



Grade 4

This planner belongs to:

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# Hello, Educator!

Your time is important, so Amplify created the Amplify CKLA Teacher Planner to assist you in planning daily, weekly, and unit-level instruction. The Teacher Planner brings together several resources, including year-long pacing guides, individual lessons and objectives, standards alignments and checklists, and much more. This planner was designed with you in mind—to ensure that your planning is easy and efficient.

Each page in the Lesson Planning Pages includes five days of Amplify CKLA instruction, listing brief lesson objectives, formative assessment objectives, and lesson standards. In each two-page spread, you will see two weeks' of lessons. There is space in each lesson for your own notes. Another feature on the lesson pages is a chart from the Year-Long Pacing Guide to help keep you on track during the school year.

## **Below is a list of the resources in the planner:**

- Year-long Pacing Guide
- Lesson Planning Pages

## **Additional Resources:**

- Spelling Word List
- Master Supply List
- Standards Alignments
- Standards Checklist
- Four-Year Calendar
- Contacts
- Notes



# Lesson Planning

PreK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
All About Me	Nursery Rhymes and Fables	Fables and Stories	Fairy Tales and Tall Tales	Classic Tales	Personal Narratives	Personal Narratives
Families and Communities	The Five Senses	The Human Body	Early Asian Civilizations	Animal Classification	Empires in the Middle Ages	Early American Civilizations
Animals	Stories	Different Lands, Similar Stories	The Ancient Greek Civilization	The Human Body: Systems and Senses	Poetry	Poetry
Plants	Plants	Early World Civilizations	Greek Myths	The Ancient Roman Civilization	Eureka! Student Inventor	Adventures of Don Quixote
Habitats	Farms	Early American Civilizations	The War of 1812	Light and Sound	Geology	The Renaissance
Classic Tales	Native Americans	Astronomy	Cycles in Nature	The Viking Age	Contemporary Fiction: <i>The House on Mango Street</i>	The Reformation
Important People in American History	Kings and Queens	The History of the Earth	Westward Expansion	Astronomy: Our Solar System and Beyond	American Revolution	<i>A Midsummer Night's Dream</i>
	Seasons and Weather	Animals and Habitats	Insects	Native Americans: Regions and Cultures	<i>Treasure Island</i>	Native Americans
	Columbus and the Pilgrims	Fairy Tales	The U.S. Civil War	Early Explorations of North America		Chemical Matter
	Colonial Towns and Townspeople	A New Nation: American Independence	Human Body: Building Blocks and Nutrition	Colonial America		
	Taking Care of the Earth	Frontier Explorers	Immigration	Ecology		
	Presidents and American Symbols		Fighting for a Cause			



# Grade 4 Pacing Guide

Week 1					Week 2					Week 3					Week 4					Week 5					Week 6									
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Unit 1: Personal Narratives										BOY					PP					Unit 2: Middle Ages   Part 1														
															* The Contraption Quest: Unit 1																			
Week 7					Week 8					Week 9					Week 10					Week 11					Week 12									
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Unit 2: Middle Ages   Part 1					PP					Unit 2: Middle Ages   Part 2					PP					Unit 3: Poetry														
															* The Contraption Quest: Unit 2																			
Week 13					Week 14					Week 15					Week 16					Week 17					Week 18									
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Unit 3: Poetry					PP					Unit 4: Eureka!					Unit 5: Geology																			
					* The Contraption Quest: Unit 3										* The Contraption Quest: Unit 4																			
Week 19					Week 20					Week 21					Week 22					Week 23					Week 24									
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Unit 5					MOY					PP					Unit 6: Contemporary Fiction with excerpts from <i>The House on Mango Street</i>					PP					Unit 7									
Week 25					Week 26					Week 27					Week 28					Week 29					Week 30									
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Unit 7: American Revolution										PP					Unit 8: <i>Treasure Island</i>																			
Week 31					Week 32					Week 33																								
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5																				
Unit 8					EOY					PP																								

\* Please note that The Contraption Quest is represented at the end of units 1–4. We recommend completing the Quest units by the time they are listed on the Pacing Guide. Do not wait until the end of a unit to begin the Quest; it is designed for integration into instructional time through-out the core units as best suits individual classes.

# WEEK ONE

	Day 1	Day 2	Day 3	Day 4	Day 5
W1			Unit 1		
W2			Unit 1		
W3			Unit 1		
W4	BOY			Unit 1	
				Quest: Unit 1	
W5	Unit 1			Unit 2, P1	
	Quest: Unit 1				
W6			Unit 2, P1		

Unit 1: Personal Narratives

Beginning-of-Year Assessment

Unit 2: Empires in the Middle Ages

## 1 Unit 1

### Lesson 1 Introduction to Personal Narratives

- Write a paragraph about a memory
- Define personal narrative
- Infer information from memories
- Write six-word memories

**Formative Assessment:** AP 1.1, AP 1.2, AP 1.3, AP 1.4

W.4.3, SL.4.1, RI.4.1, W.4.9

## 2 Unit 1

### Lesson 2 Character Traits

- Describe main argument in “A Good Lie”
- Describe character traits using text evidence
- Identify peers’ opinions and supporting evidence
- Write an opinion paragraph

**Formative Assessment:** AP 2.1, AP 2.2, Teacher Resource, AP 2.4

RI.4.2, RI.4.1, SL.4.3, W.4.1

## 3 Unit 1

### Lesson 3 Cause and Effect

- Explain how and why a character changed
- Write a paragraph about someone who changed them
- Make predictions based on listening to narratives

**Formative Assessment:** AP 3.1, AP 3.3, AP 3.4

RI.4.5, W.4.3a, SL.4.1

## 4 Unit 1

### Lesson 4 Sensory Details

- Summarize a text
- Identify sensory details
- Write a paragraph using sensory details

**Formative Assessment:** AP 4.1, AP 4.2, AP 4.3

SL.4.2, RI.4.1, W.4.4

## 5 Unit 1

### Lesson 5 Cooking Up Memories

- Describe events of “How to Eat a Guava”
- Present memory to partner
- Outline sequence of events

**Formative Assessment:** AP 5.1, Teacher Resources, AP 5.3

RI.4.2, SL.4.4, W.4.3



# WEEK TWO

## 1 Unit 1

### Lesson 6 Dialogue

- Determine meaning of vocabulary
- Describe character traits using quotes
- Punctuate dialogue
- Write narrative including dialogue

**Formative Assessment:** AP 6.1, AP 6.2, AP 6.4, AP 6.6

L.4.6, RI.4.1, L.4.2b, W.4.3b

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## 2 Unit 1

### Lesson 7 Chronology and Transition Words

- Explain what text says
- Describe chronology of personal narrative
- Use transition words in planning narrative

**Formative Assessment:** AP 7.1, AP 7.2, AP 7.5

RI.4.1, RI.4.5, W.4.3c

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## 3 Unit 1

### Lesson 8 Supporting Sentences

- Identify details that demonstrate narrator's feelings
- Compare firsthand and secondhand accounts
- Complete planning personal narratives

**Formative Assessment:** AP 8.2, AP 8.3, AP 8.4

RI.4.1, RI.4.6, W.4.8

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## 4 Unit 1

### Lesson 9 Action!

- Infer character traits from actions
- Listen to narratives, provide constructive feedback
- Draft introduction to personal narratives

**Formative Assessment:** AP 9.1, Teacher Resources, AP 9.3

RI.4.1, SL.4.1c, W.4.3a

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## 5 Unit 1

### Lesson 10 Similes and Metaphors

- Identify and explain similes and metaphors
- Interpret and analyze simile or metaphor
- Include similes and metaphors in personal narratives

**Formative Assessment:** AP 10.1, AP 10.2, AP 10.4

L.4.5a, RI.4.1, W.4.3b

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# WEEK THREE

	Day 1	Day 2	Day 3	Day 4	Day 5
W3			Unit 1		
W4	BOY		Unit 1 Quest: Unit 1		
W5	Unit 1 Quest: Unit 1		Unit 2, P1		
W6			Unit 2, P1		
W7			Unit 2, P1		
W8			Unit 2, P1		Unit 2, P2

Unit 1: Personal Narratives

Beginning-of-Year Assessment

Unit 2: Empires in the Middle Ages

## 1 Unit 1

### Lesson 11 Using Detail in Writing

- Identify details, analyze cause and effect, use descriptive words
- Draft second paragraph of personal narratives
- Replace nondescript verbs with vital verbs

**Formative Assessment:** AP 11.1, AP 11.2, AP 11.3

RI.4.5, W.4.3, L.4.3a

## 2 Unit 1

### Lesson 12 It's All in the Details

- Identify and use textual details
- Revise personal narrative drafts

**Formative Assessment:** AP 12.1, AP 12.2, AP 12.3

RI.4.1, W.4.3, W.4.5

## 3 Unit 1

### Lesson 13 Conclusions: Finishing Strong

- Learn about strong conclusions, analyze conclusion
- Compose conclusions for personal narratives

**Formative Assessment:** AP 13.1, AP 13.2

RI.4.2, W.4.3e

## 4 Unit 1

### Lesson 14 Revising Personal Narratives

- Prepare for and conduct interviews
- Offer peer feedback, revise personal narratives

**Formative Assessment:** Teacher Resources, AP 14.2, AP 14.3

SL.4.1, W.4.4, W.4.5

## 5 Unit 1

### Lesson 15 Sharing Your Work

- Use self-evaluation and revision checklist to complete final work
- Prepare for and conduct interviews about personal narratives

**Formative Assessment:** AP 15.1, Teacher Resources

W.4.5, SL.4.1

# WEEK FOUR

1

Unit 1

Beginning-of-Year Assessment Day 1

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2

Unit 1

Beginning-of-Year Assessment Day 2

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3

Unit 1

Beginning-of-Year Assessment Day 3

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4

Unit 1

Pausing Point Day 1

The Contraption Quest: Unit 1

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5

Unit 1

Pausing Point Day 2

The Contraption Quest: Unit 1

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# WEEK FIVE

	Day 1	Day 2	Day 3	Day 4	Day 5
W5	Unit 1 Quest: Unit 1			Unit 2, P1	
W6			Unit 2, P1		
W7			Unit 2, P1		
W8		Unit 2, P1			Unit 2, P2
W9			Unit 2, P2		
W10			Unit 2, P2		Quest: Unit 2

Beginning-of-Year Assessment

Unit 2: Empires in the Middle Ages

## 1 Unit 1

**Pausing Point** Day 3

**The Contraption Quest:** Unit 1

## 2 Unit 1

**Pausing Point** Day 4

**The Contraption Quest:** Unit 1

## 3 Unit 2 | Part 1

**Lesson 1** The Middle Ages

- Sequence five events on timeline
- Paraphrase information from Reader

**Formative Assessment:** AP 1.1

RI.4.7, RI.4.1

## 4 Unit 2 | Part 1

**Lesson 2** Lords and Serfs

- Explain relationship between lords and serfs
- Identify nouns and adjectives
- Use knowledge of prefixes, read and interpret unfamiliar words
- Use a graphic organizer, produce clear and coherent writing

**Formative Assessment:** AP 2.4, AP 2.5, AP 2.6

RI.4.1, L.4.1, RF.4.3a, W.4.9

## 5 Unit 2 | Part 1

**Lesson 3** Writing an Informative Paragraph about Lords

- Explain concept of feudalism as way of life
- Draft an informative paragraph

**Formative Assessment:** AP 2.6

RI.4.3, W.4.2

# WEEK SIX

## 1 Unit 2 | Part 1

### Lesson 4 Knights and Castles

- Explain why knights and castles were needed in Middle Ages
- Form and use prepositional phrases
- Use knowledge of prefixes and root words, read and interpret unfamiliar words
- Produce clear and coherent writing

**Formative Assessment:** AP 4.2, AP 4.4, AP 4.5, AP 2.6

RI.4.1, RI.4.3, L.4.1e, RF.4.3a, W.4.9

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## 2 Unit 2 | Part 1

### Lesson 5 Towns in the Middle Ages

- Answer questions about medieval towns
- Draft informative paragraph

**Formative Assessment:** AP 5.2, AP 2.6

RI.4.1, L.4.6, SL.4.1, W.4.2, W.4.9

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## 3 Unit 2 | Part 1

### Lesson 6 Manors and Towns

- Refer to examples of medieval towns changing way of life
- Demonstrate understanding of adverb and its function
- Correctly use words *to*, *too*, *two*
- Use knowledge of morphology and prefixes to read and interpret unknown words

**Formative Assessment:** AP 6.1, AP 6.2, AP 6.3

RI.4.1, SL.4.1, L.4.1, L.4.1g, RF.4.3

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## 4 Unit 2 | Part 1

### Lesson 7 The Power of the Church in the Middle Ages

- Discuss influence of the church on daily lives of people
- Produce clear and coherent writing comparing medieval lives

**Formative Assessment:** AP 7.2

RI.4.1, SL.4.1, W.4.9

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## 5 Unit 2 | Part 1

### Lesson 8 Positive Aspects of Life in the Middle Ages

- Participate in small group discussion, cite evidence from text
- Use text to support opinions

**Formative Assessment:** AP 8.1

RI.4.1, SL.4.1, W.4.9, W.4.1b

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# WEEK SEVEN

	Day 1	Day 2	Day 3	Day 4	Day 5
W7			Unit 2, P1		
W8		Unit 2, P1			Unit 2, P2
W9			Unit 2, P2		
W10			Unit 2, P2	Quest: Unit 2	
W11	Unit 2, P2 Q: U2		Unit 3		
W12			Unit 3		

Unit 2: Empires in the Middle Ages

Unit 3: Poetry

## 1 Unit 2 | Part 1

### Lesson 9 The Battle That Changed History

- Use textual evidence to support author's claim
- Distinguish need for adjective or adverb
- Use knowledge of morphology and prefixes to read and interpret unknown words
- Demonstrate understanding of spelling words

**Formative Assessment:** AP 9.2, AP 9.3, AP 9.4

RI.4.8, L.4.1, RF.4.3, L.4.4

## 2 Unit 2 | Part 1

### Lesson 10 Persuasive Paragraph

- Demonstrate knowledge of correct spelling
- Answer questions about Battle of Hastings
- Plan persuasive paragraph

**Formative Assessment:** AP 10.1, AP 10.2, AP 10.3

L.4.2, RI.4.1, W.4.1

## 3 Unit 2 | Part 1

### Lesson 11 Introduction to King Henry II

- Discuss effect King Henry II had on England
- Identify subject and predicate
- Identify and use words with root *arch*
- Spell targeted words

**Formative Assessment:** AP 11.2, AP 11.3

RI.4.3, L.4.1, L.4.4b, L.4.2d

## 4 Unit 2 | Part 1

### Lesson 12 Two Views on King Henry II

- Evaluate positive and negative actions King Henry II took
- Paraphrase facts from text

**Formative Assessment:** AP 10.3

RI.4.3, W.4.1b, W.4.1c

## 5 Unit 2 | Part 1

### Lesson 13 Magna Carta

- Evaluate importance of Magna Carta
- Draft and edit persuasive paragraph

**Formative Assessment:** AP 13.2, AP 13.4

RI.4.1, W.4.1

# WEEK EIGHT

## 1 Unit 2 | Part 1

### Lesson 14 A Changing World

- Identify impact of Middle Ages on our lives today
- Identify parts of speech, subjects, predicates
- Select correct words with root *arch*
- Practice spelling targeted words

**Formative Assessment:** AP 14.2, AP 14.3, AP 14.4, AP 14.5

RI.4.3, L.4.1, L.4.4b, L.4.2d

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## 2 Unit 2 | Part 1

### Lesson 15 Mid-Unit Assessment

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## 3 Unit 2 | Part 1

### Pausing Point 1 Day 1

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## 4 Unit 2 | Part 1

### Pausing Point 1 Day 2

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## 5 Unit 2 | Part 2

### Lesson 16 Introduction to the Islamic Empire

- Place major events on timeline and map
- Answer questions about information in text

**Formative Assessment:** AP 16.1, AP 16.2

RI.4.3, RI.4.1

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# WEEK NINE

	Day 1	Day 2	Day 3	Day 4	Day 5
W9			Unit 2, P2		
W10			Unit 2, P2	Quest: Unit 2	
W11	Unit 2, P2 Q: U2		Unit 3		
W12			Unit 3		
W13			Unit 3		
W14		Unit 3 Quest: Unit 3			Unit 4

Unit 2: Empires in the Middle Ages

Unit 3: Poetry

Unit 4: Eureka! Student Inventor

## 1 Unit 2 | Part 2

### Lesson 17 The Birth of a New Religion

- Answer questions about Muhammad's life
- Identify and correct sentence fragments
- Correctly use prefixes in context
- Scan text to find quotes about particular topic

**Formative Assessment:** AP 17.1, AP 17.2, AP 17.3, AP 17.4, AP 17.5, AP 17.6

RI.4.1, L.4.1f, L.4.3, W.4.8

## 2 Unit 2 | Part 2

### Lesson 18 Muhammad's Early Life

- Sequence events related to spread of Islam
- Paraphrase information from text

**Formative Assessment:** AP 18.1, AP 18.2, AP 18.3

RI.4.3, W.4.8

## 3 Unit 2 | Part 2

### Lesson 19 Battle of Yarmouk

- Present annotated diagram of Battle of Yarmouk
- Generate four types of sentences
- Use words with root *graph*
- Pronounce and use spelling words in sentences

**Formative Assessment:** AP 19.1, AP 19.2, AP 19.3, AP 19.4, AP 19.5

RI.4.7, L.4.1, L.4.4b, L.4.4

## 4 Unit 2 | Part 2

### Lesson 20 A Civil War

- Answer questions about two major branches of Islam
- Collect details to plan historical fiction pieces

**Formative Assessment:** AP 20.1, AP 20.2, AP 20.3, AP 20.4, AP 20.5

RI.4.1, W.4.8

## 5 Unit 2 | Part 2

### Lesson 21 Writing Historical Fiction

- Answer questions about Umayyad dynasty
- Draft historical fiction using elements of a story

**Formative Assessment:** AP 21.1, AP 21.2, AP 21.3, AP 21.4

RI.4.1, W.4.3



# WEEK TEN

## 1 Unit 2 | Part 2

### Lesson 22 The Classical Age

- Identify and discuss features of classical Islamic architecture
- Form and use progressive verb tense
- Use words with root *graph* accurately
- Correctly use vocabulary words in sentences

**Formative Assessment:** AP 22.1, AP 22.2 AP 22.3

RI.4.1, L.4.1b, L.4.4

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## 2 Unit 2 | Part 2

### Lesson 23 The Crusades

- Demonstrate ability to spell targeted words
- Answer questions about Crusades
- Present historical fiction stories, provide feedback

**Formative Assessment:** AP 23.1, AP 23.2

L.4.2, RI.4.1, SL.4.4

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## 3 Unit 2 | Part 2

### Lesson 24 Features of a Fable

- Generate fable with morals
- Identify parts of speech, correct fragments and run-ons, write four sentence types
- Use suffix -y to change nouns into adjectives
- Practice using words accurately in sentences

**Formative Assessment:** AP 24.1, AP 24.2, AP 24.3, AP 24.4

RL.4.2, L.4.1, L.4.4

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## 4 Unit 2 | Part 2

### Lesson 25 End of Unit Assessment

**The Contraption Quest:** Unit 2

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## 5 Unit 2 | Part 2

### Pausing Point 2 Day 1

**The Contraption Quest:** Unit 2

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# WEEK ELEVEN

	Day 1	Day 2	Day 3	Day 4	Day 5
W11	Unit 2, P2 Q: U2		Unit 3		
W12		Unit 3			
W13		Unit 3			
W14		Unit 3 Quest: Unit 3		Unit 4	
W15		Unit 4			
W16		Unit 4 Quest: Unit 4		Unit 5	

Unit 2: Empires in the Middle Ages

Unit 3: Poetry

Unit 4: Eureka! Student Inventor

Unit 5: Geology

## 1 Unit 2 | Part 2

**Pausing Point 2** Day 2

**The Contraption Quest:** Unit 2

## 2 Unit 3

**Lesson 1** “Little Red Riding Hood and the Wolf”

- Discuss plot of “Little Red Riding Hood and the Wolf”
- Identify textual evidence, determine meaning of text
- Identify stanza, stanza break, line, rhyme within text

**Formative Assessment:** Teacher Resources, PJ 1.1, PJ 1.2

SL.4.1b, RL.4.1, L.4.6

## 3 Unit 3

**Lesson 2** “Ask Aden” and “Wishes”

- Identify textual evidence, determine meanings of texts
- Define *repetition*, *alliteration*, create original work using alliteration
- Compose questions, assemble into original poem

**Formative Assessment:** PJ 2.1, PJ 2.2, PJ 2.3

RL.4.1, L.4.3, W.4.4

## 4 Unit 3

**Lesson 3** “My First Memory (of Librarians)”

- Identify points of view, apply knowledge while reading poem
- Record information about own experiences, plan memory poem

**Formative Assessment:** PJ 3.2, PJ 3.4, PJ 3.5

RL.4.3, RL.4.6, W.4.8

## 5 Unit 3

**Lesson 4** “Harlem” (Lesson 1 of 2)

- Discuss “Harlem,” interpret similes
- Compose original, simile-rich poems in response to questions

**Formative Assessment:** PJ 4.1, PJ 4.2, PJ 4.3

RL.4.4, L.4.5a, W.4.4, L.4.5

# WEEK TWELVE

## 1 Unit 3

### Lesson 5 “Harlem” (Lesson 2 of 2)

- Identify figurative language
- Answer questions about biographical note
- Assimilate information from video on Harlem Renaissance
- Use historical and cultural context to answer questions
- Use teacher feedback to plan revisions

**Formative Assessment:** PJ 5.1, PJ 5.2, PJ 5.3, PJ 5.4, PJ 5.5

L.4.5, RI.4.1, SL.4.2, RL.4.2, W.4.5, W.4.8

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## 2 Unit 3

### Lesson 6 From “Why We Play Basketball”

- Learn about tone, match tones to audiences and occasions
- Use details from text to infer tone and meaning, affect of repetition on tone
- Draft memory poems

**Formative Assessment:** Teacher Resources, PJ 6.2, PJ 6.3

SL.4.1, RL.4.1, RL.4.3, W.4.4, W.4.8

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## 3 Unit 3

### Lesson 7 “I Hear America Singing”

- Read original poems aloud, give feedback
- Identify how Whitman characterizes America
- Compose poems about school day

**Formative Assessment:** Teacher Resources, PJ 7.1, PJ 7.2, PJ 7.3, PJ 7.4

SL.4.1, SL.4.2, RL.4.1, W.4.1, W.4.4

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## 4 Unit 3

### Lesson 8 From “She Had Some Horses” (Lesson 1 of 2)

- Read from Joy Harjo’s “She Had Some Horses”
- Define, identify, and explain *anaphora*, *metaphor*

**Formative Assessment:** Teacher Resources, PJ 8.1

SL.4.1b, RL.4.1, L.4.5

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## 5 Unit 3

### Lesson 9 From “She Had Some Horses” (Lesson 2 of 2)

- Read passages from “She Had Some Horses”
- Use textual detail as evidence about poem’s meaning
- Plan and draft poems that use anaphora to describe characters

**Formative Assessment:** Teacher Resources, PJ 9.1, PJ 9.2, PJ 9.3

SL.4.1b, RL.4.1, L.4.5, W.4.3, W.4.4, W.4.5

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# WEEK THIRTEEN

	Day 1	Day 2	Day 3	Day 4	Day 5
W13	Unit 3				
W14	Unit 3 Quest: Unit 3				Unit 4
W15	Unit 4				
W16	Unit 4 Quest: Unit 4				Unit 5
W17	Unit 5				
W18	Unit 5				

Unit 3: Poetry

Unit 4: Eureka! Student Inventor

Unit 5: Geology

## 1 Unit 3

### Lesson 10 “Words Free as Confetti”

- Identify and create examples of alliteration; identify and explain similes
- Compose poems using alliteration and detailed descriptions

**Formative Assessment:** PJ 10.1, PJ 10.2, PJ 10.3

RL.4.4, L.4.5, W.4.3, W.4.4

## 2 Unit 3

### Lesson 11 “Fog”

- Identify extended metaphor, explain various details
- Construct original poems using extended metaphors

**Formative Assessment:** PJ 11.1, PJ 11.2

RL.4.1, RL.4.4, L.4.5, W.4.3, W.4.4

## 3 Unit 3

### Lesson 12 “Casey at the Bat” (Lesson 1 of 2)

- Answer questions about poem read aloud
- Summarize text, identify poetic devices

**Formative Assessment:** PJ 12.1, PJ 12.2, PJ 12.3

SL.4.2, RL.4.1, RL.4.2, RL.4.4

## 4 Unit 3

### Lesson 13 “Casey at the Bat” (Lesson 2 of 2)

- Examine elements of poem, define how poem differs from short story
- Write narrative poems

**Formative Assessment:** PJ 13.1, PJ 13.2, PJ 13.3

RL.4.5, W.4.3, W.4.4

## 5 Unit 3

### Lesson 14 From *Kavikanthabharana*

- Describe responsibilities of poet, identify poet’s tools
- Write advice poems for new readers of poetry

**Formative Assessment:** PJ 14.1, PJ 14.2, PJ 14.3

RL.4.1, RL.4.2, RL.4.4, W.4.9, W.4.4

# WEEK FOURTEEN

1

## Unit 3

**Lesson 15** Unit Assessment

**The Contraption Quest:** Unit 3

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2

## Unit 3

**Pausing Point** Day 1

**The Contraption Quest:** Unit 3

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3

## Unit 3

**Pausing Point** Day 2

**The Contraption Quest:** Unit 3

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4

## Unit 3

**Pausing Point** Day 3

**The Contraption Quest:** Unit 3

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5

## Unit 4

**Lesson 1** Welcome to *Eureka!*—Collaboration

- Discuss and practice collaboration
- Integrate ideas from two texts
- Write about own collaboration experience

**Formative Assessment:** AP 1.2, AP 1.4

SL.4.1, SL.4.1b, RI.4.9, W.4.4

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# WEEK FIFTEEN

	Day 1	Day 2	Day 3	Day 4	Day 5
W15	Unit 4		Unit 4		
W16	Unit 4		Quest: Unit 4		Unit 5
W17	Unit 5				
W18	Unit 5				
W19	Unit 5				MOY
W20	MOY	Unit 5			

Unit 4: Eureka! Student Inventor

Unit 5: Geology

Middle-of-Year Assessment

## 1 Unit 4

### Lesson 2 Those Fascinating Judges—Research

- Complete close reads of inventor biographies
- Draw evidence from inventor biographies to support research

**Formative Assessment:** Inventor Cards

RI.4.1, RI.4.2, W.4.9

## 2 Unit 4

### Lesson 3 Lovin' the Light Bulb—Research/Introduction to Pitching

- Read informational texts about major inventions
- Write opinion piece about importance of the light bulb
- Summarize best practices for oral presentations
- Use audio recordings to enhance oral presentations
- Acquire vocabulary about inventions

**Formative Assessment:** AP 3.2, AP 3.3

RI.4.3, W.4.1, W.4.1b, SL.4.2, L.4.5, L.4.6

## 3 Unit 4

### Lesson 4 Speaking with Style—Pitching

- Use research to create oral pitch for invention
- Listen to presentations, take notes, paraphrase information
- Use audio recordings to enhance presentations
- Write and present skit with dialogue

**Formative Assessment:** AP 4.2, AP 4.3

SL.4.4, SL.4.2, L.4.5, W.4.3

## 4 Unit 4

### Lesson 5 Invention Breeds Invention—Knowledge

- Describe chronology, causes, effects of Louis Braille's invention
- Read technical texts, interpret diagrams about machines
- Integrate information about prior inventions and simple machines

**Formative Assessment:** AP 5.1, AP 5.2

RI.4.5, RI.4.3, W.4.4

## 5 Unit 4

### Lesson 6 Looking at It from Many Perspectives—Documentation

- Create texts to document inventors, including diagrams
- Collaborate to generate ideas, respond to new challenge

**Formative Assessment:** Diagrams on Board, AP 6.6

W.4.2, SL.4.1b

# WEEK SIXTEEN

## 1 Unit 4

### Lesson 7 If At First You Don't Succeed—Failure

- Participate in collaborative discussions to evaluate inventions
- Write an opinion piece

**Formative Assessment:** AP 7.2

SL.4.1c, W.4.1b

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## 2 Unit 4

### Lesson 8 Why We Invent—Identifying Challenges

- Revise or complete writing challenges
- Write informative pieces describing invention idea
- Share ideas about inventions

**Formative Assessment:** Writing Make-Up Time, AP 8.2, AP 8.4

W.4.10, W.4.2, SL.4.1b

**The Contraption Quest:** Unit 4

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## 3 Unit 4

### Lesson 9 Final Challenge Part 1—Invent!

- Write detailed explanation of invention
- Listen to classmates, pose questions, offer feedback
- Write, rehearse, create illustrations for invention pitch
- Discuss and choose audio recordings for final presentations

**Formative Assessment:** AP 9.1, AP 9.2

W.4.1b, SL.4.1c, SL.4.4, L.4.5

**The Contraption Quest:** Unit 4

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## 4 Unit 4

### Lesson 10 Final Challenge Part 2—Pitch Your Invention!

- Present invention, support pitch with diagram or model demonstration
- Write reflection on experiences

**Formative Assessment:** Judges' Rubric for Invention Pitches, AP 10.1

SL.4.4, W.4.10

**The Contraption Quest:** Unit 4

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## 5 Unit 5

### Lesson 1 Geology

- Identify different areas of study about Earth, ask questions about Earth
- Describe how knowledge of Earth's surface has changed

**Formative Assessment:** AP 1.1, AP 1.3, AP 1.4

RI.4.1, RI.4.3, RI.4.7, RI.4.8

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# WEEK SEVENTEEN

	Day 1	Day 2	Day 3	Day 4	Day 5
W17			Unit 5		
W18			Unit 5		
W19		Unit 5			MOY
W20	MOY		Unit 5		
W21			Unit 6		
W22			Unit 6		

Unit 5: Geology

Middle-of-Year Assessment

Unit 6: Contemporary Fiction

## 1 Unit 5

### Lesson 2 Earth's Layers and Plate Tectonics

- Identify and describe Earth's layers and tectonic plates
- Identify correct location of commas
- Distinguish between root words and words with suffix *-ly*
- Explain similes related to geology

**Formative Assessment:** AP 1.3, AP 1.4, AP 2.2, AP 2.3, AP 2.4

RI.4.1, RI.4.3, RI.4.8, L.4.2, L.4.4, L.4.5

## 2 Unit 5

### Lesson 3 Close Reading: Earth's Layers and Moving Plates

- Explain characteristics of Earth's layers and tectonic plates
- Write detailed explanation of a simile

**Formative Assessment:** AP 2.4, AP 3.1

RI.4.1, RI.4.2, RI.4.8, L.4.5, W.4.2

## 3 Unit 5

### Lesson 4 Earthquakes and Tsunamis

- Explain cause and effect of earthquakes, earthquake measurement
- Practice using commas
- Distinguish between root words and words with suffix *-ly*
- Describe informational pamphlet

**Formative Assessment:** AP 3.1, AP 4.1, AP 4.2, AP 4.3, AP 4.4

RI.4.1, RI.4.3, RI.4.8, L.4.2, L.4.4, W.4.8, W.4.9

## 4 Unit 5

### Lesson 5 Close Reading: Earthquakes and Tsunamis

- Describe key causes and effects of earthquakes
- Draft informational pamphlet using notes, paraphrases

**Formative Assessment:** AP 1.3, AP 1.4, AP 4.2, AP 5.1, AP 5.2, AP 5.3

RI.4.1, RI.4.2, RI.4.3, W.4.8, W.4.9

## 5 Unit 5

### Lesson 6 Volcanoes, Geysers, and Hot Springs

- Explain how and where volcanoes, geysers, hot springs are formed
- Use quotation marks and commas
- Identify meaning of root *rupt*, use words in sentences
- Practice spelling words based on familiar roots

**Formative Assessment:** AP 1.3, AP 1.4, AP 6.1, AP 6.2, AP 6.3, AP 6.4, AP 6.5

RI.4.1, RI.4.3, RI.4.4, L.4.2, L.4.4



# WEEK EIGHTEEN

## 1 Unit 5

### Lesson 7 Myths and Volcanoes

- Describe how myths were used to explain unusual events in nature
- Determine or clarify precise meaning of words, identify alternate word choices
- Describe a wiki entry, plan writing for own wiki entry

**Formative Assessment:** AP 7.1, AP 7.2, AP 7.3, AP 7.4, AP 7.5

RL.4.1, RL.4.2, RL.4.4, RL.4.9, L.4.4c, W.4.2, W.4.4, W.4.5

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## 2 Unit 5

### Lesson 8 Three Types of Rocks and the Rock Cycle

- Identify rocks as solids, describe formation, characteristics of three types
- Take notes by paraphrasing text, draft wiki entry

**Formative Assessment:** AP 7.3, AP 8.2, AP 8.3, AP 8.4

RI.4.2, RI.4.3, RI.4.4, W.4.2, W.4.4, W.4.8

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## 3 Unit 5

### Lesson 9 Close Reading: Rocks and the Rock Cycle

- Describe what rocks are, explain formation and characteristics of rock classes
- Write dialogue using commas and quotation marks
- Create words with root *rupt*
- Practice spelling targeted words

**Formative Assessment:** AP 1.3, AP 1.4, AP 9.1, AP 9.2, AP 9.3, AP 9.4

RI.4.1, RI.4.2, RI.4.3, L.4.2, L.4.4

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## 4 Unit 5

### Lesson 10 Weathering and Erosion, Part 1

- Demonstrate knowledge of correct spelling
- Identify, define, provide examples of weathering and erosion
- Revise and edit writing

**Formative Assessment:** Flowchart, AP 7.4, AP 7.5, AP 8.4, AP 9.1, AP 10.1, AP 10.3

L.4.2, RI.4.2, RI.4.3, RI.4.4, W.4.4, W.4.5

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## 5 Unit 5

### Lesson 11 Weathering and Erosion, Part 2

- Describe process of weathering and erosion, identify geologic features
- Identify and use multiple adjectives in sequence
- Review suffixes *-ly*, *-y* and roots *graph*, *rupt*
- Practice spelling targeted words

**Formative Assessment:** AP 1.3, AP 1.4, AP 10.3, AP 11.1, AP 11.2, AP 11.4

RI.4.1, RI.4.2, RI.4.4, L.4.1, L.4.4, L.4.2

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# WEEK NINETEEN

	Day 1	Day 2	Day 3	Day 4	Day 5
W19	Unit 5				MOY
W20	MOY	Unit 5			
W21	Unit 6				
W22	Unit 6				
W23	Unit 6				
W24	Unit 6	Unit 7			

Unit 5: Geology

Middle-of-Year Assessment

Unit 6: Contemporary Fiction

Unit 7: American Revolution

## 1 Unit 5

### Lesson 12 Mountains

- Describe how mountains are formed, identify types, locate on map
- Plan descriptive paragraph

**Formative Assessment:** AP 1.3, AP 1.4, AP 12.2, AP 12.3

RI.4.1, RI.4.2, RI.4.3, W.4.2, W.4.3, W.4.4, W.4.5

## 2 Unit 5

### Lesson 13 Under the Sea, Part 1

- Identify and explain mid-ocean ridges, ocean trenches, hydrothermal vents, seamounts
- Draft descriptive paragraph

**Formative Assessment:** AP 1.3, AP 1.4, AP 12.3, AP 13.2

RI.4.1, RI.4.3, RI.4.4, W.4.2, W.4.4

## 3 Unit 5

### Lesson 14 Under the Sea, Part 2

- Explain unique characteristics of geological features on seafloor
- Identify and use multiple adjectives in correct sequence
- Use words with suffixes *-ly*, *-y* and roots *graph*, *rupt*
- Practice spelling targeted words

**Formative Assessment:** AP 13.2, AP 14.1, AP 14.2, AP 14.3, AP 14.4

RI.4.2, RI.4.3, RI.4.4, L.4.1, L.4.4, L.4.2

## 4 Unit 5

### Lesson 15 Unit Assessment

- Demonstrate ability to spell words
- Demonstrate understanding of concepts and facts taught in unit

**Formative Assessment:** None

L.4.2, RI.4.1, RI.4.2, RI.4.3, RI.4.4, RL.4.1, RL.4.2, RL.4.3, RL.4.4, L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, W.4.2, W.4.4

## 5 Unit 5

### Middle-of-Year Assessment Day 1

# WEEK TWENTY

1 Unit 5  
Middle-of-Year Assessment Day 2

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2 Unit 5  
Pausing Point Day 1

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3 Unit 5  
Pausing Point Day 2

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4 Unit 5  
Pausing Point Day 3

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5 Unit 5  
Pausing Point Day 4

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# WEEK TWENTY-ONE

	Day 1	Day 2	Day 3	Day 4	Day 5
W21			Unit 6		
W22			Unit 6		
W23			Unit 6		
W24	Unit 6		Unit 7		
W25			Unit 7		
W26			Unit 7		

Unit 6: Contemporary Fiction

Unit 7: American Revolution

## 1 Unit 6

### Lesson 1 Reading for Details

- Underline and quote details in order to understand setting
- Write own detailed descriptions of real or imaginary home

**Formative Assessment:** WJ 1.2, WJ 1.3

RL.4.1, W.4.3

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## 2 Unit 6

### Lesson 2 Discovering a Theme

- Revise and strengthen descriptions of a house
- Write inferential statements about narrator
- Use graphic organizers and tools to discover theme

**Formative Assessment:** WJ 2.1, WJ 2.2, WJ 2.3

W.4.5, W.4.9, RL.4.2

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## 3 Unit 6

### Lesson 3 Investigating Character: Esperanza

- Collaborate on theatrical presentation
- Investigate Esperanza's dialogue, actions, and motivation
- Write statement about Esperanza's mood change
- Create alternative narrative

**Formative Assessment:** WJ 3.1, WJ 3.3, Blank Paper, WJ 3.4

SL.4.1b, RL.4.3, W.4.1, W.4.3

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## 4 Unit 6

### Lesson 4 Character and the Theme of Aspiration

- Revise and share alternative narrative piece
- Describe differences between Esperanza and her mother
- Write personal reflection based on text

**Formative Assessment:** WJ 3.4, WJ 4.1, WJ 4.3

W.4.10, RL.4.3

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## 5 Unit 6

### Lesson 5 Figurative Language/Your Story of Aspiration

- Explore how figurative language conveys meaning
- Prepare to write own stories of aspiration

**Formative Assessment:** WJ 5.1, WJ 5.4, WJ 5.5

L.4.5a, W.4.3

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# WEEK TWENTY-TWO

## 1 Unit 6

### Lesson 6 Writing Your Aspiration Story

- Write original narrative on theme of aspiration
- Share writing with a partner

**Formative Assessment:** WJ 5.5

W.4.3, SL.4.4, SL.4.1b

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## 2 Unit 6

### Lesson 7 Secondary Characters in Vignette 4

- Examine use of pronouns to identify secondary characters
- Analyze Esperanza's interaction with secondary characters

**Formative Assessment:** WJ 7.1, WJ 7.2,  
Blank Paper

RF.4.4, RL.4.3

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## 3 Unit 6

### Lesson 8 Looking at Perspective

- Draw comparisons between Esperanza's and other people's perspectives
- Create own characters and dialogue

**Formative Assessment:** WJ 8.1, WJ 8.2

RL.4.6, W.4.3b

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## 4 Unit 6

### Lesson 9 A Closer Look at Perspective in Vignette 6

- Analyze Esperanza's character and perspective
- Revise scenes from previous lessons
- Create alternative version of Vignette 6 from different perspective

**Formative Assessment:** WJ 8.2, WJ 9.1, WJ 9.2

RL.4.3, W.4.5, W.4.3b

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## 5 Unit 6

### Lesson 10 New Characters and Aspirations in Vignette 7

- Analyze how theme of aspiration is developed
- Create new secondary character

**Formative Assessment:** WJ 10.1, WJ 10.2, WJ 10.3

RL.4.2, W.4.3a

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# WEEK TWENTY-THREE

	Day 1	Day 2	Day 3	Day 4	Day 5
W23			Unit 6		
W24	Unit 6		Unit 7		
W25			Unit 7		
W26			Unit 7		
W27			Unit 7		
W28	Unit 7			Unit 8	

Unit 6: Contemporary Fiction

Unit 7: American Revolution

Unit 8: Treasure Island

## 1 Unit 6

**Lesson 11** Personal Narrative Writing and Esperanza's Character Growth

- Develop personal aspirations by introducing new character
- Conduct in-depth exploration of Esperanza's character development

**Formative Assessment:** WJ 10.3, WJ 11.1, WJ 11.2

W.4.3a, RL.4.2, RL.4.3

## 2 Unit 6

**Lesson 12** Concluding Your Story of Aspirations

- Write concluding chapter for story
- Share writing with class, provide feedback

**Formative Assessment:** WJ 12.2

W.4.3, W.4.3e, SL.4.4, SL.4.1b

## 3 Unit 6

**Lesson 13** Unit Assessment

## 4 Unit 6

**Pausing Point** Day 1

## 5 Unit 6

**Pausing Point** Day 2

# WEEK TWENTY-FOUR

## 1 Unit 6

### Pausing Point Day 3

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## 2 Unit 7

### Lesson 1 The French and Indian War Brings Change

- Describe events connecting French and Indian War to American Revolution
- Justify colonists' growing discontent and anger toward Britain

**Formative Assessment:** AP 1.1, AP 1.3, AP 1.4

RI.4.5, SL.4.4, SL.4.5, SL.4.6, L.4.1, L.4.3, L.4.6, RI.4.1, RI.4.2, RI.4.3

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## 3 Unit 7

### Lesson 2 Boycotts and Protests

- Identify Sons of Liberty, describe rebellious acts in Boston
- Practice correct use of commas
- Use root *port* as clue to meaning of words
- Explain how to use cause and effect to describe event

**Formative Assessment:** AP 1.3, AP 2.3, AP 2.4

RI.4.1, RI.4.3, RI.4.4, SL.4.1, SL.4.6, L.4.1, L.4.3, L.4.6, L.4.2, W.4.4b, RI.4.5

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## 4 Unit 7

### Lesson 3 Voices of Discontent

- Deepen understanding of growing discontent and anger toward Great Britain
- Draft cause-and-effect statements

**Formative Assessment:** AP 3.1, AP 3.3, AP 3.4

RI.4.1, RI.4.3, RI.4.4, W.4.2

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## 5 Unit 7

### Lesson 4 Give Me Liberty or Give Me Death

- Understand how Intolerable Acts precipitated American Revolution
- Use commas with quotation marks
- Recognize root *port*, use topic-relevant words
- Describe what gave rise to French and Indian War

**Formative Assessment:** AP 4.3, AP 4.4, AP 3.4

RI.4.1, RI.4.3, RI.4.6, RI.4.9, L.4.1, L.4.2b, L.4.4b, W.4.2, W.4.2a, RI.4.5

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# WEEK TWENTY-FIVE

	Day 1	Day 2	Day 3	Day 4	Day 5
W25			Unit 7		
W26			Unit 7		
W27			Unit 7		
W28	Unit 7			Unit 8	
W29			Unit 8		
W30			Unit 8		

Unit 7: American Revolution

Unit 8: Treasure Island

## 1 Unit 7

### Lesson 5 The Truth About Paul Revere

- Evaluate historical accuracy of Longfellow's poem "Paul Revere's Ride"
- Use paragraph writing skills to draft essay

**Formative Assessment:** Written Answers to Close Reading Questions, AP 4.2, AP 5.3

RI.4.1, RI.4.9, L.4.4a, W.4.2, W.4.2b, W.4.2c, W.4.2d

## 2 Unit 7

### Lesson 6 Declaring Independence

- Explain how colonists declared independence
- Find pronunciations, clarify definitions of words from Declaration of Independence
- Use correct subject–action verb agreement
- Understand how prefixes *im-*, *in-* modify root words
- Practice spelling content-based spelling words

**Formative Assessment:** Written Answers to Reading Questions, AP 6.2, AP 6.3, AP 6.4

RI.4.1, RI.4.3, RI.4.5, L.4.4c, L.4.1, L.4.4b, RF.4.3

## 3 Unit 7

### Lesson 7 A Final Separation

- Evaluate political choices available to colonial leaders
- Explain colonists' concern about Intolerable Acts

**Formative Assessment:** AP 7.1, Teacher Observation, AP 7.3, AP PP.1

RI.4.1, RI.4.3, RI.4.10, RI.4.9, W.4.2, W.4.2b, W.4.2c, W.4.2d

## 4 Unit 7

### Lesson 8 The Continental Army's Plight

- Understand strategic and physical challenges colonial soldiers faced
- Reflect on role first shot fired played in igniting American Revolutionary War

**Formative Assessment:** AP 6.2, AP 8.3

RI.4.1, RI.4.3, RI.4.9, W.4.2, W.4.2b, W.4.2c, W.4.2d

## 5 Unit 7

### Lesson 9 Time to Outsmart the British!

- Analyze language to better understand Continental Army soldiers' state of mind
- Use correct subject-action verb agreement
- Recognize prefixes *im-*, *in-* modify root words
- Spell targeted words accurately

**Formative Assessment:** AP 9.1, AP 9.2, AP 9.3

RI.4.1, RI.4.9, L.4.1, L.4.4b, RF.4.3



# WEEK TWENTY-SIX

## 1 Unit 3

### Lesson 10 The French Intervention

- Correctly spell targeted words
- Draft essay describing causes and effects leading to American Revolution
- Demonstrate understanding of why French army joined forces with Continental Army

**Formative Assessment:** AP 10.1, AP 6.2, Cause and Effect Essay

L.4.2d, L.4.6, RI.4.9, W.4.2, W.4.2b, W.4.2c, W.4.2d, RI.4.1

## 2 Unit 3

### Lesson 11 Five Years and 700 Miles

- Understand scope of Revolutionary War
- Use correct subject *-to be* verb agreement
- Understand how suffixes *-able*, *-ible* modify root words
- Practice spelling content-based words

**Formative Assessment:** AP 10.3, AP 11.1, AP 11.2, AP 11.3

RI.4.1, RI.4.3, L.4.4a, L.4.1, L.4.4b, RF.4.3

## 3 Unit 3

### Lesson 12 A Country of Idealists

- Evaluate acts of lesser-known individuals involved in American Revolution
- Develop paragraphs describing attitudes toward Intolerable Acts

**Formative Assessment:** AP 12.2, Cause and Effect Essay

RI.4.1, RI.4.3, RI.4.9, W.4.2, W.4.2b, W.4.2c, W.4.2d

## 4 Unit 3

### Lesson 13 The Headless Hessian

- Recognize Washington Irving as famous early American writer
- Provide concluding paragraph for essay

**Formative Assessment:** AP 13.2, Cause and Effect Essay

RL.4.1, RL.4.2, RL.4.3, RI.4.3, W.4.2, W.4.2e

## 5 Unit 4

### Lesson 14 Literary Devices in “The Legend of Sleepy Hollow”

- Identify literary devices
- Explain differences between drama and prose
- Understand use of modal auxiliary verbs
- Use suffixes *-able*, *-ible* to modify root words
- Spell targeted words

**Formative Assessment:** AP 14.1, AP 14.2, AP 14.3, AP 14.4

RL.4.4, L.4.5, RL.4.5, L.4.1c, L.4.4b, RF.4.3, L.4.4b

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# WEEK TWENTY-SEVEN

	Day 1	Day 2	Day 3	Day 4	Day 5
W27			Unit 7		
W28	Unit 7			Unit 8	
W29			Unit 8		
W30			Unit 8		
W31			Unit 8		
W32	Unit 8		EOY		Unit 8

Unit 7: American Revolution

Unit 8: Treasure Island

End-of-Year Assessment

## 1 Unit 7

### Lesson 15 Rip Van Winkle

- Correctly spell targeted words
- Engage in collaborative discussions with peers for writing feedback
- Examine elements of historical fiction

**Formative Assessment:** AP 15.1, AP 15.3, AP 15.4

L.4.2d, L.4.6, W.4.5, SL.4.1, RI.4.2, RI.4.3, RI.4.10, RL.4.3

## 2 Unit 7

### Lesson 16 An Allegory of Independence

- Compare and contrast Rip Van Winkle's outlook
- Use modal auxiliary verbs and forms of verb *to be*
- Recognize various roots and suffixes *-able, -ible* as clues to meaning of words
- Develop and strengthen essays

**Formative Assessment:** AP 15.3, AP 16.1, AP 16.2, AP SR.3

RI.4.3, RI.4.5, RL.4.10, L.4.1c, L.4.4b, W.4.4, W.4.5

## 3 Unit 7

### Lesson 17 Unit Assessment

## 4 Unit 7

### Pausing Point Day 1

## 5 Unit 7

### Pausing Point Day 2

# WEEK TWENTY-EIGHT

## 1 Unit 7

Pausing Point Day 3

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## 2 Unit 7

Pausing Point Day 4

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## 3 Unit 8

**Lesson 1** The Old Seadog

- Identify relevant geographical points, historical events, key ship terms
- Identify narrator and setting of story, describe important characters

**Formative Assessment:** AP 1.1, AP 1.3, AP 1.4

SL.4.1, RL.4.1

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## 4 Unit 8

**Lesson 2** The Sea Chest

- Identify significant events of chapter, summarize key details
- Accurately use modal auxiliaries and verb *to be*
- Identify meaning of words with root *bio*
- Select setting for original adventure story

**Formative Assessment:** AP 2.2, AP 2.3

RL.4.2, L.4.1c, L.4.4b, W.4.3

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## 5 Unit 8

**Lesson 3** Characters in Adventure Stories

- Identify key details in chapter, show understanding of figurative language
- Use descriptive details to create character for adventure stories

**Formative Assessment:** AP 3.1, AP 3.2

RL.4.1, L.4.5, W.4.3a

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# WEEK TWENTY-NINE

	Day 1	Day 2	Day 3	Day 4	Day 5
W29	Unit 8		Unit 8		
W30	Unit 8		Unit 8		
W31	Unit 8		Unit 8		
W32	Unit 8	EOY	Unit 8	Unit 8	Unit 8
W33	Unit 8		Unit 8		

Unit 8: Treasure Island  
End-of-Year Assessment

## 1 Unit 8

### Lesson 4 A Real Adventure

- Summarize upcoming voyage, describe character of Long John Silver
- Correctly use relative pronouns
- Correctly use *there, their, they're*
- Use words with root *bio*
- Use descriptive details to write about a character

**Formative Assessment:** AP 4.2, AP 4.3, AP 4.4

RL.4.1, RL.4.3, L.4.1a, L.4.1g, L.4.4b, W.4.3a, W.4.4

## 2 Unit 8

### Lesson 5 Interpreting Figurative Language

- Determine meaning of descriptive words and phrases, identify figurative language
- Compose paragraphs about character using details

**Formative Assessment:** AP 5.1

L.4.4c, L.4.5, L.4.5a, L.4.5b, L.4.5c, W.4.3a

## 3 Unit 8

### Lesson 6 The Apple Barrel

- Cite details from text about Long John Silver
- Use relative pronouns *that, which, whose* correctly
- Use prefixes *im-, in-* and roots *port, bio*
- Correctly spell targeted words

**Formative Assessment:** AP 6.2, AP 6.3, AP 6.4, AP 6.5, AP 6.6

RL.4.1, L.4.1, L.4.1a, L.4.4b, RF.4.3

## 4 Unit 8

### Lesson 7 Planning an Adventure Story

- Demonstrate understanding of descriptive language and literary devices in text
- Plan own adventure story

**Formative Assessment:** AP 7.1, AP 7.2

L.4.5, W.4.3, W.4.5

## 5 Unit 8

### Lesson 8 The Man on the Island

- Summarize events; distinguish between trustworthy and untrustworthy characters
- Write introduction to adventure story

**Formative Assessment:** AP 8.2, AP 8.3

RL.4.1, RL.4.3, W.4.3a

# WEEK THIRTY

## 1 Unit 8

### Lesson 9 The Plan

- Summarize significant events, make inferences about character relationships
- Accurately use relative pronouns *who*, *whom*, *that*, *which*, *whose*
- Accurately use words with prefixes *im-*, *in-*, and words with roots *port*, *bio*
- Correctly spell targeted words

**Formative Assessment:** AP 9.2, AP 9.3, AP 9.4, AP 9.5

RL.4.1, RL.4.2, L.4.1a, L.4.4b, RF.4.3

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## 2 Unit 8

### Lesson 10 "Shiver Me Timbers"

- Correctly spell targeted words
- Analyze choices made by Jim Hawkins, use details from text
- Incorporate dialogue to develop experiences and events in adventure story

**Formative Assessment:** AP 10.1, AP 10.3

RF.4.3, RL.4.3, W.4.3b, L.4.2b

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## 3 Unit 8

### Lesson 11 My Life Hangs in the Balance

- Analyze choices made by Long John Silver
- Correctly use coordinating conjunctions
- Distinguish between root words and words with suffix *-ful*, *-less*
- Decode and encode targeted words

**Formative Assessment:** AP 11.2, AP 11.3, AP 11.4, AP 11.5, AP 11.6

RL.4.3, L.4.2c, L.4.4b, RF.4.3

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## 4 Unit 8

### Lesson 12 Drafting an Adventure Story

- Demonstrate understanding of figurative language and literary devices
- Start drafting adventure stories

**Formative Assessment:** AP 12.1, AP 12.2

L.4.5, W.4.3, W.4.3d, L.4.1

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## 5 Unit 8

### Lesson 13 The Adventure Comes to an End

- Discuss key points about climax and resolution of story
- Draft body and revise introduction of adventure story

**Formative Assessment:** AP 13.2

RL.4.1, W.4.4, W.4.5, W.4.10

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# WEEK THIRTY-ONE

	Day 1	Day 2	Day 3	Day 4	Day 5
W31	Unit 8				
W32	Unit 8		EOY		Unit 8
W33	Unit 8				

Unit 8: Treasure Island  
End-of-Year Assessment

## 1 Unit 8

### Lesson 14 The Character of *Treasure Island*

- Explain changes Jim Hawkins experiences over course of story
- Correctly use coordinating conjunctions in sentences
- Distinguish between root words and words with suffix *-ful*, *-less*
- Decode and encode targeted words

**Formative Assessment:** AP 14.1, AP 14.2, AP 14.3, AP 14.4

RL.4.1, RL.4.3, L.4.2, L.4.4b, RF.4.3, L.4.2d

## 2 Unit 8

### Lesson 15 Unit Assessment

## 3 Unit 8

### Lesson 16 Planning a Conclusion

- Revise body of story, identify features of effective conclusion, draft conclusion

**Formative Assessment:** AP 16.1

W.4.3, W.4.3e, W.4.5, W.4.10

## 4 Unit 8

### Lesson 17 Create a Title

- Create effective title, revise and edit adventure story

**Formative Assessment:** AP 17.1, AP 17.2

L.4.3a, W.4.5

## 5 Unit 8

### Lesson 18 Publish a Story

- Publish adventure story

**Formative Assessment:** None

W.4.6

# WEEK THIRTY-TWO

1

## Unit 8

### Lesson 19 Sharing Adventure Stories

- Present own adventure stories, listen to classmates' stories

**Formative Assessment:** AP 19.1

SL.4.1, SL.4.1b, SL.4.1c

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2

## Unit 8

### End-of-Year Assessment Day 1

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3

## Unit 8

### End-of-Year Assessment Day 2

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4

## Unit 8

### End-of-Year Assessment Day 3

---

5

## Unit 8

### Pausing Point Day 1

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# WEEK THIRTY-THREE

	Day 1	Day 2	Day 3	Day 4	Day 5
W33	Unit 8				

Unit 8: Treasure Island

**1** Unit 8  
Pausing Point Day 2

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**2** Unit 8  
Pausing Point Day 3

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**3** Unit 8  
Pausing Point Day 4

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- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



# Additional Resources

## In this section

- Spelling List
- Master Supply List
- Standards Alignment
- Standards Checklist
- 4-year Calendar
- Contacts
- Notes



# Grade 4 Spelling Lists

Lesson numbers show the lesson in which the words are assessed.

## Unit 2

### Lesson 10

establish  
thrive  
unravel  
surrender  
transform  
fatal  
acquire  
seize  
promote  
retreat

### Lesson 15

nonfiction  
entrust  
unlikely  
nonsense  
enjoy  
unsuccessful  
unsettle  
nonstop  
unable  
unusual  
ensure  
nonissue  
nonverbal  
enclose  
unrest

### Lesson 23

collapse  
diverse  
hyena  
integrity  
illiterate  
fray  
conquest  
governor  
guilty  
humiliate

## Unit 5

### Lesson 10

archival  
paragraph  
rupture  
hierarchy  
biographer  
abrupt  
matriarch  
uninterrupted  
anarchy  
autograph  
eruption  
calligraphy

### Lesson 15

molten  
fault  
geyser  
epicenter  
seismograph  
glacier  
tsunami  
erosion  
conclusion  
tectonic

## Unit 7

### Lesson 10

valiant  
militia  
victory  
declaration  
incident  
monarchy  
representative  
grievance  
surrender  
independence

### Lesson 15

inflexible  
loudly  
temporarily  
immobile  
insufficient  
tasty  
impossible  
easily  
intolerable  
greasy  
imperfect  
noisy

## Unit 8

### Lesson 10

buccaneer  
fortune  
nautical  
league  
captain  
voyage  
commotion  
mutiny  
ferocious  
treasure

### Lesson 15

endless  
successful  
edible  
helpless  
enjoyable  
predictable  
senseless  
comfortable  
powerful  
accessible  
faithful  
visible

# CKLA Supply List

## Grade 4 Materials

The general items list provides a list of items that are used throughout units. Some of these items may already be in your classroom; others may need to be purchased or gathered.

**Please refer to your Teacher Guide for details.**

- chart paper
- clock
- colored pens
- drawing tools for each student (pencils, colored pencils, markers, etc.)
- index cards
- journal or notebook (one per student)
- lined writing paper
- ruler
- scissors (one pair per student)
- sticky notes
- transparent tape
- U.S. map
- world map
- yardstick

# CKLA Supply List

## Grade 4 Materials

Below is a list of specific materials beyond common classroom materials that can be used in each unit. Some materials are listed as optional because they are a part of Universal Access or a Pausing Point. **Please refer to your Teacher Guide for details.**

Materials	Units								
	1	2, p1	2, p2	3	4	5	6	7	8
<input type="checkbox"/> a guava or tennis ball	✓								
<input type="checkbox"/> blank map outlines								○	
<input type="checkbox"/> cardboard					✓				
<input type="checkbox"/> colored chalk or markers	✓								
<input type="checkbox"/> colored pencils and/or pens	✓			✓			✓		
<input type="checkbox"/> dance music					○				
<input type="checkbox"/> glue						✓			
<input type="checkbox"/> hole punchers					✓				
<input type="checkbox"/> images of different-size foods				✓					
<input type="checkbox"/> images of events in poem "Words Free as Confetti"				○					
<input type="checkbox"/> index cards									✓
<input type="checkbox"/> journals or notebooks									✓
<input type="checkbox"/> large paper for timeline	✓								
<input type="checkbox"/> map of Europe or world map		✓							
<input type="checkbox"/> materials to make lab name cards					✓				
<input type="checkbox"/> paper, plastic, or ceramic cup						✓			
<input type="checkbox"/> popsicle sticks					✓				
<input type="checkbox"/> poster board					✓				
<input type="checkbox"/> scissors					✓	✓			
<input type="checkbox"/> shoeboxes					✓				
<input type="checkbox"/> six sets of building materials (ping-pong balls, pencils, tissues, rubber bands in each set)					✓				

○ = optional ✓ = needed for unit

Materials	Units									
	1	2, p1	2, p2	3	4	5	6	7	8	
<input type="checkbox"/> sticky notes										O
<input type="checkbox"/> string					✓					
<input type="checkbox"/> toilet paper rolls					✓					
<input type="checkbox"/> world map			✓					✓		

O = optional ✓ = needed for unit

# Common Core Alignment

## READING STANDARDS - LITERATURE

<b>Key Ideas and Details</b>									
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <b>[RL.4.1]</b>									
Unit	1	2	3	4	5	6	7	8	
Determine a theme of a story, drama, or poem from details in the text; summarize the text. <b>[RL.4.2]</b>									
Unit	1	2	3	4	5	6	7	8	
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). <b>[RL.4.3]</b>									
Unit	1	2	3	4	5	6	7	8	

<b>Craft and Structure</b>									
Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). <b>[RL.4.4]</b>									
Unit	1	2	3	4	5	6	7	8	
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. <b>[RL.4.5]</b>									
Unit	1	2	3	4	5	6	7	8	
Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. <b>[RL.4.6]</b>									
Unit	1	2	3	4	5	6	7	8	



### Integration of Knowledge and Ideas

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. [RL.4.7]

Unit	1	2	3	4	5	6	7	8
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(Not applicable to literature) [RL.4.8]

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

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. [RL.4.9]

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

### Range of Reading and Level of Text Complexity

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.4.10]

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

## READING STANDARDS - INFORMATIONAL TEXT

### Key Ideas and Details

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

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

Determine the main idea of a text and explain how it is supported by key details; summarize the text. [RI.4.2]

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

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.4.3]

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

## Craft and Structure

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.4.4]

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

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.4.5]

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. [RI.4.6]

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

## Integration of Knowledge and Ideas

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

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

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

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

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

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

## Range of Reading and Level of Text Complexity

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.4.10]

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

## READING STANDARDS - FOUNDATIONAL SKILLS

### Phonics and Word Recognition

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

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

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.4.3a]

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

### Fluency

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

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

Read grade-level text with purpose and understanding. [RF.4.4a]

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [RF.4.4b]

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.4.4c]

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

## WRITING STANDARDS

### Text Types and Purposes

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

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

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.4.1a]**

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

Provide reasons that are supported by facts and details. **[W.4.1b]**

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*). **[W.4.1c]**

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

Provide a concluding statement or section related to the opinion presented. **[W.4.1d]**

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

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

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

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.4.2a]**

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **[W.4.2b]**

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*). **[W.4.2c]**

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

Use precise language and domain-specific vocabulary to inform about or explain the topic. **[W.4.2d]**

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

Provide a concluding statement or section related to the information or explanation presented. **[W.4.2e]**

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

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

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **[W.4.3a]**

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

Use dialogue and description to develop experiences and events or show the responses of characters to situations. **[W.4.3b]**

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

Use a variety of transitional words and phrases to manage the sequence of events. **[W.4.3c]**

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

Use concrete words and phrases and sensory details to convey experiences and events precisely. **[W.4.3d]**

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

Provide a conclusion that follows from the narrated experiences or events. **[W.4.3e]**

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

## Production and Distribution of Writing

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

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

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

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

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

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

## Research to Build and Present Knowledge

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

Unit	1	2	3	4	5	6	7	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.4.8]

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

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

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

Apply *grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). [W.4.9a]

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). [W.4.9b]

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

## Range of Writing

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. [W.4.10]

Unit	1	2	3	4	5	6	7	8
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## SPEAKING AND LISTENING STANDARDS

### Comprehension and Collaboration

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.4.1]**

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

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.4.1a]**

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

Follow agreed-upon rules for discussions and carry out assigned roles. **[SL.4.1b]**

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

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.4.1c]**

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. **[SL.4.1d]**

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

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

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

Identify the reasons and evidence a speaker provides to support particular points. **[SL.4.3]**

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

### Presentation of Knowledge and Ideas

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.4.4]**

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. [SL.4.5]

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.) [SL.4.6]

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

## LANGUAGE STANDARDS

### Conventions of Standard English

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

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). [L.4.1a]

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses. [L.4.1b]

Unit	1	2	3	4	5	6	7	8
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Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions. [L.4.1c]

Unit	1	2	3	4	5	6	7	8
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Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). [L.4.1d]

Unit	1	2	3	4	5	6	7	8
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Form and use prepositional phrases. [L.4.1e]

Unit	1	2	3	4	5	6	7	8
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Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. [L.4.1f]

Unit	1	2	3	4	5	6	7	8
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Correctly use frequently confused words (e.g., *to, too, two; there, their*). [L.4.1g]

Unit	1	2	3	4	5	6	7	8
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Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [L.4.2]

Unit	1	2	3	4	5	6	7	8
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Use correct capitalization. [L.4.2a]

Unit	1	2	3	4	5	6	7	8
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Use commas and quotation marks to mark direct speech and quotations from a text. [L.4.2b]

Unit	1	2	3	4	5	6	7	8
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Use a comma before a coordinating conjunction in a compound sentence. [L.4.2c]

Unit	1	2	3	4	5	6	7	8
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Spell grade-appropriate words correctly, consulting references as needed. [L.4.2d]

Unit	1	2	3	4	5	6	7	8
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## Knowledge of Language

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

Unit	1	2	3	4	5	6	7	8
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Choose words and phrases to convey ideas precisely. [L.4.3a]

Unit	1	2	3	4	5	6	7	8
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Choose punctuation for effect. [L.4.3b]

Unit	1	2	3	4	5	6	7	8
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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.4.3c]

Unit	1	2	3	4	5	6	7	8
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## Vocabulary Acquisition and Use

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.4.4]**

Unit	1	2	3	4	5	6	7	8
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Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. **[L.4.4a]**

Unit	1	2	3	4	5	6	7	8
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Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*). **[L.4.4b]**

Unit	1	2	3	4	5	6	7	8
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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.4.4c]**

Unit	1	2	3	4	5	6	7	8
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Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **[L.4.5]**

Unit	1	2	3	4	5	6	7	8
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Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. **[L.4.5a]**

Unit	1	2	3	4	5	6	7	8
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Recognize and explain the meaning of common idioms, adages, and proverbs. **[L.4.5b]**

Unit	1	2	3	4	5	6	7	8
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Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). **[L.4.5c]**

Unit	1	2	3	4	5	6	7	8
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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). **[L.4.6]**

Unit	1	2	3	4	5	6	7	8
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# Standards Checklist

Standard	Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
<b>Reading Standards - Literature</b>				
<b>Key Ideas and Details</b>				
<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.				
<b>RL.4.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.				
<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).				
<b>Craft and Structure</b>				
<b>RL.4.4</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).				
<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.				
<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.				
<b>Integration of Knowledge and Ideas</b>				
<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.				
<b>RL.4.8</b> (Not applicable to literature)				
<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.				
<b>Range of Reading and Level of Text Complexity</b>				
<b>RL.4.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.				
<b>Reading Standards - Informational Text</b>				
<b>Key Ideas and Details</b>				
<b>RI.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.				
<b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.				
<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.				
<b>Craft and Structure</b>				
<b>RI.4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .				

Standard	Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
<b>RI.4.5</b> 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.				
<b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.				
<b>Integration of Knowledge and Ideas</b>				
<b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.				
<b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.				
<b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.				
<b>Range of Reading and Level of Text Complexity</b>				
<b>RI.4.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.				
<b>Reading Standards - Foundational Skills</b>				
<b>Phonics and Word Recognition</b>				
<b>RF.4.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.				
<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.				
<b>Fluency</b>				
<b>RF.4.4</b> Read with sufficient accuracy and fluency to support comprehension.				
<b>RF.4.4a</b> Read grade-level text with purpose and understanding.				
<b>RF.4.4b</b> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.				
<b>RF.4.4c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.				
<b>Writing Standards</b>				
<b>Text Types and Purposes</b>				
<b>W.4.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
<b>W.4.1a</b> 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.				
<b>W.4.1b</b> Provide reasons that are supported by facts and details.				
<b>W.4.1c</b> Link opinion and reasons using words and phrases (e.g., <i>for instance</i> , <i>in order to</i> , <i>in addition</i> ).				
<b>W.4.1d</b> Provide a concluding statement or section related to the opinion presented.				

Standard	Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
<b>W.4.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly..				
<b>W.4.2a</b> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.				
<b>W.4.2b</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.				
<b>W.4.2c</b> Link ideas within categories of information using words and phrases (e.g., <i>another</i> , <i>for example</i> , <i>also</i> , <i>because</i> ).				
<b>W.4.2d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.				
<b>W.4.2e</b> Provide a concluding statement or section related to the information or explanation presented.				
<b>W.4.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.				
<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.				
<b>W.4.3b</b> Use dialogue and description to develop experiences and events or show the responses of characters to situations.				
<b>W.4.3c</b> Use a variety of transitional words and phrases to manage the sequence of events.				
<b>W.4.3d</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.				
<b>W.4.3e</b> Provide a conclusion that follows from the narrated experiences or events.				
<b>Production and Distribution of Writing</b>				
<b>W.4.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)				
<b>W.4.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 here.)				
<b>W.4.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.				
<b>Research to Build and Present Knowledge</b>				
<b>W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.				
<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.				
<b>W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.				
<b>W.4.9a</b> Apply <i>grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").				

Standard	Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
<b>W.4.9b</b> Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").				
<b>Range of Writing</b>				
<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.				
<b>Speaking and Listening Standards</b>				
<b>Comprehension and Collaboration</b>				
<b>SL.4.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.				
<b>SL.4.1a</b> 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.				
<b>SL.4.1b</b> Follow agreed-upon rules for discussions and carry out assigned roles.				
<b>SL.4.1c</b> 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.				
<b>SL.4.1d</b> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.				
<b>SL.4.2</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.				
<b>SL.4.3</b> Identify the reasons and evidence a speaker provides to support particular points.				
<b>Presentation of Knowledge and Ideas</b>				
<b>SL.4.4</b> 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.				
<b>SL.4.5</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.				
<b>SL.4.6</b> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)				
<b>Language Standards</b>				
<b>Conventions of Standard English</b>				
<b>L.4.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
<b>L.4.1a</b> Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ).				
<b>L.4.1b</b> Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i> ) verb tenses.				
<b>L.4.1c</b> Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various conditions.				

Standard	Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
<b>L.4.1d</b> Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ).				
<b>L.4.1e</b> Form and use prepositional phrases.				
<b>L.4.1f</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.				
<b>L.4.1g</b> Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i> ).				
<b>L.4.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
<b>L.4.2a</b> Use correct capitalization.				
<b>L.4.2b</b> Use commas and quotation marks to mark direct speech and quotations from a text.				
<b>L.4.2c</b> Use a comma before a coordinating conjunction in a compound sentence.				
<b>L.4.2d</b> Spell grade-appropriate words correctly, consulting references as needed.				
<b>Knowledge of Language</b>				
<b>L.4.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.				
<b>L.4.3a</b> Choose words and phrases to convey ideas precisely.				
<b>L.4.3b</b> Choose punctuation for effect.				
<b>L.4.3c</b> Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).				
<b>Vocabulary Acquisition and Use</b>				
<b>L.4.4</b> 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.				
<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.				
<b>L.4.4b</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i> ).				
<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.				
<b>L.4.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
<b>L.4.5a</b> Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context.				
<b>L.4.5b</b> Recognize and explain the meaning of common idioms, adages, and proverbs.				
<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).				

Standard	Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
<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., <i>quizzed</i> , <i>whined</i> , <i>stammered</i> ) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).				



# 2019

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31							

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# Core Knowledge Language Arts

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