

## **2022 - 2023, Fourth Grade, ELA, Quarter 1**

**Module 0:** *Introduction to Wit & Wisdom* - Optional

**Number of lessons in Module:** 6

**Number of Days in Quarter:** 42 (*Does not include the first 1/2 day*)

### **Essential Question:**

- How does reading help us build knowledge?

### **Student Understandings:**

- Reading texts can be challenging, and it takes hard work and dedication. The lasting knowledge that reading can build, however, is worth the effort.
- People have different talents and learn in different ways.

### **Module Learning Goals:**

- Read, enjoy, and analyze literary texts and visual art.
- Experience Wit & Wisdom's lesson structure.
- Engage with Focusing Questions, Content Framing Questions, and Craft Questions.
- Practice and reflect on instructional routines and strategies.
- Develop classroom culture and construct systems for a knowledge-building, text-focused community.

### **Module Knowledge Goals:**

- Explain the role reading plays in building knowledge.
- Analyze the role of perseverance in achieving challenging goals.
- Recognize that difficult goals are often worth the effort they take to achieve.

### **Learning Goals**

- Make an observation and ask questions about *Thank You, Mr. Falker*.
- Summarize the setting, characters, and events in *Thank You, Mr. Falker*.
- Explain how Trisha's feelings toward reading changed throughout *Thank You, Mr. Falker*.
- Explain an essential meaning of *Thank You, Mr. Falker*.
- Analyze how *Thank You, Mr. Falker* builds knowledge.
- Improve writing by offering and using peer feedback.
- Express an idea based on the painting *Reading at a Table*.

### **Module 1: A Great Heart**

**Number of lessons in Module:** 32

**Number of Days in Quarter:** 42 (*Does not include the first 1/2 day*)

### **Standards**

How to read this document:

- Strand
- Standard
- Explanation
- When it is taught

### **Foundational Literacy Standards:**

**4.FL.PWR.3a** Know and apply grade-level phonics and word analysis skills when decoding isolated words in connected text. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.

- Students use a range of skills to recognize and identify and read accurately grade-level written words. They do this by applying their knowledge of letter-sound correspondence, breaking the *words into syllables* and identifying and knowing the meanings of prefixes, suffixes, and root words both in and out of context.

*Continuing standard*

**4.FL.WC.4a** Spell grade-appropriate words correctly, consulting references as needed. (Using *Words Their Way*)

- Students spell grade-appropriate words correctly, using references as needed.

*Continuing standard.*

**4.FL.WC.4b** Write legibly in manuscript and cursive. (Using *Zaner-Bloser Handwriting*)

- Students write legibly in both manuscript and cursive across all domains.

*Continuing standard.*

**4.FL.F.5a** Read grade-level text with purpose and understanding.

- Students read grade-level prose and poetry with purpose and for understanding both to themselves and orally.

*Continuing standard.*

**4.FL.F.5b** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

- Students read grade-level prose and poetry with purpose and for understanding both to themselves and orally. As they practice reading these texts, their accuracy, rate of reading, and expression increase.

*Continuing standard.*

**4.FL.F.5c** Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

- Students read grade-level prose and poetry with purpose and for understanding both to themselves and orally. If there are unknown words, students use context and reread to self-correct or identify these words.

*Continuing standard.*

**4.FL.SC.6f** Use correct capitalization.

- Students show their knowledge of and ability to follow the conventions of capitalization, punctuation, and spelling when writing by using correct capitalization.

*This standard is not explicitly taught again this year.*

**4.FL.SC.6g** Use commas and quotation marks to mark direct speech and quotations from a text.

- Students show their knowledge of and ability to follow the conventions of capitalization, punctuation, and spelling when writing by using commas and quotations to mark direct speech and quotations from a text.

*This standard is not explicitly taught again this year.*

**4.FL.SC.6h** Use a comma before a coordinating conjunction in a compound sentence.

- Students show their knowledge of and ability to follow the conventions of capitalization, punctuation, and spelling when writing by using commas before a coordinating conjunction (forms a compound sentence).

*This standard is also taught in quarter 3.*

**4.FL.VA.7b.i** Explain the meaning of simple similes and metaphors in context.

- Students show they understand the following by applying their knowledge about word relationships and nuances in word meanings by determining from context the meanings of simple similes and metaphors.

*This standard is also taught in quarter 2.*

**4.FL.VA.7c** 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.

- Students learn and use the language of discourse appropriate to the subject, discipline, or content when reading, writing, or speaking about it, along with precise words that show emotions or states of being (e.g., quizzed, whined, stammered).

*Continuing standard.*

#### **Reading Standards for Literature:**

**4.RL.KID.2** Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.

- After establishing the text's explicit meaning, students identify a theme. They examine how an author introduces and develops this theme through details. Students summarize the text.

*This standard is also taught in quarter 3.*

**4.RL.CS.5** Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text.

- Students break down the structure of a text and explain the major differences between poems, drama, and stories. Students use specific terms to differentiate (poetry - verse, rhythm, meter; drama – casts of characters, settings, descriptions, dialogue, stage directions) between texts.

*This standard is also taught in quarter 4.*

**4.RL.RRTC.10** Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.

- Students read a range of literary text – fiction, poetry, and drama – appropriate for grades 4 – 5 text complexity band, including texts that make progressively greater demands in terms of cognitive, linguistic, and conceptual complexity. Students work toward becoming resilient and independent readers, receiving help only when needed as they reach the high end of the grade 4– 5 complexity band.

*Continuing standard.*

#### **Reading Standards for Informational Text:**

**4.RI.KID.2** Determine the main idea of a text and explain how it is supported by key details; summarize a text.

- After establishing the text’s explicit meaning, students identify the main idea. They examine how an author introduces and develops this idea through key details. Students summarize the text.

*This standard is not explicitly taught again this year.*

**4.RI.CS.4** Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.

- Students use the text topic, text features, and text repetition to determine what words and phrases mean within the text.

*This standard is not explicitly taught again this year.*

**4.RI.IKI.7** Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

- Students interpret information gained by listening to or watching the same text on audio or video or performed live, or through quantitative means – charts, graphs, diagrams, timelines, animations, or interactive elements on webpages. Students notice and explain how this visual information helps them understand the text in which it appears.

*This standard is not explicitly taught again this year.*

**4.RI.RRTC.10** Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.

- Students read a range of nonfiction appropriate for grades 4 – 5 text complexity band, including texts that make progressively greater demands in terms of cognitive, linguistic, and conceptual complexity. Students work toward becoming resilient and independent readers, receiving help only when needed as they reach the high end of the grade 4 – 5 complexity band.

*Continuing standard.*

### **Speaking and Listening Standards:**

**4.SL.CC.1** Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing one’s own ideas clearly.

- Students participate in different discussions (pairs, groups, full class) with a range of peers about grade 4 topics and texts, adding to others’ ideas while contributing their own. Arriving at these discussions prepared to discuss what they read or studied, students draw from what they learned, citing evidence in those texts or from their background knowledge during the discussion. As they participate and collaborate, students follow all guidelines for such academic discussions and their role in them, offering comments and contributions that link to the remarks of others. Also, when discussing or collaborating with others, students ask and answer questions to clarify or follow up on information already presented, Finally, students explain their ideas and understanding of the topic after having discussed it and reviewing key ideas.

*This standard is also taught in quarters 3 and 4.*

### **Writing Standards:**

**4.W.TTP.2** Write informative/explanatory texts to examine a topic and convey ideas and information.

- Students explain or provide information about a topic or idea(s), choosing only the details and information related to the topic, which are then introduced, organized in paragraphs and sections with headings and elaborated upon through the use of illustrations and multimedia. Students further build on these ideas by including facts, definitions, concrete details, and evidence, usually in the form of quotations. Students help all the ideas within categories flow by using linking words, phrases (e.g., another, for example, also, because), along with precise vocabulary and words specific to the domain or topic, to aid the writer trying to explain the topic. Finally, students bring their paper to an end with a concluding statement or section that relates all the information or explanations presented.

*This standard is also taught in quarters 2 and 4.*

**4.W.RBPK.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.

- Students search for and gather information from print and digital sources or recall personal experiences, provide a list of all sources used. Using these resources, they take brief notes and categorize the information.

*This standard is also taught in quarter 2.*

**Explanations citation:** *Blauman, L., & Burke, J. (2017). Your literacy standards companion, grades 3-5: What they mean and how to teach them. Thousand Oaks, CA: Corwin.*

## **2022 - 2023, Fourth Grade, ELA, Quarter 2**

### **Module 2: *Extreme Settings***

**Number of lessons in Module:** 34

**Number of Days in Quarter:** 41 (*Does not include the 1/2 day before winter break.*)

### **Standards**

How to read this document:

- Strand
- Standard
- Explanation
- When it is taught

### **Foundational Literacy Standards:**

**4.FL.PWR.3a** Know and apply grade-level phonics and word analysis skills when decoding isolated words in connected text. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.

- Students use a range of skills to recognize and identify and read accurately grade-level written words. They do this by applying their knowledge of letter-sound correspondence, breaking the words into syllables, and identifying and knowing the meanings of prefixes, suffixes, and root words both in and out of context.

*Continuing standard.*

**4.FL.WC.4a** Spell grade-appropriate words correctly, consulting references as needed. (*Using **Words Their Way***)

- Students spell grade-appropriate words correctly, using references as needed.

*Continuing standard.*

**4.FL.WC.4b** Write legibly in manuscript and cursive. (*Using **Zaner-Bloser Handwriting***)

- Students write legibly in both manuscript and cursive across all domains.

*Continuing standard.*

**4.FL.F.5a** Read grade-level text with purpose and understanding.

- Students read grade-level prose and poetry with purpose and for understanding both to themselves and orally.

*Continuing standard.*

**4.FL.F.5b** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

- Students read grade-level prose and poetry with purpose and for understanding both to themselves and orally. As they practice reading these texts, their accuracy, rate of reading, and expression increase.

*Continuing standard.*

**4.FL.F.5c** Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

- Students read grade-level prose and poetry with purpose and for understanding both to themselves and orally. If there are unknown words, students use context and reread to self-correct or identify these words.

*Continuing standard.*

**4.FL.SC.6a** Use relative pronouns and relative adverbs.

- Students know the conventions of standard English grammar and usage, applying them whenever speaking or writing and use the correct pronouns (e.g., who, whom, and whose) and adjectives (e.g., where, when, why) as they refer to nouns.

*This standard is also taught in quarter 3.*

**4.FL.SC.6d** Form and use prepositional phrases.

- Students know the conventions of standard English grammar and usage, applying them whenever speaking or writing and write prepositional phrases.

*This standard is not explicitly taught again this year.*

**4.FL.VA.7a.i** Use context as a clue to the meaning of a word or phrase.

- Students apply strategies to understand or clarify the meaning of new or polysemous words (words with multiple meanings) they encounter when reading and listening to grade 4 content. Specifically, when using context clues, they use definitions, examples, or restatements in the text to develop a sense of what the word or phrase means.

*This standard is not explicitly taught again this year.*

**4.FL.VA.7a.ii** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.

- Students apply strategies to understand or clarify the meaning of new or polysemous words (words with multiple meanings) they encounter when reading and listening to grade 4 content. Specifically, when using affixes and roots, readers derive some idea about the meaning of a word by considering those Greek and Latin affixes and roots appropriate to grade 4 reading and content.

*This standard is also taught in quarter 4.*

**4.FL.VA.7b.i** Explain the meaning of simple similes and metaphors in context.

- Students show they understand the following by applying their knowledge about word relationships and nuances in word meanings by determining from context the meanings of simple similes and metaphors.

*This standard is not explicitly taught again this year.*

**4.FL.VA.7c** 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.

- Students learn and use the language of discourse appropriate to the subject, discipline, or content when reading, writing, or speaking about it, along with precise words that show emotions or states of being (e.g., quizzed, whined, stammered).

*Continuing standard.*

**Reading Standards for Literature:**

**4.RL.KID.1** Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.

- Students explain – either verbally or in written form – the events of the story or what the poem says based on details and examples from the text. They provide specific examples from the text when making inferences.

*This standard is not explicitly taught again this year.*

**4.RL.KID.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character’s thoughts, words, or actions.

- Students reading for the elements use specific details from the text, such as a character’s thoughts or words or actions, and descriptions of place to describe in depth a character, setting, or event in a story or drama.

*This standard is not explicitly taught again this year.*

**4.RL.RRTC.10** Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.

- Students read a range of literary text – fiction, poetry, and drama – appropriate for grades 4 – 5 text complexity band, including texts that make progressively greater demands in terms of cognitive, linguistic, and conceptual complexity. Students work toward becoming resilient and independent readers, receiving help only when needed as they reach the high end of the grade 4– 5 complexity band.

*Continuing standard.*

#### **Reading Standards for Informational Text:**

**4.RI.KID.1** Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.

- Students explain – either verbally or in written form – what the text is about, providing specific details and examples from the text. Provide specific examples from the text when making inferences.

*This standard is not explicitly taught again this year.*

**4.RI.CS.5** Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.

- Students break down the structure of a text to explain events, ideas, concepts, or information in a text; noting patterns such as chronology, cause/effect, or problem/solution.

*This standard is not explicitly taught again this year.*

**4.RI.RRTC.10** Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.

- Students read a range of nonfiction appropriate for grades 4 – 5 text complexity band, including texts that make progressively greater demands in terms of cognitive, linguistic, and conceptual complexity. Students work toward becoming resilient and independent readers, receiving help only when needed as they reach the high end of the grade 4 – 5 complexity band.

*Continuing standard.*

#### **Speaking and Listening Standards:**



**4.SL.PKI.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

- Students use organization to report on a topic or text or tell a story or recount an experience, including appropriate facts and descriptive, relevant details that support the main ideas or themes, while also speaking clearly at a pace that is understandable for the audience.

*This standard is also taught in quarters 3 and 4.*

**4.SL.PKI.5** Add multimedia, such as audio and visual elements, to presentations, when appropriate, to enhance the development of main ideas or themes.

- Students design and deliver presentations that include audio recordings and visual displays to enhance development of main ideas and details.

*This standard is not explicitly taught again this year.*

**4.SL.PKI.6** Recognize that different situations call for formal vs. informal English and use formal English when appropriate.

- Students decide what to say and how to say it depending on whether it is a situation such as a speech where formal English is required or an informal situation such as a small-group discussion.

*This standard is not explicitly taught again this year.*

### **Writing Standards:**

**4.W.TTP.2** Write informative/explanatory texts to examine a topic and convey ideas and information.

- Students explain or provide information about a topic or idea(s), choosing only the details and information related to the topic, which are then introduced, organized in paragraphs and sections with headings and elaborated upon through the use of illustrations and multimedia. Students further build on these ideas by including facts, definitions, concrete details, and evidence, usually in the form of quotations. Students help all the ideas within categories flow by using linking words, phrases (e.g., another, for example, also, because), along with precise vocabulary and words specific to the domain or topic, to aid the writer trying to explain the topic. Finally, students bring their paper to an end with a concluding statement or section that relates all the information or explanations presented.

*This standard is also taught in quarter 4.*

**4.W.TTP.3** Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.

- Students convey real or imagined experiences and events through narratives, using sensory details, and story structures that make clear what is happening and who is involved. Students arrange events into authentic sequences that unfold naturally, adding dialogue and description to bring the story and its characters alive. Students insert various transitional words and phrases that orient readers to the sequence of events. In addition, students choose words with care, evoking through these words or phrases the full range of sensory details needed to convey the experiences or events being described. Finally, students give the story an ending that makes sense in light of all that came before it and provides the narrative a satisfying conclusion.

*This standard is not explicitly taught again this year.*

**4.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1 – 3.)

- Students write with clarity and coherence, developing and organizing ideas that are appropriate to the audience, purpose, and occasion when composing those types outlined in Writing Standards 1 – 3.

*This standard is not explicitly taught again this year.*

**4.W.PDW.5** 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 Foundational Literacy standard 6 up to and including grade 4.)

- Students generate and gather ideas about the topic with help from classmates and teachers, making a plan for how to write about and use those ideas, not only drafting what to say but deciding how best to say or organize it by choosing different formats, mixing media, or blending genres. Students then improve the writing by revising, editing, rewriting, or starting all over with a new idea.

*This standard is not explicitly taught again this year.*

**4.W.RBPK.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.

- Students search for and gather information from print and digital sources or recall personal experiences, provide a list of all sources used. Using these resources, they take brief notes and categorize the information.

*This standard is not explicitly taught again this year.*

**Explanations citation:** *Blauman, L., & Burke, J. (2017). Your literacy standards companion, grades 3-5: What they mean and how to teach them. Thousand Oaks, CA: Corwin.*

**2022 - 2023, Fourth Grade, ELA, Quarter**

**3 Module 3: *The Redcoats are Coming!***

**Number of lessons in Module: 35**

**Number of Days in Quarter: 45**

**Standards**

How to read this document:

- Strand
- Standard
- Explanation
- When it is taught

**Foundational Literacy Standards:**

**4.FL.PWR.3a** Know and apply grade-level phonics and word analysis skills when decoding isolated words in connected text. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.

- Students use a range of skills to recognize and identify and read accurately grade-level written words. They do this by applying their knowledge of letter-sound correspondence, breaking the words into syllables, and identifying and knowing the meanings of prefixes, suffixes, and root words both in and out of context.

*Continuing standard.*

**4.FL.WC.4a** Spell grade-appropriate words correctly, consulting references as needed. - *Using Words Their Way*

- Students spell grade-appropriate words correctly, using references as needed.

*Continuing standard.*

**4.FL.WC.4b** Write legibly in manuscript and cursive. (*Using Zaner-Bloser Handwriting*)

- Students write legibly in both manuscript and cursive across all domains.

*Continuing standard.*

**4.FL.F.5a** Read grade-level text with purpose and understanding.

- Students read grade-level prose and poetry with purpose and for understanding both to themselves and orally.

*Continuing standard.*

**4.FL.F.5b** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

- Students read grade-level prose and poetry with purpose and for understanding both to themselves and orally. As they practice reading these texts, their accuracy, rate of reading, and expression increase.

*Continuing standard.*

**4.FL.F.5c** Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

- Students read grade-level prose and poetry with purpose and for understanding both to themselves and orally. If there are unknown words, students use context and reread to self-correct or identify these words.

*Continuing standard.*

**4.FL.SC.6a** Use relative pronouns and relative adverbs.

- Students know the conventions of standard English grammar and usage, applying them whenever speaking or writing and use the correct pronouns (e.g., who, whom, and whose) and adjectives (e.g., where, when, why) as they refer to nouns.

*This standard is not explicitly taught again this year.*

**4.FL.SC.6b** Form and use progressive verb tenses.

- Students know the conventions of standard English grammar and usage, applying them whenever speaking or writing and use the perfect verb tense (e.g., I had walked, I have walked, I will have walked).

*This standard is not explicitly taught again this year.*

**4.FL.SC.6e** Produce complete sentences; recognize and correct inappropriate fragments and run-ons.

- Students know the conventions of standard English grammar and usage, applying them whenever speaking or writing and produce complete sentences.

*This standard is not explicitly taught again this year.*

**4.FL.SC.6h** Use a comma before a coordinating conjunction in a compound sentence.

- Students show their knowledge of and ability to follow the conventions of capitalization, punctuation, and spelling when writing by using commas before a coordinating conjunction (forms a compound sentence).

*This standard is not explicitly taught again this year.*

**4.FL.VA.7aiii** Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

- Students apply strategies to understand or clarify the meaning of new or polysemous words (words with multiple meanings) they encounter when reading and listening to grade 4 content. Specifically, readers turn to a range of general print and digital reference works to learn how to pronounce a word and to understand what it means as it is used in this context; such works also clarify a word's meaning and its part of speech.

*This standard is not explicitly taught again this year.*

**4.FL.VA.7biii** Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.

- Students show they understand the following by applying their knowledge about word relationships and nuances by relating new words to their antonyms and synonyms.

*This standard is not explicitly taught again this year.*

**4.FL.VA.7c** 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.

- Students learn and use the language of discourse appropriate to the subject, discipline, or content when reading, writing, or speaking about it, along with precise words that show emotions or states of being (e.g., quizzed, whined, stammered).

*Continuing standard.*

#### **Reading Standards for Literature:**

**4.RL.KID.2** Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.

- After establishing the text’s explicit meaning, students identify a theme. They examine how an author introduces and develops this theme through details. Students summarize the text.

*This standard is not explicitly taught again this year.*

**4.RL.CS.6** Compare and contrast the point of view from which different stories are narrated.

- Identify the point of view of the narration of different stories in order to compare and contrast them. Students determine if the narration is first person or third person and how this affects point of view.

*This standard is not explicitly taught again this year.*

**4.RL.RRTC.10** Read and comprehend stories and poems throughout the grades 4 – 5 text complexity band proficiently, with scaffolding at the high end as needed.

- Students read a range of literary text – fiction, poetry, and drama – appropriate for grades 4 – 5 text complexity band, including texts that make progressively greater demands in terms of cognitive, linguistic, and conceptual complexity. Students work toward becoming resilient and independent readers, receiving help only when needed as they reach the high end of the grade 4– 5 complexity band.

*Continuing standard.*

#### **Reading Standards for Informational Text:**

**4.RI.KID.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.

- Students reading for information in historical, scientific or technical texts use specific information directly from the text to recount what happened and why as they explain events, procedures, ideas, or concepts.

*This standard is not explicitly taught again this year.*

**4.RI.CS.6** Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.

- Identify the differences between a firsthand and secondhand account of the same event in order to compare and contrast them, noticing the differences in focus and information that is provided in the texts.

*This standard is not explicitly taught again this year.*

**4.RI.IKI.8** Explain how an author uses reasons and evidence to support particular points in a text.

- Students examine how an author provides reasons and evidence to support key points in a text, then identify which reasons or evidence support which ideas or points.

*This standard is not explicitly taught again this year.*

**4.RI.RRTC.10** Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.

- Students read a range of nonfiction appropriate for grades 4 – 5 text complexity band, including texts that make progressively greater demands in terms of cognitive, linguistic, and conceptual complexity. Students work toward becoming resilient and independent readers, receiving help only when needed as they reach the high end of the grade 4 – 5 complexity band.

*Continuing standard.*

### **Speaking and Listening Standards:**

**4.SL.CC.1** Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.

- Students participate in different discussions (pairs, groups, full class) with a range of peers about grade 4 topics and texts, adding to others' ideas while contributing their own. Arriving at these discussions prepared to discuss what they read or studied, students draw from what they learned, citing evidence in those texts or from their background knowledge during the discussion. As they participate and collaborate, students follow all guidelines for such academic discussions and their role in them, offering comments and contributions that link to the remarks of others. Also, when discussing or collaborating with others, students ask and answer questions to clarify or follow up on information already presented, Finally, students explain their ideas and understanding of the topic after having discussed it and reviewing key ideas.

*This standard is also taught in quarter 4.*

**4.SL.CC.3** Identify the reasons and evidence a speaker provides to support particular points.

- After listening to a speaker, students report back the reasons and evidence that the speaker used to support specific points.

*This standard is not explicitly taught again this year.*

**4.SL.PKI.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

- Students use organization to report on a topic or text or tell a story or recount an experience, including appropriate facts and descriptive, relevant details that support the main ideas or themes, while also speaking clearly at a pace that is understandable for the audience.

*This standard is not explicitly taught again this year.*

**4.SL.PKI.6** Recognize that different situations call for formal vs. informal English, and use formal English when appropriate.

- Students decide what to say and how to say it depending on whether it is a situation such as a speech where formal English is required or an informal situation such as a small-group discussion

*This standard is also taught in quarter 4.*

## **Writing Standards:**

**4.W.TTP.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Students write opinion pieces supporting a point of view on topics or texts that, when introduced clearly, say what the opinion is and why by providing reasons supported by facts and details. Supporting reasons are grouped to support the writer's purpose, and students choose words or phrases to link the opinion and reason, using words such as for instance, in order to, and in addition. The conclusion is a statement or section that is related to the opinion presented in the introduction.

*This standard is not explicitly taught again this year.*

**4.W.PDW.6** 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 technology skills to type a complete product in a single sitting as defined in W.1-3.

- Students compose texts using digital devices, software, websites, the Internet, and other digital tools and collaborate with others (via Google Docs, chat, and other social media applications) with some guidance and support from adults. Students master the keyboard well enough to type a complete product in a single sitting.

*This standard is not explicitly taught again this year.*

**Explanations citation:** *Blauman, L., & Burke, J. (2017). Your literacy standards companion, grades 3-5: What they mean and how to teach them. Thousand Oaks, CA: Corwin.*

## **2022 - 2023, Fourth Grade, ELA, Quarter 4**

### **Module 4: *Myth Making***

**Number of lessons in Module:** 36

**Number of Days in Quarter:** 46 (*Does not include the last 1/2 day of school.*)

### **Standards**

How to read this document:

- Strand
- Standard
- Explanation

### **Foundational Literacy Standards:**

**4.FL.PWR.3a** Know and apply grade-level phonics and word analysis skills when decoding isolated words in connected text. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.

- Students use a range of skills to recognize and identify and read accurately grade-level written words. They do this by applying their knowledge of letter-sound correspondence, breaking the words into syllables, and identifying and knowing the meanings of prefixes, suffixes, and root words both in and out of context.

**4.FL.WC.4a** Spell grade-appropriate words correctly, consulting references as needed. - Using *Words Their Way*

- Students spell grade-appropriate words correctly, using references as needed.

**4.FL.WC.4b** Write legibly in manuscript and cursive. (Using *Zaner-Bloser Handwriting*)

- Students write legibly in both manuscript and cursive across all domains.

**4.FL.F.5a Read grade-level text with purpose and understanding.**

Students read grade-level prose and poetry with purpose and for understanding both to themselves and orally.

**4.FL.F.5b** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

- Students read grade-level prose and poetry with purpose and for understanding both to themselves and orally. As they practice reading these texts, their accuracy, rate of reading, and expression increase.

**4.FL.F.5c** Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

- Students read grade-level prose and poetry with purpose and for understanding both to themselves and orally. If there are unknown words, students use context and reread to self-correct or identify these words.

**4.FL.SC.6c** Use auxiliary verbs, such as can, may, and must, to clarify meaning.

- Students know the conventions of standard English grammar and usage, applying them whenever speaking or writing and use modal auxiliaries or specific verbs (e.g., can, may must) to show conditions in writing.



**4.FL.WC.4a** Spell grade-appropriate words correctly, consulting references as needed.

- Students show their knowledge of and ability to follow the conventions of capitalization, punctuation, and spelling when writing by spelling grade-appropriately words correctly.

**4.FL.VA.7aii** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.

- Students apply strategies to understand or clarify the meaning of new or polysemous words (words with multiple meanings) they encounter when reading and listening to grade 4 content. Specifically, when using affixes and roots, readers derive some idea about the meaning of a word by considering those Greek and Latin affixes and roots appropriate to grade 4 reading and content.

**4.FL.VA.7biii** Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.

- Students show they understand the following by applying their knowledge about word relationships and nuances by relating new words to their antonyms and synonyms.

**4.FL.VA.7c** 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.

- Students learn and use the language of discourse appropriate to the subject, discipline, or content when reading, writing, or speaking about it, along with precise words that show emotions or states of being (e.g., quizzed, whined, stammered).

### **Reading Standards for Literature:**

**4.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.

- Students determine what words and phrases mean in text. They recognize that specific words refer to significant characters in mythology (e.g., Herculean, Trojan Horse, Achilles' Heel); these words often provide insight into characters or descriptions

**4.RL.CS.5** Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text.

- Students break down the structure of a text and explain the major differences between poems, drama, and stories. Students use specific terms to differentiate (poetry – verse, rhythm, meter; drama – casts of characters, settings descriptions, dialogue, stage directions) between texts.

**4.RL.IKI.7** Make connections between the print version of a story or drama and a visual or oral presentation of the same text.

- Students make connections between reading a story or drama and listening to or watching the same text on audio, video, or performed live. They notice when descriptions from the story or directions from a drama are used verbatim.

**4.RL.IKI.9** Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures.

- Students read various stories, myths, and traditional literature from different cultures, comparing and contrasting how themes and topics -such as the opposition of good versus evil- and the pattern of events-for example, the quest or hero journey- are treated in text

**4.RL.RRTC.10** Read and comprehend stories and poems throughout the grades 4 – 5 text complexity band proficiently, with scaffolding at the high end as needed.

- Students read a range of literary text – fiction, poetry, and drama – appropriate for grades 4 – 5 text complexity band, including texts that make progressively greater demands in terms of cognitive, linguistic, and conceptual complexity. Students work toward becoming resilient and independent readers, receiving help only when needed as they reach the high end of the grade 4– 5 complexity band.

**Reading Standards for Informational Text:**

**4.RI.IKI.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

- Students examine two texts on the same topic in order to integrate the information and apply it in written or spoken form to demonstrate knowledge.

**4.RI.RRTC.10** Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.

- Students read a range of nonfiction appropriate for grades 4 – 5 text complexity band, including texts that make progressively greater demands in terms of cognitive, linguistic, and conceptual complexity. Students work toward becoming resilient and independent readers, receiving help only when needed as they reach the high end of the grade 4 – 5 complexity band.

**Speaking and Listening Standards:**

**4.SL.CC.1** Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing one’s own ideas clearly.

- Students participate in different discussions (pairs, groups, full class) with a range of peers about grade 4 topics and texts, adding to others’ ideas while contributing their own.

**4.SL.CC.2** Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats.

- Students paraphrase all information delivered in different media and formats (e.g., visual, oral, and quantitative) and in portions of texts read aloud.

**4.SL.PKI.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

- Students use organization to report on a topic or text or tell a story or recount an experience, including appropriate facts and descriptive, relevant details that support the main ideas or themes, while also speaking clearly at a pace that is understandable for the audience.

**4.SL.PKI.6** Recognize that different situations call for formal vs. informal English and use formal English when appropriate.

- Students decide what to say and how to say it depending on whether it is a situation such as a speech where formal English is required or an informal situation such as a small-group Discussion

**Writing Standards:**

**4.W.TTP.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Students explain or provide information about a topic or idea(s), choosing only the details and information related to the topic, which are then introduced, organized in paragraphs and sections with headings and elaborated upon through the use of illustrations and multimedia. Students further build on these ideas by including facts, definitions, concrete details, and evidence, usually in the form of quotations. Students help all the ideas within categories flow by using linking words and phrases (e.g., another, for example, also, because), along with precise vocabulary and words specific to the domain or topic, to aid the writer trying to explain the topic. Finally, students bring their paper to an end with a concluding statement or section that relates all the information or explanations presented.

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