Determine the theme of a variety of literary text including poetry and drama.</li> <li>• Read and comprehend grade level <b>poetry, drama, and prose.</b></li> <li>• Read grade level <b>poetry, drama, and prose</b> text accurately and fluently.</li> <li>• Identify elements and structure of poetry, drama, and prose.</li> <li>• Make connections between a literary text and a visual/oral presentation.</li> <li>• Compare and contrast themes in literary text.</li> <li>• Read grade level literary text.</li> <li>• Read grade level literary text.</li> <li>• Draw evidence from literary and informational text to support analysis, reflection, and research.</li> </ul> <p>Language:</p> <ul style="list-style-type: none"> <li>• Identify and use prepositional phrases.</li> <li>• Form and use complex sentences.</li> <li>• Form and use relative pronouns.</li> <li>• Use modal auxiliaries to convey various conditions.</li> <li>• Determine the meaning of words and phrases that allude to characters in mythology.</li> <li>• Recognize the types and elements of figurative language.</li> <li>• Explain the meaning of simile, metaphors, idioms, adages, and proverbs.</li> <li>• Relate words to their synonyms and antonyms.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>• Produce clear and coherent <b>opinion</b> writing that is appropriate to task, purpose, and audience.</li> <li>• Introduce a topic clearly stating my opinion.</li> <li>• Organize my writing to support my purpose.</li> </ul>
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	<ul style="list-style-type: none"><li>• Support my opinion with facts, evidence, and details.</li><li>• Use transition words and phrases to link opinions and reasons in my writing.</li><li>• Integrate information from two informational texts on the same topic.</li></ul>
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## STAGE 1– STANDARDS

Ongoing Standards:	Descriptor:
ELA.4. I (LF)	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>• Read grade-level text with purpose and understanding.</li> <li>• Read grade-level prose and poetry orally and with accuracy, appropriate rate, and expression.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading, as necessary.</li> </ul>
ELA.4. II (LF)	Know and apply grade-level phonics and word analysis skills in decoding words. Used 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.
ELA.4.III (LF)	Write fluidly and legibly in cursive or joined italics.
ELA.4.23 (W)	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
ELA.4.24 (W)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ELA.4.25 (W)	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.
ELA.4.29 (W)	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
ELA.4.30 (S&L)	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 ideas clearly. <ul style="list-style-type: none"> <li>• 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.</li> <li>• Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>• 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.</li> <li>• Review the key ideas expressed and explain ideas and understanding in light of the discussion.</li> </ul>
ELA.4.36 (L)	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>• Use Relative pronouns</li> <li>• Form and use the progressive verb tenses.</li> <li>• Use modal auxiliaries to convey various conditions (e.g., can, may, must).</li> <li>• Order adjectives within sentences according to conventional patterns</li> </ul>

	<ul style="list-style-type: none"> <li>• Form and use prepositional phrases</li> <li>• Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>• Correctly use frequently confused words.</li> </ul>
ELA.4.37 (L)	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>• Use correct capitalization.</li> <li>• Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>• Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>
ELA.4.38 (L)	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>• Choose words and phrases to convey ideas precisely.</li> <li>• Use punctuation for effect.</li> <li>• Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.</li> </ul>
ELA.4.39 (L)	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.</p> <ul style="list-style-type: none"> <li>• Use context as a clue to the meaning of a word or phrase.</li> <li>• Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</li> <li>• Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</li> </ul>
ELA.4.41 (L)	<p>Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p>
<b>Focused Standards:</b>	<b>Descriptor:</b>
ELA.4.6 (R)	<p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the informational text.</p>
ELA.4.9 (R)	<p>Compare and contrast the point of view from which different literary texts are narrated, including the difference between first- and third-person narrations.</p>
ELA.4.12 (R)	<p>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in informational texts.</p>
ELA.4.16 (R)	<p>Explain how an author uses reasons and evidence to support particular points in an informational text.</p>
ELA.4.17 (R)	<p>Integrate information from two informational texts on the same topic in order to write or speak about the subject knowledgeably.</p>
ELA.4.18 (R)	<p>By the end of the year read and comprehend literature, including stories, drama, and poetry, in the grades 4-5 text complexity band proficiently with scaffolding as needed at the high end of the range.</p>

**Grade: 4<sup>th</sup>**

**Subject: ELA**

**Quarter: Fourth Nine Weeks**

ELA.4.19 (R)	By the end of the year read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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KEY

Foundational Literacy - FL

Reading – R

Writing – L

Speaking & Listening - S&L

Language - L

## STAGE 1 – DESIRED RESULTS

**Unit Title:** 4<sup>th</sup> 9 weeks

**Reading Themes/Concepts:** Informational, Point of View, First and Second-Hand Account, Text Evidence, Paired Passages

**Language Themes/Concepts:** Review all skills

**Writing Themes/Concepts:** Informational/Explanatory

**Enduring Understandings:**

**Reading:**

*Students will understand that...*

- Good readers read and understand informational text.
- Good readers compare and contrast points of view.
- Good readers can compare and contrast details and information of different texts on the same topic.
- Good readers compare and contrast the first and second-hand accounts of the same topic.
- Good readers can explain how authors use reasons and evidence to support ideas.

**Language:**

*Students will understand that...*

- Good writers can use proper mechanics and conventions when writing sentences.

**Writing:**

*Students will understand that...*

- Good writers can write explanatory text to examine a topic.
- Good writers use reasons and evidence to support their ideas.
- Good writers paraphrase to restate ideas and thoughts.

**Essential Questions:**

- How does the point of view change the understanding of the story?
- How does information from multiple texts help enhance your understanding of a topic?
- How do the author's experiences add details to the text?
- How are the author's ideas supported by reasons and evidence?
- How does explanatory text help you understand a topic?
- How do reasons and evidence strengthen your explanatory writing?

<p><b>Students will know:</b></p> <p><b>Reading Vocabulary:</b> <i>Informational, Point of View, First and Second-hand Account, Text Evidence, Paired Passages</i></p> <ul style="list-style-type: none"> <li>• Informational text provides facts and details on a topic.</li> <li>• Point of View is the perspective of how the story is told (first and third).</li> <li>• First-hand account is told by someone who is experiencing or witnessing an event.</li> <li>• Second-hand account is told by someone who is reporting about an event they did not experience.</li> <li>• Paired passages are informational and literary texts that are related based on topic.</li> </ul> <p>Language Vocabulary: Refer to 1<sup>st</sup>-3<sup>rd</sup> 9 weeks</p> <p>Writing Vocabulary: Refer to 1<sup>st</sup>-3<sup>rd</sup> 9 weeks</p>	<p><b>Students will be able to:</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Read and comprehend grade level <b>informational and historical, scientific, or technical</b> text.</li> <li>• Read grade level <b>informational and historical, scientific, or technical</b> text accurately and fluently.</li> <li>• Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text.</li> <li>• Compare and contrast points of view.</li> <li>• Determine the difference between first- and third-person points of view.</li> <li>• Compare and contrast the details and information provided in different texts on the same topic.</li> <li>• Read and comprehend grade level text.</li> <li>• Read and understand informational texts.</li> <li>• Explain how an author uses reasons and evidence to support ideas.</li> </ul> <p>Language:</p> <ul style="list-style-type: none"> <li>• Identify and write sentences using several types of nouns.</li> <li>• Write complete sentences that include a subject and predicate.</li> <li>• Identify and write sentences using several types of verbs.</li> <li>• Recognize and correct inappropriate fragments and run-ons.</li> <li>• Differentiate and use frequently confused words in my writing.</li> <li>• Identify and use progressive verb tenses.</li> <li>• Correctly order and use adjectives in a sentence.</li> <li>• Correctly order and use adverbs in a sentence.</li> <li>• Identify and use prepositions in a sentence.</li> <li>• Identify and use prepositional phrases.</li> <li>• Form and use complex sentences.</li> <li>• Form and use relative pronouns.</li> <li>• Use modal auxiliaries to convey various conditions.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>• Integrate information from two informational texts on the same topic.</li> </ul>
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**Grade: 4<sup>th</sup>**

**Subject: ELA**

**Quarter: Fourth Nine Weeks**

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