4th Grade ELA
2023 - 2024 NE CARES Pacing Guide

Resources Provided by NC Department of Public Instruction (NCDPI):

Unpacking Document	NC Standard Course of Study: 4th Grade ELA	NC Check-Ins 2.0 Information	Literacy Instruction Standards
Learning Progressions	EOG Test Specifications	Released EOG	Standards Based Resources
NCDPI Vocabulary Resources and Activities	Sample Constructed Response Items	Text Selection Guide for Grades K-12	K-12 Glossary
Standards-Based Question Stems	Standards-Based Sentence Frames	Supporting Learners: Scaffolds by Strand	NCTest Released Items (online practice)

Other Resources:

ReadWorks	Kentucky Texts Sets	Padlet	Commonlit	Quizlet
Kahoot	Jeopardy Labs	Engage NY	Vocabulary.com	PowerSpelling.com
Softschools.com	Bloom's Taxonomy (Measurable Verbs) https://www.utica.edu/academic/	Edulastic: Interactive Formative Assessment for classroom or distant	Epic Books	Elsinore Elementary Resource
Florida Center for Reading Research (FCRR)		Question Stems	NC Educator Resources	Accountable Talk Resources
12-Powerful Academic Words PDF	Spelling City Teacher Resources	4th Grade ELA Standard Bookmark	Edulastic	Rethink ELA

Templates - Graphic Organizers and Penmanship:

Frayer Model	Plot Diagram	Text Structures	Opinion Writing	Expository/Research	.O.R.E.O Graphic Organizers
Cornell Notes	Story Map	Summary	Background Check	Worksheet Works (Cursive Practice and Print)	Speaking and Listening Rubrics
Spelling City Teacher Resources	Common Core Sheets	Nearpod	Graphic Organizers	Graphic Organizer Worksheets	

4th Grade ELA
2023 - 2024 NE CARES Pacing Guide

School Year at a Glance:

Domain/Cluster/Strand	Standards			
	1st Nine Weeks	**2nd Nine Weeks**	**3rd Nine Weeks**	**4th Nine Weeks**
Reading for Literature	RL.4.1, RL.4.2, RL.4.3, RL.4.4	RL.4.3, RL.4.4, RL.4.5	RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.7	RL.4.3, RL.4.4, RL.4.6, RL.4.9
Reading for Informational Text	RI.4.1, RI.4.2, RI.4.3, RI.4.4	RI.4.3, RI.4.4, RI.4.5, RI.4.8	RI.4.1, RI.4.2, RI.4.4, RI.4.5, RI.4.6, RI.4.8	RI.4.1, RI.4.3, RI.4.4, RI.4.7, RI.4.9
Reading Foundational Skills	RF.4.2, RF.4.4, RF.4.5	RF.4.2, RF.4.4, RF.4.5.a	RF.4.2, RF.4.4, RF.4.5.b	RF.4.2, RF.4.5.c
Language	L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6	L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6	L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6	L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6
Writing	W.4.1, W.4.2	W.4.3, W 4.4, W.4.6	W.4.4, W.4.5, W.4.6	W.4.5, W.4.6
Speaking and Listening	SL 4.1, SL 4.2, SL 4.3	SL 4.2, SL 4.3	SL.4.1, SL 4.2, SL 4.3	SL.4.2, SL.4.4, SL.4.5

4th Grade ELA
2023 - 2024 NE CARES Pacing Guide

Unit/Module Pacing:

Quarter 1 (First Nine Weeks: 44-45 Days)				
Week/ Number of Days	**Name of Unit - Module**	**Pre-Requisites**	**Standards**	**Academic Vocabulary**	**Instructional Resources**
Week 1 (5 days)	Unit 1: Question and Answer	**RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **RF.3.2** Create readable documents with legible handwriting (manuscript and cursive). **L.3.4** Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.	**RL 4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **RL 4.2** Determine a theme of a **story**,drama, or poem from details in the text; Summarize the text. **RF 4.2** Create readable documents through legible handwriting (cursive). **L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum. Punctuation/Capitalization **L 4.4** Determine and/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: context clues, word parts, word relationships, and reference materials.	**RL 4.1-4.2** **Explicit** **Explicitly** **Summarize** **Inference** **Summary** **Fiction** **Theme** **RF 4.2** **Cursive Strokes** **Slant** **L.4.2** **Capitalization** **Punctuation Spelling** **L 4.4** **Context Clues** **Multiple-Meaning Words** **Reference Materials** **Word Relationship**	**(See above for additional web resources)** ReadWorks Inferring Text Set Vocabulary.com Epic Books Florida Center for Reading Research (FCRR) Rethink Literature Lessons Elsinore Elementary Close Reading (Text) Lesson on RL.4.1 - Character analysis (inference)

		W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Organize information and ideas around a topic to plan and prepare to write.	**W 4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Organize information and ideas around a topic to plan and prepare to write. e. Use concrete words and phrases and sensory details to convey experiences and events precisely. f. Provide a conclusion that follows from the narrated experiences or events. g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.	**W 4.3** **Concrete** **Details** **Editing** **Sequences** **Formatting** **Illustration** **Narrator** **Narrative** **Dialogue** **Purpose** **Audience**	
		SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. 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. Follow agreed-upon rules for discussions. c. Ask questions to check	**SL 4.1** Engage effectively in a range of Collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. 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. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on	**SL 4.1** **Key Ideas** **Topic** **Collaborate** **Express** **Discussion** **Pose** **Contribute**	

		understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.	information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.		
Week 2 **(4 days)**	**Unit 2: What is the Big Idea?**	**RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea. **RF.3.4** Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllabic words d. Read grade- appropriate irregularly spelled words. **L.3.4** Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word	**RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **RI 4.2** Determine the main idea of a text and explain how it is supported by key details;summarize the text. **RF 4.4** Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context. **L 4.4** Determine and/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: context	**RI 4.1-4.2** **Explicit** **Main Idea** **Inference** **Topic** **Text** **Summarize** **Key Details** **Summary** **Event** **Nonfiction** **RF 4.4** **Analysis** **Multisyllabic** **Morphology** **Syllabication** **L 4.4** **Context Clues** **Multiple-Meaning Words** **Reference Materials** **Word Relationship**	[Rethink Informational Lessons](#) [Sample Lesson RI.4.1](#)

		parts,word relationships, and reference materials. **W.3.2** Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic and group related information together; include illustrations when useful to aid comprehension. c. Develop the topic with facts,definitions, and details. e. Provide a concluding statement or section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.	clues, word parts, word relationships, and reference materials. **W 4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aid comprehension. c. Develop the topic with facts,definitions, concrete details, quotations, or other information and examples related to the topic. f. Provide a concluding statement or section related to the information or explanation presented. g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing,with consideration to task, purpose, and audience.	<u>W 4.2</u> **Concrete Details** **Topic** **Editing** **Formatting** **Illustration** **Explanatory** **Examine** **Multimedia**	
		SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied	**SL 4.1** Engage effectively in a range of Collaborative discussions(one-on-one, in groups,and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their	<u>SL 4.1</u> **Key Ideas** **Topic** **Collaborative** **Discussions** **Explicitly**	

			own clearly.		
		required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions. c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.	a. 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. Follow agreed-upon rules for discussions and carry out assigned roles. c. 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. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.		
Week 3 **(5 days)**	**Unit 3:** **Who's** **Who?**	**RL.3.3** Describe characters in a story and explain how their actions contribute to the sequence of events. **RL.3.4** Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text. **RF.3.5** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy,	**RL 4.2** Determine a theme of a story,**drama**, or poem from details in the text; summarize the text. **RL 4.3** Describe in depth a character,setting, or event in a story or **drama,** drawing on specific details in the text. **RF 4.5** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy,appropriate rate, and expression on	**RL 4.2** **Theme** **Drama** **Poem** **RL 4.3-4.4** **Describe Phrase** **Drama Tone** **Setting Character** **Traits Evidence** **Narrator Dialogue** **RF 4.5** **Expression** **Purpose** **Fluency** **Self-correct** **Prose**	Rethink Literature Lessons Khan Academy-Elements of Drama

		appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **L.4.2** Punctuation/Capitalization, Commas	
		W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Organize information and ideas around a topic to plan and prepare to write. b. Establish a situation and introduce a narrator, and/or characters; organize an event sequence that unfolds naturally. c. Use dialogue and descriptions of actions,thoughts, and feelings to develop experiences and events or show the response of characters to situations. f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.	**W 4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Organize information and ideas around a topic to plan and prepare to write. b. Orient the reader by establishing a situation and introducing a narrator, and/or characters; organize an event sequence that unfolds naturally. c. Use dialogue and description to develop experiences and events or show the responses of characters to situations. f. Provide a conclusion that follows from the narrated experiences or events. g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.	**W 4.3** **Describe** **Event** **Editing** **Phrase** **Purpose** **Revise** **Sensory language/details** **Sequence/ sequence of events**	
			SL 4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**SL 4.2** **Paraphrase** **Media**	

| Week 4 (5 days) | Unit 4: Words Matter | RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RF.3.4 Know and apply grade-level phonics and word analysis skills in decoding words.
a. Identify and know the meaning of the most common prefixes and derivational suffixes.
b. Decode words with common Latin suffixes.c. Decode multisyllabic words.
d. Read grade-appropriate irregularly spelled words.

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.

W.3.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
a. Organize information and ideas around a topic to plan and prepare to write. | RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI 4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RF 4.2 Create readable documents through legible handwriting (cursive).

RF 4.4 Know and apply grade-level phonics and word analysis skills in decoding words.
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.

W 4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
a. Organize information and ideas | **RI.4.1**
Explicit
Inference
Topic
Text

RI.4.4
Events Effect
Cause Topic
Chronological
Problem Solution

RF 4.2
Cursive
Strokes

L 4.1
Conventions of spoken/written English Grammar Proficient Usage

W 4.2
Concrete Details Editing Illustration Formatting | [Rethink Informational Lessons](#)

[Education--Making Inferences-Courageous Leaders](#) |

		b. Introduce a topic and group related information together; include illustrations when useful to aid comprehension. c. Develop the topic with facts, definitions, and details. e. Provide a concluding statement or section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing,with consideration to task and purpose.	around a topic to plan and prepare to write. b. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aid comprehension. c. Develop the topic with facts,definitions, concrete details, quotations, or other information and examples related to the topic.. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Provide a concluding statement or section related to the information or explanation presented. g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing,with consideration to task, purpose, and audience. **SL 4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**SL 4.2** **Paraphrase** **Quantitatively**	
Week 5 **(5 days)**	**Unit 5:** **Characteri** **zation**	**RL.3.3** Describe characters in a story and explain how their actions contribute to the sequence of events.	**RL 4.2** Determine a theme of a story,drama, or **poem** from details in the text; summarize the text. **RL 4.3** Describe in depth a character,setting, or event in a story or drama, drawing on	**RL 4.2-4.3** **Drama** **Setting** **Describe** **Poem** **Summary** **Theme** **Stanzas** **Verses**	Rethink Literature Lessons Structure of Poems Poetry Resources Education-Poetry and

			specific details in the text.		[Drama Oh My!-Lesson Plan](#)
		RF.3.5 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**RF 4.5** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**RF 4.5** **Expression** **Purpose** **Fluency** **Self-correct** **Prose**	
		L.3.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies:context clues, word parts, word relationships, and reference materials.	**L 4.4** Determine and/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: context clues, word parts, word relationships, and reference materials.	**L 4.4** **Context Clues** **Multiple-Meaning Words** **Reference Materials** **Word Relationship**	
		W3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	**W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Organize information and ideas around a topic to plan and prepare to write. 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. c. Provide reasons that are supported by facts and details.	**W 4.1** **Opinion** topic reason purpose **Support** concluding	

		d. Provide a concluding statement or section. **SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	d. Link opinion and reasons using words and phrases. e. Provide a concluding statement or section related to the opinion presented. **SL 4.3** Identify the reasons and evidence a speaker provides to support particular points.	**SL 4.3** **Evidence** **Reasoning**	
[Week 6](#) **(4 -5 days)**	**Unit 6 Big Ideas & Relations hips Matter**	**RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea. **RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. **RF.3.2** Create readable documents with legible handwriting (manuscript and cursive). **L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum. **W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Organize information and ideas around a topic to plan and	**RI 4.2** Determine the main idea of a text and explain how it is supported by key details;summarize the text. **RI 4.3** Explain events, procedures, ideas, or concepts in a historical, **scientific**, or technical text, including what happened and why, based on specific information in the text. **RF 4.2** Create readable documents through legible handwriting (cursive). **L 4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum. **Pronouns/Relative Pronouns** **W 4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Organize information and ideas	**RI 4.2-4.3** **Explicit** **Poem** **Explicitly** **Summarize** **Inference** **Summary** **RF.4.2** **Cursive** **Strokes** **L 4.1** **English Proficient** **Grammar Usage** **W. 4.1** **Point of View** **Purpose** **Editing** **Reasoning**	[Rethink Informational Lessons](#) [Project: Make a Timeline of Influential Person](#)

		prepare to write. b. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. c. Provide reasons that support the opinion. d. Use linking words and phrases to connect opinion and reasons. e. Provide a concluding statement or section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.	around a topic to plan and prepare to write. 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. c. Provide reasons that are supported by facts and details. d. Link opinion and reasons using words and phrases. e. Provide a concluding statement or section related to the opinion presented. f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.	**Revising Strengthen Task Topic**	
		SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	**SL 4.3** Identify the reasons and evidence a speaker provides to support particular points.	**SL 4.3 Evidence Reasoning**	
Week 7 (5 days)	**Unit 7 Ordinary or Extreme Words**	**RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**RL 4.2** Determine a theme of a story from details in the text; summarize the text.	**RL 4.2 & RL 4.4 Theme Summarize**	Comparing Elements of Text Seesaw Activity Sort
		RL.3.4 Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.	**RL 4.4** Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.	**RL 4.4 Affect Tone**	
		RF.3.4 Know and apply grade-level phonics and word	**RF 4.4** Know and apply grade-level phonics and word	**RF 4.4 Analysis**	

		analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllabic words. d. Read grade- appropriate irregularly spelled words.	analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	**Morphology** **Multisyllabic** **Syllabication**	
			L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum. Adjectives	**L.4.2** **Capitalization** **Punctuation** **Spelling**	
		L.3.5 Demonstrate understanding of nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.	**L 4.5** Demonstrate understanding of figurative language and nuances in word meanings. a. Explain the meaning of simple similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs.	**L 4.5** **Explain** **Adage** **Nuance** **Figurative Language** **Idiom** **Proverb**	
		W.3.3.f With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose	**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose,and audience.	**W.4.4** **coherent** **purpose** **audience**	
		W.3.4 With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to	**W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	**W.4.5** **planning** **revising** **editing** **W 4.6**	

		interact and collaborate with others	**W 4.6** 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 keyboarding skills to type a minimum of one page in a single sitting.	**Produce Publish Collaborate Keyboarding**	
		SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. 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. Follow agreed-upon rules for discussions. c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.	**SL 4.1** Engage effectively in a range of Collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. 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. Follow agreed-upon rules for discussions and carry out assigned roles. c. 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. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	<u>SL 4.1</u> **Key Ideas Topic**	
[Week 8](#) **(5 days)**	**Unit 8 Author's**	**RI.3.5** Use text features and search tools to locate information	**RI.4.3** Explain events, procedures, ideas, or concepts in a **historical**,	<u>RI.4.3</u> **Explain Procedures**	[National Parks Text Set](#) (RI.4.1, RI.4.3), & W.4.1)

4th Grade ELA
2023 - 2024 NE CARES Pacing Guide

	Tools that Help us Connect the Dots	relevant to a given topic efficiently.	scientific, or technical text, including what happened and why, based on specific information in the text.	**Historical Concepts** **Scientific** **Technical**	
			RI 4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.	**RI 4.5** **Event Cause** **Effect** **Chronological** **Problem Solution**	
		RI.3.8 Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.	**RI 4.8** Explain how an author uses reasons and evidence to support particular points in a text.	**RI 4.8** **Evidence** **Reasoning**	
		RF.3.4 Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllabic words. d. Read grade- appropriate irregularly spelled words.	**RF 4.4** Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	**RF 4.4** **Analysis** **Multisyllabic** **Morphology** **Syllabication**	
		L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.	**L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum. (Adjectives , comparative/Superlative) **L 4.3** Use knowledge of language and its conventions when writing,	**L 4.3** **Formal English** **Style** **Task** **Informal Discourse** **Punctuation** **Phrase**	

		L.3.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

W.3.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
a. Organize information and ideas around a topic to plan and prepare to write.
b. Introduce a topic and group related information together; include illustrations when useful to aid comprehension.
c. Develop the topic with facts, definitions, and details.
d. Use linking words and phrases
to connect ideas within categories of information.
e. Provide a concluding statement or section.
f. With guidance and support | speaking, reading, or listening.
a. Choose words and phrases to convey ideas precisely.
 b. Choose punctuation for effect.
 c. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.

L 4.4 Determine and/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: context clues, word parts, word relationships, and reference materials.

W4.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
a. Organize information and ideas around a topic to plan and prepare to write.
 b. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aid comprehension.
c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 d. Link ideas within categories of information using words and phrases. e. Use precise language | **L 4.4**
Context Clues
Multiple-Meaning Words
Reference Materials
Word Relationship

W 4.2
Concrete Details
Editing   Formatting
Illustration | |

		from peers and adults, develop and strengthen writing as needed by revising and editing,with consideration to task and purpose.	and domain-specific vocabulary to inform about or explain the topic. f. Provide a concluding statement or section related to the information or explanation presented. g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience	**SL 4.1** **Key Ideas** **Topic**	
		SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. 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. Follow agreed-upon rules for discussions. c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.	**SL.4.1** Engage effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. 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. Follow agreed-upon rules for discussions and carry out assigned roles. c. 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. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.		

4th Grade ELA
2023 - 2024 NE CARES Pacing Guide

Week 9 (5 days)		Learning targets for review days may vary according to student needs. It is best practice to personalize learning targets for student groups based on data.

Learning Targets for Course:

(Quarter 1 Targets First Nine Weeks)		
Week	**Daily Learning Target**	**How will the daily learning target be assessed?**
1	**RL 4.1:** **I can refer to details and examples in a text when explaining what the text says explicitly** **Days 1 & 2** ● I can number the lines and paragraphs, and locate details in the text. ● I can cite evidence from the text when explaining what the author's text says. ● I can identify the characters, setting, ideas or events in the text. ● I can highlight details and examples that answer the question. **I can refer to details and examples in a text when drawing inferences from the text.** ● I can cite evidence from the text when drawing inferences about what the text says. ● I can locate details in the text. ● I can use background knowledge and text to make an inference. ● I can use graphic organizers to draw inferences by categorizing their thoughts into three columns: "The text says," "I say," and "So." **Days 3 - 5** **RL 4.2:** **I can determine a theme of a story, drama, or poem from details in the text.**	**Week 1** **Exit Ticket Day 1:** ● **Martha's First Day Dilemma** - Readworks ● **SchoolNet RL.4.1**-Grocery Shopping **Exit Ticket Day 2:** ● **Use the graphic organizer It says…,I say…, And so** ● **Pork Chops, Please!** - Readworks **Exit Ticket Day 3:** ● **Using the graphic organizer, identify the theme of the selection. Summarize the text.** ● **SchoolNet RL.4.2** - The Haircut

4th Grade ELA
2023 - 2024 NE CARES Pacing Guide

	● I can connect the details to the author's purpose for composing the text. ● I can use two-column notes to record ideas about the theme. ● I can determine which of the points is a key idea and which are key details. **I can summarize the text.** ● I can use the identified key idea and details to write a summary. ● I can edit and revise my summary using the writing process. **Days 1 - 5** **RF 4.2** ● I can write the letters of the alphabet in cursive. ● I can write vocabulary words in cursive. ● I can write a paragraph in cursive. **L 4.4** ● I can use definitions and examples in the text to determine the meaning of words. ● I can use affixes and roots to read and know the meaning of words. **W 4.3** ● I can write a narrative using descriptive details and correct sequencing. ● I can write between 4 to 5 details to support the narrative topic. **SL 4.1** ● I can use accountable talk procedures to take turns. ● I can use accountable talk procedures to show active listening skills while working in a group. ● I can use accountable talk procedures to engage effectively in a discussion about literature and informational text. ● I can identify behaviors that are appropriate for group activities	**Exit Ticket Day 4:** ● **Theme-In your journal, explain how you use the text to determine the theme of the story. Cite some evidence from the text to determine the theme of the selection.** ● **Trying to Understand** - Readworks **Exit Ticket Day 5:** ● **Finding a Common Language** - Readworks **Online Links for Exit tickets:** **Schoolnet Selections** **Online Reading Exit Tickets** **RL.4.1- Exemplar on inference- Lesson plan** **Extended Practice**
2	**RI 4.1** **I can refer to details and examples in a text when explaining what the text says explicitly.** ● I can cite evidence from the text when explaining what the author's text says. ● I can locate details in the text.	**Week 2** **Exit Ticket Day 1:** ● **SchoolNet RI.4.1**-When Benjamin Franklin was a Boy ● **Friendship Spelled DOG** - CommonLit

I can refer to details and examples in a text when drawing inferences from the text.
- I can cite evidence from the text when drawing inferences about what the text says.
- I can locate details in the text.
- I can use background knowledge and text to make an inference.

Day 1
I can refer to details and examples in a text when explaining what the text says explicitly.
- I can locate details in the text.
- I can cite evidence from the text when explaining what the author's text says.

Day 2
I can refer to details and examples in a text when drawing inferences from the text.
- I can locate details and cite evidence from the text when drawing inferences about what the text says.
- I can use background knowledge and text to make an inference.

Days 3- 5
RI 4.2
I can determine the main idea of informational text and explain how it is supported.
- I can identify the topic of the paragraph or selection.
- I can find the key details in the text that tells about the topic.
- I can determine the main idea of informational text.

I can summarize the text.
- I can find the key details of informational text.
- I can use my own words to explain how the key details support the main idea of informational text.
- I can use the (SWBS, GIST, 3-2-1, etc.) strategy to summarize the text.

RI.4.4
I can determine the meaning of general academic and domain specific words or phrases in a text.
- I can determine the meaning of words or phrases in informational

Exit Ticket Day 2:
- **[Cherokee Art](#) - Readworks**

Exit Ticket Day 3:
- **[Main Idea](#) Have students turn this document over and write how the details support the main idea.**
- **[Fun and Games](#) - Commonlit**

Exit Ticket Day 4:
- **[Were Dinosaurs Good Parents?](#) - Commonlit**
- **After reading the text, record the main idea and at least 3 details. Explain how the details support the main idea.**

Exit Ticket Day 5:
- **[The Importance of Corn to the Hopi People](#) - Readworks**

Exit Tickets links:
[Schoolnet Selections](#) & Answers

[Online Reading Exit Tickets](#)

[Extended Practice](#)

	text about a specific topic. ● I can use context clues to determine the meaning of domain specific words or phrases. ● I can use affixes to determine the meaning of general academic and domain specific words or phrases in a text. **Days 1 - 5** **RF 4.4** ● **I can read grade level text with fluency, accuracy, expression and com** **L 4.4** ● **I can understand the meaning of unknown and multiple-meaning words and phrases by using context clues, word parts, word relationships, and reference materials.** **W 4.2** **I can write informative/explanatory texts to examine a topic and convey ideas and information clearly.** ● I can organize information and ideas around a topic to plan and prepare to write. ● I can introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aid comprehension. ● I can develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. I can link ideas within categories of information using words and phrases. ● I can use precise language and domain-specific vocabulary to inform about or explain the topic. **SL 4.1** ● I can use accountable talk procedures to take turns. ● I can use accountable talk procedures to show active listening skills while working in a group. ● I can use accountable talk procedures to engage effectively in a discussion about literature and informational text. ● I can iIdentify behaviors that are appropriate for group activities	
3	**Days 1 - 2**	**Week 3**

RL 4.3:
I can describe in depth a character in a story or drama, drawing on specific details in the text.
- I can recognize, name, and describe (at length) internal and external traits/characteristics of the major and minor characters in a story or drama (play).
- I can use the character trait chart to select a trait to describe characters in the text.

Days 3 - 4
- I can identify how the character feels during the beginning, middle, and end of the story.
- I can cite evidence to justify a trait chosen to describe the character(s).

Day 5
I can describe in depth the setting in a story or drama, drawing on specific details in the text.
- I can use the illustrations to help describe the setting in the text.
- I can use adjectives and descriptive language to visualize the setting in the text.
- I can describe the different settings in the text.

Days 1 - 5

RL 4.4:
I can determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.
- I can reference pictures or think about how a word/phrase fits with what is happening.
- I can look at the words and phrases that surround the unknown word or phrase to determine the meaning.
- I can examine how the word is being used or its part of speech to help figure out the meaning.
- I can identify the types of context clues.
- I can use word parts and/or context to determine and clarify (make clear) the meaning of unknown words and phrases.

RF 4.5
- I can read and comprehend various texts.
- I can read stories, poems and other texts correctly and with expression.

W 4.3

Exit Ticket Day 1:
- **Lazy Anansi - Commonlit**

Exit Ticket Day 2:
- **An Honest Mistake - Commonlit**
- **Choose an unfamiliar word in the text. Following the strategy taught in class. Attempt to determine the meaning if clues are not provided in the text.**

Word	Prefix	Base/Root	Suffix
Meaning			

Exit Ticket Day 3:
- **The Magic Glasses - Readworks**
- **Choose an unfamiliar word in the text. Following the strategy taught in class. Attempt to determine the meaning if clues are not provided in the text.**

Quote Phrase from Text	Context clues/Picture support
Meaning	

Exit Ticket Day 4:
- **SchoolNet RL.4.3 & RL.4.4-Johnny Chuck Becomes Dissatisfied**

Exit Ticket Day 5:
- **The Rescue of the Tin Woodsman - Commonlit**

Exit Ticket Links:

	● I can write a narrative using descriptive details and correct sequencing. ● I can write between 4 to 5 details to support the narrative topic. **SL 4.2** ● I can paraphrase stories and information that I have heard.	**Schoolnet Selections** **Online Reading Exit Tickets** **RL.4.3- Exemplar- Lesson plan** **Extended Practice**
4	**Days 1 - 5 (Select different text types to focus on throughout the week.)** **RI 4.3: I can 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.** ● I can use specific details from a historical, scientific, or technical text to explain events, procedures, ideas, or concepts, including what happened and why. ● I can use two-column graphic organizers to tell the Cause (What happened) in the first column and the Effect (why it happened) in the second column for each relationship, using specific information from the text. **RI 4.4:** **I can determine the meaning of general academic and domain specific words or phrases in a text.** ● I can determine the meaning of words or phrases in informational text about a specific topic. ● I can use context clues to determine the meaning of domain specific words or phrases. ● I can use affixes to determine the meaning of general academic and domain specific words or phrases in a text. **RI.4.5 I can describe the structure of information in a text.** ● I can identify cause-effect, problem-solution, question-answer, description, compare- contrast, sequence/chronology text structure. **RF 4.2** ● I can write the letters of the alphabet in cursive. ● I can write vocabulary words in cursive. ● I can write a paragraph in cursive.	**Week 4** **Exit Ticket Day 1:** ● **The Three Sisters** - Commonlit **Exit Ticket Day 2:** ● **Cherokee Villages** - Readworks **Exit Ticket Day 3:** ● **The Cherokee Medicine Man**- Readworks **Exit Ticket Day 4:** ● **SchoolNet** RI.4.3 & RI.4.4 - Building a Canoe **Exit Ticket Day 5:** ● **SchoolNet RI.4.5** - My Camel **Exit Tickets Links:** **Schoolnet Selections** **Online Reading Exit Tickets and some SchoolNet answers** **L 4.1- Exemplar** **Extended Practice**

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L 4.1
- I can explain each of the different sentence types, and when it is appropriate to use each.

W 4.2
I can write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- I can organize information and ideas around a topic to plan and prepare to write.
- I can develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. I can link ideas within categories of information using words and phrases.
- I can introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aid comprehension.
- I can use precise language and domain-specific vocabulary to inform about or explain the topic.

L 4.2
- I can paraphrase stories and information that I have heard.

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Writing Graphic Organizer
Days 1 - 2 Brainstorm/Introduction/Revise
Days 3 - 4 Topic/Details Section/Revise
Day 5 - Conclusion/Revise

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Days 1-3
RL 4.2:
 I can determine a theme of a story, drama, or poem from details in the text.
- I can connect the details to the author's purpose for composing the text.
- I can use two-column notes to record ideas about the theme.
- I can determine which of the points is a key idea and which are key details.

Days 4 - 5
I can summarize the text.
- I can use the identified key idea and details to write a summary.
- I can edit and revise my summary using the writing process.

RL 4.3:
I can describe in depth a character in a story or drama, drawing on specific details in the text.

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Week 5
Exit Ticket Day 1:
- **September - Readworks**

Exit Ticket Day 2:
- **SchoolNet RL.4.2 - The Little Girl Who Would Not Work**

Exit Ticket Day 3:
- **SchoolNet RL.4.2&RL.4.3 - A Visit to the Doctor**
- **Have students list some of the characteristics of the different types of texts on a sheet of paper. Students can explain the differences.**
- **Determine the genre of A Visit to the Doctor listed above for Day 3. Cite the elements in the text that justify the choice. Students can record the information on a sheet of paper.**

Exit Ticket Day 4:

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- I can recognize, name, and describe (at length) internal and external traits/characteristics of the major and minor characters in a story or drama (play).
- I can identify how the character feels during the beginning, middle, and end of the story.
- I can cite evidence to justify a trait chosen to describe the character(s).
- I can use the character trait chart to select a trait to describe characters in the text.

I can describe in depth the setting in a story or drama, drawing on specific details in the text.
- I can use the illustrations to help describe the setting in the text.
- I can use adjectives and descriptive language to visualize the setting in the text.
- I can describe the different settings in the text.

RL 4.5:
I can explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.
- I can describe the significant differences between poems, drama, and prose.
- I can use a graphic organizer to compare and contrast the elements of poems, drama, and prose.
- I can identify the elements of poems, drama and prose.
- I can use correct terminology when they talk or write about a text.

RF 4.5
- I can read and comprehend various texts.
- I can read stories, poems and other texts correctly and with expression.

L 4.4
- I can use definitions and examples in the text to determine the meaning of words.
- I can use affixes and roots to read and know the meaning of words.

W.4.1
- I can determine my opinion or point of view on a topic or text.
- I can link opinions and reasons when writing an argument.
- I can write a concluding statement or paragraph to support my

- **What to Say** - **Readworks**
- **Students use the story map provided to gather details to organize for the summary of the text given.**
- **Fold a sheet of paper in thirds. Label the headers as poems, drama, prose. Students will use the elements listed in the organizer to write a paragraph comparing and contrasting the elements.**

Exit Ticket Day 5:
- **Mountain - Commonlit**
- **Determine the genre of Mountain listed above for Day 5. Cite the elements in the text that justify the choice. Students can record the information on a sheet of paper.**

Exit tickets Links:
Schoolnet Selections
Online Reading Exit Tickets
Extended Practice

4th Grade ELA
2023 - 2024 NE CARES Pacing Guide

	opinion. **SL 4.3** ● I can identify the reasons and evidence a speaker uses to reinforce specific points	
6	**RI 4.2 I can determine the main idea of informational text and explain how it is supported.** **Days 1 - 2** ● I can identify the topic of the paragraph or selection. ● I can find the key details in the text that tells about the topic. **Days 3 - 5** ● I can determine the main idea of informational text. **I can summarize the text.** ● I can find the key details of informational text. ● I can use my own words to explain how the key details support the main idea of informational text. ● I can use the (SWBS, GIST, 3-2-1, etc.) strategy to summarize the text. **RI 4.3:** **I can 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.** ● I can use specific details from a historical, scientific, or technical text to explain events, procedures, ideas, or concepts, including what happened and why. ● I can use two-column graphic organizers to tell the Cause (What happened) in the first column and the Effect (why it happened) in the second column for each relationship, using specific information from the text. **RF 4.2** ● I can write the letters of the alphabet in cursive. ● I can write vocabulary words in cursive. ● I can write a paragraph in cursive. **L 4.1** ● I can explain each of the different sentence types, and when it is appropriate to use each.	**Week 6** **Exit Ticket Day 1:** ● **Readworks: Marie M. Daly: Chemist and Activist** **Exit Ticket Day 2:** ● **SchoolNet RI.4.2 - Recycling** **Exit Ticket Day 3:** ● **Quizizz-Main Idea** **Exit Ticket Day 4:** ● **Students will read Who took the first step on the moon?** ● **Choose a Key detail from the passage and write how it supports the Main Idea in their own words.** **Exit Ticket Day 5:** ● **Reread Who took the first step on the moon?** ● **Students will use the graphic organizer to summarize the text.** **Exit Ticket Links:** **Schoolnet Selections** **Online Reading Exit Tickets** **Extended Practice**

	W 4.1 ● I can form an opinion based on something I have read. ● I can give between 4 to 5 reasons with facts and details from a text to support my opinion. **SL 4.3** ● I can identify the reasons and evidence a speaker uses to reinforce specific points	
7	**RL 4.1:** **I can refer to details and examples in a text when explaining what the text says explicitly** ● I can cite evidence from the text when explaining what the author's text says. ● I can locate details in the text. ● I can number the lines and paragraphs in the text. ● I can identify the characters, setting, ideas or events in the text. ● I can highlight details and examples that answer the question. **I can refer to details and examples in a text when drawing inferences from the text.** ● I can cite evidence from the text when drawing inferences about what the text says. ● I can locate details in the text. ● I can use background knowledge and text to make an inference. ● I can use graphic organizers to draw inferences by categorizing their thoughts into three columns: "The text says," "I say," and "So." **RL 4.4:** **I can determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.** ● I can reference pictures or think about how a word/phrase fits with what is happening. ● I can look at the words and phrases that surround the unknown word or phrase to determine the meaning. ● I can examine how the word is being used or its part of speech to help figure out the meaning. ● I can identify the types of context clues. ● I can use word parts and/or context to determine and clarify (make clear) the meaning of unknown words and phrases.	**Week 7** **Exit Ticket Day 1:** ● **The Farmer, the Snake, and the Eggs and Bacon** - **Readworks** **Exit Ticket Day 2:** ● **Siblings** - **Readworks** **Exit Ticket Day 3:** ● **SchoolNet RL.4.4** - **The Story of Fidgety Philip** **Exit Ticket Day 4:** ● **SchoolNet RL4.1 & RL.4.4**- **The Travelers and the Purse** **Exit Ticket Day 5:** ● **Why is the Sky Far Away?** - **Commonlit** **Exit Tickets Links:** **Schoolnet Selections** **Online Reading Exit Tickets** **Extended Practice**

	RF 4.4
	   ● I can read grade level text with fluency, accuracy, expression and comprehension.
	L 4.5
	   ● I can explain the meaning of simple similes and metaphors.
	   ● I can recognize and explain the meaning of common idioms, adages, and proverbs.
	W.4.4
	   ● I can use organizational/formatting structures (graphic organizers) to develop my writing ideas.
	W.4.5
	   ● I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.
	   ● I can prepare multiple drafts using revisions and edits to develop and strengthen my writing.
	W.4.6
	   ● I can use proper keyboarding skills to compose and prepare my writing for publication.
	   ● I can use technology to produce and publish my writing
	SL 4.1
	   ● I can use accountable talk procedures to take turns.
	   ● I can use accountable talk procedures to show active listening skills while working in a group.
	   ● I can use accountable talk procedures to engage effectively in a discussion about literature and informational text.
	   ● I can identify behaviors that are appropriate for group activities	

8	**Days 1 - 3**
	RI 4.5:
	I can describe the overall structure of events, ideas, concepts, or information in part of a text.
	   ● I can identify the text structures within paragraphs or sections of the informational text.
		Week 8
		Exit Ticket Day 1:
		   ● [**Who Took the First Step on the Moon?**](#) **- Commonlit**
		
		Exit Ticket Day 2:
		   ● **School Net RI 4.5-**[My Camel](#)

- I can locate clue words to help identify the type of text structure.
- I can skim the text, read headings, and/or read segments of the text to help when describing the structure.
- I can use a graphic organizer to help chart the features that support the text structure selected.

Days 4 - 5
I can describe the overall structure of events, ideas, concepts, or information in a selection.
- I can identify the text structures in informational text.
- I can locate clue words to help identify the type of text structure.
- I can skim the text, read headings, and/or read segments of the text to help when describing the overall structure.
- I can use a graphic organizer to help chart the features that support the text structure selected.
- I can identify the author's purpose for writing the text.
- I can use sentences and paragraphs in an informational text to determine text structure.

RI 4.8
I can explain how the author uses reasons and evidence to support particular points in a text.
- I can locate key details that support points in the text.
- I can use academic and domain specific vocabulary to explain how the author uses reasons to support points in the text.

RF 4.4
- I can read grade level text with fluency, accuracy, expression and comprehension.

L 4.3
- I can choose words and phrases which clearly depict ideas.
- I can choose punctuation that will have the greatest impact on the reader.
- I can recognize when formal English is appropriate.

L 4.4
- I can use definitions and examples in the text to determine the meaning of words.
- I can use affixes and roots to read and know the meaning of words.

W 4.2
I can write informative/explanatory texts to examine a topic and

Exit Ticket Day 3:
- **[How Mountains Form-](#) Readworks**
- **Students will create a graphic organizer to chart text features and tell how the text feature supports the text.**

Feature	Examples from Article	What it does in the Article

Exit Ticket Day 4:
- [Preparing for Tornadoes](#) **- Readworks**

- **Students can complete this sentence on a post-it note or slip of paper. (Padlet) Require students to support their responses with evidence from the text. The author's point of this text is…**

Exit Ticket Day 5:
- **School Net RI 4.8 - [Fast Food Choices](#)**

Exit Ticket Links:
[Schoolnet Selections](#)

[Online Reading Exit Tickets](#) and some SchoolNet answers

[Extended Practice](#)

[Graphic Organizers](#)

[IXL](#) (Scroll down to the vocabulary section.)

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convey ideas and information clearly.

- I can organize information and ideas around a topic to plan and prepare to write.
- I can introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aid comprehension.
- I can develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. I can link ideas within categories of information using words and phrases.
- I can use precise language and domain-specific vocabulary to inform about or explain the topic.

SL 4.1
- I can use accountable talk procedures to take turns.
- I can use accountable talk procedures to show active listening skills while working in a group.
- I can use accountable talk procedures to engage effectively in a discussion about literature and informational text.
- I can identify behaviors that are appropriate for group activities.

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| 9 | **Learning targets for review days may vary according to student needs.**
 It is best practice to personalize learning targets for student groups based on data. |

Quarter 2 (2nd Nine Weeks: 43 - 44 Days)					
Week/ Number of Days	**Name of Unit - Module**	**Pre-Requisites**	**Standards**	**Academic Vocabulary**	**Instructional Resources**
Week 1 (5 days)	**Unit: Reading Characters** **Anchor Text:**	**RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the	**RL 4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**RL 4.1-4.4** **Explicit** Poem **Explicitly** Phrase **Summarize** Tone **Inference** Summary	**Montgomery Bus Boycott Text Set**

		answers.	**RL 4.2** Determine a theme of a story,drama, or poem from details in the text; summarize the text. RL.4.4Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.	**Drama** **Theme** **Fiction**	**RL 4.1 (Exit Ticket)- Jackrabbit**
		RF.3.2 Create readable documents with legible handwriting (manuscript and cursive).	**RF 4.2** Create readable documents through legible handwriting (cursive).	**RF 4.2** **Cursive**	
		L.3.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.	**L 4.4** Determine and/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: context clues, word parts, word relationships, and reference materials.	**L 4.4** **Context Clues** **Multiple-Meaning Words** **Reference Materials** **Word Relationship**	
		W.3.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic and group related information together; include illustrations when useful to aid comprehension. c. Develop the topic with facts, definitions and details. d. Use linking words and	**W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Organize information and ideas around a topic to plan and prepare to write. b. Orient the reader by establishing a situation and introducing a narrator, and/or characters; organize an event sequence that unfolds naturally. c. Use dialogue and description to develop experiences and events	**W 4.2** **Concrete Details** **Editing** **Formatting** **Illustration**	

		phrases to connect ideas within categories of information. e. Provide a concluding statement or section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.	or show the responses of characters to situations. d. Use a variety of transitional words and phrases to manage the sequence of events. e. Use concrete words and phrases and sensory details to convey experiences and events precisely. f. Provide a conclusion that follows from the narrated experiences or events. g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.	
		SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. 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. Follow agreed-upon rules for discussions. c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the	**SL 4.1** Engage effectively in a range of Collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. 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. Follow agreed-upon rules for discussions and carry out assigned roles. c. 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. d. Review the key ideas	**SL 4.1** **Key Ideas** **Topic**	

		remarks of others. d. Explain their own ideas and understanding in light of the discussion.	expressed and explain their own ideas and understanding in light of the discussion.		
Week 2 **(4 days)**	Unit: Reading Earth's Past Anchor Text: Rare Treasure: Mary Anning and Her Remarkable Discoveries by Don Brown	**RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.	**RI 4.2** Determine the main idea of a text and explain how it is supported by key details;summarize the text.	**RI 4.2** **Event** **Key Details** **Main Idea** **Topic** **Summary/Summarize**	**Analyze Details to Find the Main Idea**
		RI.3.4 Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a grade 3 topic or subject area.	**RI 4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	**RI 4.4** **Events** **Effect** **Cause**	
		RF.3.4 Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllabic words. d. Read grade-appropriate irregularly spelled words. **L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking;	**RF 4.4** Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context. **L 4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.	**RF 4.4** **Analysis** **Multisyllabic** **Morphology** **Syllabication** **L 4.1** **Conventions of spoken/written English** **Grammar** **Proficient** **Usage**	

		demonstrate proficiency within the 2-3 grammar continuum. **W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. c. Provide reasons that support the opinion. d. Use linking words and phrases to connect opinion and reasons. e. Provide a concluding statement or section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose. **SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats,	**W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Organize information and ideas around a topic to plan and prepare to write. b. Orient the reader by establishing a situation and introducing a narrator, and/or characters; organize an event sequence that unfolds naturally. c. Use dialogue and description to develop experiences and events or show the responses of characters to situations. d. Use a variety of transitional words and phrases to manage the sequence of events. e. Use concrete words and phrases and sensory details to convey experiences and events precisely. f. Provide a conclusion that follows from the narrated experiences or events. g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience. **SL4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**W 4.3** **Narrative** **Descriptive Details** **Sequence** **Narrator** **Characters** **Dialogue** **Transitional** **SL 4.2** **Paraphrase** **Quantitatively**	

		including visually, quantitatively, and orally.			
Week 3 (5 days)	**Unit: Reading Communities** **Anchor Text: Frindle by Andrew Clements**	**RL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	**RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.	**RL 4.2-4.4** **Theme Describe** **Story Phrase** **Drama Poem** **Tone** **Setting Character** **Traits Evidence** **Evidence**	**Character Analysis Nearpod**
		RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events. **RL.3.4** Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.	**RL 4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. **RL 4.4** Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.		
		RF.3.5 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**RF 4.5** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy,appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**RF 4.5** **Expression Purpose** **Fluency** **Self-correct** **Prose**	
		W.3.3 Write narratives to develop real or imagined	**W 4.3** Write narratives to develop real or imagined experiences or	**W 4.3** **Describe Event**	

		experiences or events using effective technique, descriptive details, and clear event sequences. a. Organize information and ideas around a topic to plan and prepare to write. b. Establish a situation and introduce a narrator, and/or characters; organize an event sequence that unfolds naturally. c. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. d. Use temporal transition words and phrases to signal event order. e. Provide a sense of closure. f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.	events using effective technique, descriptive details, and clear event sequences. a. Organize information and ideas around a topic to plan and prepare to write. b. Orient the reader by establishing a situation and introducing a narrator, and/or characters; organize an event sequence that unfolds naturally. c. Use dialogue and description to develop experiences and events or show the responses of characters to situations. d. Use a variety of transitional words and phrases to manage the sequence of events. e. Use concrete words and phrases and sensory details to convey experiences and events precisely. f. Provide a conclusion that follows from the narrated experiences or events. g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience. **SL 4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**Editing Phrase Purpose Revise Sensory language/details Sequence/sequence of events** **SL 4.2 Paraphrase Quantitatively**	
Week 4 **2-3 days**	**Unit: Reading Characters**	**RI.3.5** Use text features and search tools to locate	**RI 4.5** Describe the overall structure of events, ideas,	**RI.4.5 Structure**	**NCpedia**

				Events Concepts	Florida Center for Reading Research (FCRR) (See above for additional web resources)
Thanksgiving Holiday		information relevant to a given topic efficiently.

RI.3.8 Describe how the author connects ideas between sentences and paragraphs to support specific points in a text. | concepts, or information in a text or part of a text.

RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text. | **RI.4.8** **Author** **Reasons** **Evidence** | |
| | | | **RF 4.2** Create readable documents through legible handwriting (cursive). | **RF 4.2** **Cursive** | |
| | | **RF.3.4** Know and apply grade-level phonics and word analysis skills in decoding words.
a. Identify and know the meaning of the most common prefixes and derivational suffixes.
b. Decode words with common Latin suffixes.
c. Decode multisyllabic words.
d. Read grade-appropriate irregularly spelled words. | **RF 4.4** Know and apply grade-level phonics and word analysis skills in decoding words.
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context. | | |
| | | **L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum. | **L 4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum. | **L 4.1** **Conventions of spoken/written English** **Grammar** **Proficient** **Usage** | |
| | | **W.3.2** Write informative/ explanatory texts to examine a topic and convey ideas and | **W 4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | **W 4.2** **Concrete Details** **Editing** **Illustration** **Formatting** | |

		information clearly. a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic and group related information together; include illustrations when useful to aid comprehension. c. Develop the topic with facts, definitions, and details. d. Use linking words and phrases to connect ideas within categories of information. e. Provide a concluding statement or section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing,with consideration to task and purpose.	a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aid comprehension. c. Develop the topic with facts,definitions, concrete details, quotations, or other information and examples related to the topic. d. Link ideas within categories of information using words and phrases. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Provide a concluding statement or section related to the information or explanation presented. g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing,with consideration to task, purpose, and audience. **SL 4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**SL 4.2** **Paraphrase** **Quantitatively**	
(5 days)	**Unit: Reading Characters**	**RL.3.2** Recount stories, including fables, folktales,	**RL 4.2** Determine a theme of a **story**,drama, or poem from details	**RL 4.2** **Drama Describe**	**RL.4.2 Tic Tac Toe Theme Choice Board** This

	Anchor Texts: The Boy Who Loved Words by Roni Schotter **-Poems in the Attic by Nikki Grimes**	and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. **RL.3.4** Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text. **RL.3.5** .Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. **RF.3.5** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **L.3.4** Determine and/or clarify the meaning of unknown and multiple-meaning words and	in the text; summarize the text. **RL.4.4 Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.** **RL.4.5** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text. **RF 4.5** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **L 4.4** Determine and/or clarify the meaning of unknown and multiple-meaning words and	Poem Drama Summary Theme **RL.4.4** **Phrases** **Meaning** **Tone** **RL.4.5** **Differences** **Structural** **RF 4.5** **Expression** **Purpose** **Fluency** **Self-correct** **Prose** **L 4.4** **Context Clues** **Multiple-Meaning Words** **Reference Materials** **Word Relationship**	**resource is from GoOpenNC website. There is an editable link for the choice board.** **[RL.4.5 Writing Poems through Imagery](#)** **ReadWriteThink Website** **[RL.4.5 Sample Lesson Plan](#)**

		phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials. **W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Organize information and ideas around a topic to plan and prepare to write. b. Establish a situation and introduce a narrator, and/or characters; organize an event sequence that unfolds naturally. c. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. d. Use temporal transition words and phrases to signal event order. e. Provide a sense of closure. f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose **SL.3.3** Ask and answer	phrases based on grade 4 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials. **W 4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Organize information and ideas around a topic to plan and prepare to write. b. Orient the reader by establishing a situation and introducing a narrator, and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. d. Use a variety of transitional words and phrases to manage the sequence of events. e. Use concrete words and phrases and sensory details to convey experiences and events precisely. f. Provide a conclusion that follows from the narrated experiences or events. g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience**.** **SL 4.3** Identify the reasons and	**W 4.3** **Concrete Details** **Editing Formatting Illustration** **SL 4.3** **Evidence** **Reasoning**	

		questions about information from a speaker, offering appropriate elaboration and detail.	evidence a speaker provides to support particular points.		
Week 6 **5 days**	**Unit: Reading Communities** **Anchor text: The Right Word by Jen Bryant**	**RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea. **RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. **RF.3.2** Create readable documents with legible handwriting (manuscript and cursive). **L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.z **W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Organize information and ideas around a topic to plan and prepare to write.	**RI 4.2** Determine the main idea of a text and explain how it is supported by key details;summarize the text. **RI 4.3** Explain events, procedures, ideas, or concepts in a historical, scientific,or technical text, including what happened and why, based on specific information in the text. **RF 4.2** Create readable documents through legible handwriting (cursive). **L 4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum. **W 4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Organize information and ideas around a topic to plan and prepare to write.	**<u>RI 4.2-4.3</u>** **Explicit** **Poem** **Explicitly** **Summarize** **Inference** **Summary** **<u>RF 4.2</u>** **Cursive** **<u>L 4.1</u>** **English** **Proficient** **Grammar** **Usage** **<u>W 4.1</u>** **Point of View** **Purpose** **Editing** **Reasoning** **Revising** **Strengthen** **Task**	**[Main Idea (RI 4.1) Exit ticket](#)**

		b. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. c. Provide reasons that support the opinion. d. Use linking words and phrases to connect opinion and reasons. e. Provide a concluding statement or section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing,with consideration to task and purpose. **SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	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. c. Provide reasons that are supported by facts and details. d. Link opinion and reasons using words and phrases. e. Provide a concluding statement or section related to the opinion presented. f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing,with consideration to task, purpose, and audience. **SL 4.3** Identify the reasons and evidence a speaker provides to support particular points.	**Topic** **SL 4.3** **Evidence** **Reasoning**	
[Week 7](#) **(5 days)**	**Unit: Reading Earth** **Anchor Text:** [The Floating Classroom](#) **(ReadWorks)** **Anchor Text:** [Moon Rain](#) **by Tiare Solorzano**	**RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **RL.3.4** Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text. **RF.3.4** Know and apply	**RL 4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. **RL 4.4** Determine the meaning of	**RL 4.1 & RL 4.4** **Explicit Phrases** **Inference Tone** **RL.4.3** **Depth** **Character Setting**	[Suspicions](#) **(Readworks)**

		grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllabic words. d. Read grade-appropriate irregularly spelled words.	words and phrases as they are used in a text, including words that affect meaning and tone. **RF 4.4** Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	**RF 4.4** **Analysis** **Morphology** **Multisyllabic** **Syllabication**	
		L.3.5 Demonstrate understanding of nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. **W.3.5** Conduct short research projects that build knowledge about a topic.	**L 4.5** Demonstrate understanding of figurative language and nuances in word meanings. a. Explain the meaning of simple similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. **W 4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Organize information and ideas around a topic to plan and prepare to write. b. Orient the reader by establishing a situation and introducing a narrator, and/or characters; organize an event sequence that unfolds naturally. c.	**L 4.5** **Adage Nuance** **Figurative Language** **Idiom Proverb** **W 4.5** **Topic** **Investigation** **Research**	

			Use dialogue and description to develop experiences and events or show the responses of characters to situations. d. Use a variety of transitional words and phrases to manage the sequence of events. e. Use concrete words and phrases and sensory details to convey experiences and events precisely. f. Provide a conclusion that follows from the narrated experiences or events. g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.	
		SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. 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. Follow agreed-upon rules for discussions. c. Ask questions to check understanding of information presented, stay on topic, and	**SL 4.1** Engage effectively in a range of Collaborative discussions (one-on-one, in groups, and teacher-led)with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. 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. Follow agreed-upon rules for discussions and carry out assigned roles. c. 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.	<u>SL 4.1</u> **Key Ideas Topic**	

		link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.	d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.		
Week 8 **(5 days)**	**Unit: Reading Earth** **Anchor Text: Reaching for the Moon by Buzz Aldrin**	**RI.3.5** Use text features and search tools to locate information relevant to a given topic efficiently. **RI.3.8** Describe how the author connects ideas between sentences and paragraphs to support specific points in a text. **RF.3.2** Create readable documents with legible handwriting (manuscript and cursive). **L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum. **W.3.5** Conduct short research projects that build knowledge about a topic. **SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3	**RI.4.5** Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. **RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text. **RF 4.2** Create readable documents through legible handwriting (cursive). **L 4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum. **W 4.5** Conduct short research projects that build knowledge through investigation of different aspects of a topic. **SL 4.1** Engage effectively in a range of Collaborative discussions (one-on- one, in groups, and teacher-led)with diverse partners on grade 4 topics and texts,	**RI.4.5** **Structure** **Events** **Concepts** **RI.4.8** **Reasons Evidence** **RF 4.2** **Cursive** **L 4.1** **English** **Proficient** **Grammar** **Usage** **W 4.5** **Topic** **Investigation** **SL 4.1** **Key Ideas** **Topic**	**Text Structure**

		topics and texts, building on others' ideas and expressing their own clearly. a. 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. Follow agreed-upon rules for discussions. c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.	building on others' ideas and expressing their own clearly. a. 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. Follow agreed-upon rules for discussions and carry out assigned roles. c. 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. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.		
Week 9	**Learning targets for review days may vary according to student needs.** **It is best practice to personalize learning targets for student groups based on data.**				

(Learning Targets for Quarter 2/2nd Nine Weeks)		
Week	**Daily Learning Target**	**How will the daily learning target be assessed?**

1	**RL 4.1:**
	 I can refer to details and examples in a text when explaining what the text says explicitly
	Days 1-2
	   ● I can number the lines and paragraphs and locate details in the text.
	   ● I can cite evidence from the text when explaining what the author's text says.
		Week 1
		Exit Ticket Day 1:
		   ● **RL.4.2 Mary and Ruth**
		   ● **Students will number the paragraphs and underline details in the text.**

	I can refer to details and examples in a text when drawing inferences from the text. **RL.4.2** **I can determine a theme of a story, drama, or poem from details in the text.** ● I can connect the details to the author's purpose for composing the text. ● I can use two-column notes to record ideas about the theme. ● I can determine which of the points is a key idea and which are key details. **I can summarize the text.** ● I can use the identified key idea and details to write a summary. ● I can edit and revise my summary using the writing process. **Days 3-5** ● I can locate details in the text and use background knowledge to make an inference. ● I can cite evidence from the text when drawing inferences about what the text says using a graphic organizer to draw inferences by categorizing their thoughts into three columns: "The text says," "I say," and "So." **RL 4.4:** **Days 1-5** **I can determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.** ● I can reference pictures or think about how a word/phrase fits with what is happening. ● I can look at the words and phrases that surround the unknown word or phrase to determine the meaning. ● I can examine how the word is being used or its part of speech to help figure out the meaning. ● I can identify the types of context clues. ● I can use word parts and/or context to determine and clarify (make clear) the meaning of unknown words and phrases. **RF 4.2** ● I can write letters, phrases and sentences in cursive. **L 4.2** ● I can explain the elements needed for a simple sentence. ● Write simple sentences using a simple subject and simple predicate.	**Exit Ticket Day 2:** ● **Quizizz: Text Evidence** ● **The Picture Book Giant RL4.4 Schoolnet** ● **Jared to the Rescue - Commonlit RL.4.2** **Exit Ticket Day 3:** ● **STRAY - Commonlit RL.4.2** ● **Schoolnet Selections/Organizer** ● **Quizizz: Drawing Inferences** **Exit Ticket Day 4:** ● **Schoolnet Selections/Organizer** ● **The Hair Cut** **Exit Ticket Day 5:** ● **Schoolnet RL1-2-4 ; A Fishy Mystery** ● **Schoolnet Selections/Organizer** ● **Students will use the The Hair Cut article to fill in the following graphic organizer.** <table><tr><td>The text says</td><td>I say</td><td>So</td></tr><tr><td></td><td></td><td></td></tr></table>

	W 4.3 ● I can write a narrative using descriptive details and correct sequencing. ● I can write between 4 to 5 details to support the narrative topic. **SL 4.4** ● I can tell a story or present information with a main idea and details. ● I can tell a story or present information in the correct format and sequence.	
2	**RI 4.2** **I can determine the main idea of informational text and explain how it is supported.** **Day 1-3** ● I can identify the topic of the paragraph or selection. ● I can find the key details in the text that tells about the topic. ● I can determine the main idea of informational text. **I can summarize the text.** **Days 3-4** ● I can find the key details of informational text. ● I can use my own words to explain how the key details support the main idea of informational text. ● I can use the (SWBS, GIST, 3-2-1, etc.) strategy to summarize the text. **RI 4.4:** **I can determine the meaning of general academic and domain specific words or phrases in a text.** **Days 1-4** ● I can determine the meaning of words or phrases in informational text about a specific topic. ● I can use context clues to determine the meaning of domain specific words or phrases. ● I can use affixes to determine the meaning of general academic and domain specific words or phrases in a text. **RF 4.4** ● I can read grade level text with fluency, accuracy, expression and comprehension. **L 4.1**	**Week 2** **Exit Ticket Day 1:** ● **SchoolNet RI.4.2 - What Lives in a Kelp Forest** ● **Quizizz** ● **Somebody Wanted But So Templates** **Exit Ticket Day 2:** ● **Naranjilla: The Little Orange Plant**-Readworks ● **Seesaw** ● **Somebody Wanted But So Templates (Use with Naranjilla passage)** **Exit Ticket Day 3:** ● **SchoolNet RI.4.4. - About Plants: Flowers** ● **Kyle Maynard/Somebody Wanted But So Templates** **Exit Ticket Day 4:** ● **Schoolnet RI.4.2 & RI.4.4-Pet's Best Friend** ● **RI.4.4** ● **Get the Gist Templates (Use with the passage Pet's Best Friend)** **Additional resources:** **Close Reading Passages** **Extended Practice**

	● I can explain each of the different sentence types, and when it is appropriate to use each. **W 4.1** ● I can form an opinion based on something I have read. ● I can give between 4 to 5 reasons with facts and details from a text to support my opinion. **SL 4.2** ● I can paraphrase stories and information that I have heard.	
3	**RL 4.2:** **I can determine a theme of a story, drama, or poem from details in the text.** **Day 1-3** ● I can connect the details to the author's purpose for composing the text. ● I can use two-column notes to record ideas about the theme. ● I can determine which of the points is a key idea and which are key details. **I can summarize the text.** ● I can use the identified key idea and details to write a summary. ● I can edit and revise my summary using the writing process. **RL.4.3** **I can describe in depth a character in a story or drama, drawing on specific details in the text.** ● I can recognize, name, and describe (at length) internal and external traits/characteristics of the major and minor characters in a story or drama (play). ● I can identify how the character feels during the beginning, middle, and end of the story. ● I can cite evidence to justify a trait chosen to describe the character(s). ● I can use the character trait chart to select a trait to describe characters in the text. **I can describe in depth the setting in a story or drama, drawing on specific details in the text.** ● I can use the illustrations to help describe the setting in the text. ● I can use adjectives and descriptive language to visualize the setting in the text. ● I can describe the different settings in the text. **RL 4.4:**	**Week 3** **Exit Ticket Day 1:** ● **Subway Signs** - Readworks ● **Template**/Use Flocabulary **selections** **Exit Ticket Day 2:** ● **The Golden Nugget** (RL.4.2)-Education.com ● **Template**/**Selections** **Exit Ticket Day 3:** ● **SchoolNet RL.4.3**-How Coyote Brought Fire ● **Template**/**Selections** **Exit Ticket Day 4:** ● **Yeshi's Luck** - Commonlit ● **Schoolnet Selections**

	I can determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone. **Day 3-5** ● I can reference pictures or think about how a word/phrase fits with what is happening. ● I can look at the words and phrases that surround the unknown word or phrase to determine the meaning. ● I can examine how the word is being used or its part of speech to help figure out the meaning. ● I can identify the types of context clues. ● I can use word parts and/or context to determine and clarify (make clear) the meaning of unknown words and phrases. **RF 4.2** ● I can write letters, phrases and sentences in cursive. **L 4.4** ● I can use definitions and examples in the text to determine the meaning of words. ● I can use affixes and roots to read and know the meaning of words. **L 4.5** ● I can explain the meaning of simple similes and metaphors. ● I can recognize and explain the meaning of common idioms, adages, and proverbs. **W 4.3** ● I can write a narrative using descriptive details and correct sequencing. ● I can write between 4 to 5 details to support the narrative topic. **SL 4.2** ● I can paraphrase stories and information that I have heard.	● **After reading the selections on days 4 - 5, students can write a summary on the back of the paper.** **Exit Ticket Day 5:** ● **SchoolNet RL.4.3, RL.4.4- The Cheerful Cricket** **Additional Resources:** **Extended Practice**
4	**RI 4.5:** **I can describe the overall structure of events, ideas, concepts, or information in a selection.** **Days 1-2** ● I can identify the text structures in informational text. ● I can locate clue words, sentences, and paragraphs in an informational text to determine text structure. ● I can skim the text, read headings, and/or read segments of the text to help when describing the overall structure.	**Week 4** **Exit Ticket Day 1:** ● **The Troll Maker - Commonlit** ● **Determining Text Structure or Text Structure** **Exit Ticket Day 2:** ● **Eat Bugs Save the Planet-Commonlit** ● **Match the Meaning** ● **Text Structure**

- I can use a graphic organizer to help chart the features that support the text structure selected.

I can describe the overall structure of events, ideas, concepts, or information in part of a text
Days 3-5
- I can identify the text structures within paragraphs or sections of the informational text.
- I can locate clue words to help identify the type of text structure.
- I can skim the text, read headings, and/or read segments of the text to help when describing the structure.
- I can use a graphic organizer to help chart the features that support the text structure selected.
- I can use segments of the text to help when determining the structure of the text.

RI 4.8
I can explain how the author uses reasons and evidence to support particular points in a text.
Days 1-5
- I can locate key details that support points in the text.
- I can use academic and domain specific vocabulary to explain how the author uses reasons to support points in the text.

RF 4.4
- I can read grade level text with fluency, accuracy, expression and comprehension.

L 4.3
- I can choose words and phrases which clearly depict ideas.
- I can choose punctuation that will have the greatest impact on the reader.
- I can recognize when formal English is appropriate

L 4.4
- I can use definitions and examples in the text to determine the meaning of words.
- I can use affixes and roots to read and know the meaning of words.

W 4.2
I can write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Exit Ticket Day 3:
- **Exit ticket- R.I.4.5**
- **Massive Pythons**

Exit Ticket Day 4:
- **This Forest is for the Birds**-**Readworks**
- **Quizizz: Types of Context Clues**

Exit Ticket Day 5:
- **Schoolnet RI.4.5 & RI.4.8** - **Balance Food and Activity**

Added resources:
Extended Practice

Developing writing skills Activities

	Days 1-5 ● I can organize information and ideas around a topic to plan and prepare to write. ● I can introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aid comprehension. ● I can develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. I can link ideas within categories of information using words and phrases. ● I can use precise language and domain-specific vocabulary to inform about or explain the topic. **W 4.3** ● I can write a narrative using descriptive details and correct sequencing. ● I can write between 4 to 5 details to support the narrative topic. **SL 4.1** ● I can use accountable talk procedures to take turns. ● I can use accountable talk procedures to show active listening skills while working in a group. ● I can use accountable talk procedures to engage effectively in a discussion about literature and informational text. ● I can identify behaviors that are appropriate for group activities	
5	**RL.4.2** **I can determine a theme of a story, drama, or poem from details in the text.** **Day 1-3** ● I can connect the details to the author's purpose for composing the text. ● I can use two-column notes to record ideas about the theme. ● I can determine which of the points is a key idea and which are key details. **I can summarize the text.** ● I can use the identified key idea and details to write a summary. ● I can edit and revise my summary using the writing process. **RL 4.4:** **I can determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.** ● I can look at the words and phrases that surround the unknown word or phrase	**Week 5** **Exit Ticket Day 1:** ● **Dust of Snow** (Readworks) ● **Schoolnet Selections** **Exit Ticket Day 2:** ● Fall Festival - Education.com ● **Flocabulary Read and Respond** **Exit Ticket Day 3:** ● **Three Sentence Summary** - Education.com **Exit Ticket Day 4:** ● **Schoolnet RL4.5-**The Master

	to determine the meaning and identify the types of context clues.. ● I can use pictures and word parts and/or context to determine and clarify (make clear) the meaning of unknown words and phrases. **RL 4.5:** **I can explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.** ● I can describe the significant differences between poems, drama, and prose. ● I can use a graphic organizer to compare and contrast the elements of poems, drama, and prose. ● I can identify the elements of poems, drama and prose. ● I can use correct terminology when they talk or write about a text. **RF 4.2** ● I can write letters, phrases and sentences in cursive. **RF 4.4** ● I can read grade level text with fluency, accuracy, expression and comprehension. **L 4.5** ● I can explain the meaning of simple similes and metaphors. ● I can recognize and explain the meaning of common idioms, adages, and proverbs. **W 4.5** ● I can gather information from print and digital sources. ● I can organize information gathered from print and digital sources into categories, sources, and notes. **SL.4.5 :** ● I can add audio recordings and visual displays to presentations to enhance the development of main ideas or themes.	**Exit Ticket Day 5:** ● **Tamitha and the Dragon** - **Commonlit** **Additional Resources:** **Extended Practice** ***R.L.4.5 - Exit Ticket**
6	**RI 4.2** **I can determine the main idea of informational text and explain how it is supported.** **Day 1-5** ● I can identify the topic of the paragraph or selection. ● I can find the key details in the text that tells about the topic.	**Week 6** **Exit Ticket Day 1:** ● **SchoolNet RI.4.2** - **Grasslands** ● **Somebody Wanted But So Templates**

		● I can determine the main idea of informational text. **I can summarize the text.** ● I can find the key details of informational text. ● I can use my own words to explain how the key details support the main idea of informational text. ● I can use the (SWBS, GIST, 3-2-1, etc.) strategy to summarize the text. **RI.4.3** **I can 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.** ● I can use specific details from a historical, scientific, or technical text to explain events, procedures, ideas, or concepts, including what happened and why. ● I can use two-column graphic organizers to tell the Cause (What happened) in the first column and the Effect (why it happened) in the second column for each relationship, using specific information from the text. **RI 4.4:** **I can determine the meaning of general academic and domain specific words or phrases in a text.** **Days 1-5** ● I can determine the meaning of words or phrases in informational text about a specific topic. ● I can use context clues to determine the meaning of domain specific words or phrases. ● I can use affixes to determine the meaning of general academic and domain specific words or phrases in a text. **RF 4.4** ● I can read grade level text with fluency, accuracy, expression and comprehension. **L 4.4** ● I can use definitions and examples in the text to determine the meaning of words. ● I can use affixes and roots to read and know the meaning of words. **W 4.2** **I can write informative/explanatory texts to examine a topic and convey ideas and information clearly.**	**Exit Ticket Day 2:** ● [Schoolnet RI.4.2,RI.4.3,RI.4.4](#)-Soil Importance ● **Somebody Wanted But So** [Templates](#) **Exit Ticket Day 3:** ● [Schoolnet RI4.3](#)- **Two Little Plants** ● **Somebody Wanted But So** [Templates](#) **Exit Ticket Day 4:** ● [The Amaranth Plant](#) **- Readwors** ● **Get the Gist** [Templates](#) **Exit Ticket Day 5:** ● [Amazing Trees Help Us Breathe-](#) **Readworks** ● **Get the Gist** [Templates](#) **Additional Resources** [Extended Practice](#) [Empowering writing](#)

	- I can organize information and ideas around a topic to plan and prepare to write. - I can introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aid comprehension. - I can develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. I can link ideas within categories of information using words and phrases. - I can use precise language and domain-specific vocabulary to inform about or explain the topic. **SL 4.3** - I can identify the reasons and evidence a speaker uses to reinforce specific points.	
7	**Days 1-3** **RL.4.1** **I can refer to details and examples in a text when explaining what the text says explicitly** - I can number the lines and paragraphs and locate details in the text. - I can cite evidence from the text when explaining what the author's text says. **I can refer to details and examples in a text when drawing inferences from the text.** **RL 4.3:** **I can describe in depth a character in a story or drama, drawing on specific details in the text.** - I can recognize, name, and describe (at length) internal and external traits/characteristics of the major and minor characters in a story or drama (play). - I can identify how the character feels during the beginning, middle, and end of the story and cite evidence to justify a trait chosen to describe the character(s). - I can use the character trait chart to select a trait to describe characters in the text. **I can describe in depth the setting in a story or drama, drawing on specific details in the text.** **Days 4-5** - I can use the illustrations to help describe the setting in the text. - I can use adjectives and descriptive language to visualize the setting in the text.	**Week 7** **Exit Ticket Day 1:** **Schoolnet RL4.1- A Surprise Find** **Exit Ticket Day 2:** **Shells RL4.3 - Commonlit** **Exit Ticket Day 3:** **SchoolNet RL.4.3 - Johnny and the Three Goats** **R.L.4.4 - Exit Ticket** **Exit Ticket Day 4:** **Family Features - Super teacher Worksheets** **Google Form** **Exit Ticket Day 5:** **Cracks of Gold - Commonit** **Select a trait. Use textual evidence to support the chosen trait.**

	● I can describe the different settings in the text.
	I can describe in depth the event in a story or drama, drawing on specific details in the text.
	    ● I can use a chart to record the sequence of events in a story.
	
	RL 4.4:
	I can determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.
	Days 1-5
	    ● I can reference pictures or think about how a word/phrase fits with what is happening.
	    ● I can look at the words and phrases that surround the unknown word or phrase to determine the meaning.
	    ● I can examine how the word is being used or its part of speech to help figure out the meaning.
	    ● I can identify the types of context clues.
	    ● I can use word parts and/or context to determine and clarify (make clear) the meaning of unknown words and phrases.
	
	L 4.1
	    ● I can explain each of the different sentence types, and when it is appropriate to use each.
	
	L 4.5
	    ● I can explain the meaning of simple similes and metaphors.
	    ● I can recognize and explain the meaning of common idioms, adages, and proverbs.
	W 4.4
	    ● I can use digital tools and resources to compose and publish original writing with correct formatting
	SL 4.4
	    ● I can tell a story or present information with a main idea and details.
	    ● I can tell a story or present information in the correct format and sequence.
	    ●	

8	**RI 4.5:**
	I can describe the overall structure of events, ideas, concepts, or information in a selection.
	Days 1-3
	    ● I can locate clue words, sentences, and paragraphs to help identify the type of
		Week 8
		Exit Ticket Day 1:
		    ● [Selections](#)(Comparing and Contrasting) Teacher choice

	text structure.
	   ● I can skim the text, read headings, and/or read segments of the text to help when describing the overall structure.
	   ● I can use a graphic organizer to help chart the features that support the text structure selected.
	I can describe the overall structure of events, ideas, concepts, or information in part of a text.
	Days 4-5
	   ● I can identify the text structures within paragraphs or sections of the informational text and record the information on a graphic organizer.
	   ● I can skim the text, read headings, and/or read segments of the text to help when describing the structure.
	
	RI 4.8
	I can explain how the author uses reasons and evidence to support particular points in a text.
	   ● I can locate key details that support points in the text.
	   ● I can use academic and domain specific vocabulary to explain how the author uses reasons to support points in the text.
	
	RF 4.2
	   ● I can write letters, phrases and sentences in cursive.
	
	RF 4.4
	   ● I can read grade level text with fluency, accuracy, expression and comprehension.
	
	W 4.5
	   ● I can gather information from print and digital sources.
	   ● I can organize information gathered from print and digital sources into categories, sources, and notes.
	
	SL.4.5 :
	   ● I can add audio recordings and visual displays to presentations to enhance the development of main ideas or themes.
		Exit Ticket Day 2:
		   ● **Text (Select one.) or**
		   ● **New Help for an Old Mammal (Cause & Effect)**
		
		Exit Ticket Day 3:
		   ● **The Alligator's Super Sense - Commonlit RI5-8**
		   ● **Graphic Organizer/Selections**
		
		Exit Ticket Day 4:
		   ● **Champion of Giraffes-Commonlit**
		   ● **Graphic Organizer**
		   ● **RI.4.8- Exit Ticket**
		
		Exit Ticket Day 5:
		   ● **Schoolnet RI.4.5 - Tree Planting**
		   ● **Graphic Organizer/RtA Passage**
		
		Exit Ticket links:
		Schoolnet Selections
		
		Extended Practice

9	**Days 3-5. Learning targets for review days may vary according to student needs.**	**RI. 4.1- 4.4 Quiz**

4th Grade ELA
2023 - 2024 NE CARES Pacing Guide

	It is best practice to personalize learning targets for student groups based on data.	**Answer key for quiz**

Quarter 3 (Third Nine Weeks - 44 Days)					
Week Number of Days	**Name of Unit - Module**	**Pre-Requisites**	**Standards**	**Academic Vocabulary**	**Instructional Resources**
Week 1 (5 Days)	**What is the Big Idea?**	**RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea. **RI.3.4** Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area. **RI.3.5** Use text features and search tools to locate information relevant to a given topic efficiently. **L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum. **RF.3.2** Create readable documents with legible handwriting (manuscript and cursive).	**RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text. **RI.4.4** Determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topic or subject area. **RI.4.5** Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. **L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.Verbs/Regular/Irregular **RF.4.2** Create readable documents through legible handwriting (cursive).	**RI.4.2** Determine Explain Main Idea Details Summarize **RI.4.4** Determine Specific Academic Domain **RI.4.5** Describe Events Concepts Structure **L.4.1** Demonstrate Command Grammar Conventions **RF.4.2** Legible Strokes	**Why is the Moon so Scarred with Craters?** RI.4.2/RI.4.4

		W.3.5 Conduct short research projects that build knowledge about a topic. **SL.3.1**Engage effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. 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. Follow agreed-upon rules for discussions. c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.	**W.4.5** Conduct short research projects that build knowledge through investigation of different aspects of a topic. **SL.4.1** Engage effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. 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. Follow agreed-upon rules for discussions and carry out assigned roles. c. 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. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	**W.4.5** Research Topic Investigation **SL.4.1** Collaborative Topics Explicitly Discussion Key Ideas	
Week 2 (4 Days)	**Unit 2 Recounting & Life Lessons**	**RL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	**RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text. **RL.4.4** Determine the meaning of	**RL.4.2** Determine Theme Drama Poem Summarize Details **RL.4.4**	**Identifying Theme** RL.4.2

		RL.3.4 Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text. **L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum. **RF.3.4** Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllabic words. d. Read grade-appropriate irregularly spelled words. **W.3.4** With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others.	words and phrases as they are used in a text, including words that affect meaning and tone. **L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum. Verbs/Regular/Irregular **RF.4.4** Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context. **W.4.4** With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills. **SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized	Determine Phrases Affect Tone <u>L.4.1</u> Demonstrate Command Grammar <u>RF.4.4</u> Phonics Analysis Decoding Context Syllabication Morphology <u>W.4.4</u> Digital Tools Resources Publish Produce Command Word processing skills <u>SL.4.4</u> Topic Recount Relevant Details Descriptive Themes Main Ideas Discourse	

			manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.		
Week 3 (5 Days)	**Unit 3 Perspectives**	**RI.3.6** Distinguish their own point of view from that of the author of a text.	**RI.4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	**RI.4.6** Compare Contrast Firsthand Topic Secondhand	**Compare the Perspectives** RI.4.6
		RI.3.8 Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.	**RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.	**RI.4.8** Explain Reasons Evidence Support	
		L .3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.	**L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.Verbs (Progressive Verb Tenses)	**L.4.1** Demonstrate Conventions Usage Grammar	
		RF.3.5 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**RF.4.5** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**RF.4.5** Accuracy Fluency Prose	

		W.3.5 Conduct short research projects that build knowledge about a topic. **SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	**W.4.5** Conduct short research projects that build knowledge through investigation of different aspects of a topic. **SL.4.3** Identify the reasons and evidence a speaker provides to support particular points.	**W.4.5** Research projects Investigation Topic **SL.4.3** Identify Reasons Evidence Speaker Points	
Week 4 (5 Days)	**Unit 4 Making Meaning with Words and Illustrations**	**RL.3.4** Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text. **RL.4.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. **L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum. **RF.3.2** Create readable documents with legible handwriting (manuscript and cursive). **W.3.4** With guidance and	**RL.4.4** Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone. **RL.4.7** 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. **L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.Adverbs (Comparative, Superlative, & Relative) **RF.4.2** Create readable documents through legible handwriting (cursive).	**RL.4.4** Determine Phrases Text Affect Tone **RL.4.7** Connections Drama Identifying Version Descriptions **L.4.1** Demonstrate Command Grammar Usage **RF.4.2** Legible Strokes **W.4.4**	**The Secret Garden** RL.4.4

		support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others. **SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**W.4.4** With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills. **SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Digital Tools Resources Publish Collaborate Demonstrate Command Word Processing Skills **SL.4.2** Paraphrase Diverse Media and formats Visually Quantitatively	
Week 5 (4 days)	**Unit 5 Making Connections**	**RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. **L.3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum. **L.3.6** Acquire and use	**RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text **RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. **L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum. -Commas **L.4.6** Acquire and use accurately	**RI.4.1** **Details** **Explicitly** **Inference** **RI.4.3** **Procedures** **Historical** **Scientific** **Technical** **L.4.2** **Conventions** **Capitalization** **Spelling** **Punctuation** **Commas** **L.4.6**	**Inferences & Details**

		accurately grade appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships.	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.	**Accurately Precise**	
		RF.3.4 Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllabic words. d. Read grade-appropriate irregularly spelled words	**RF.4.4** Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	**RF.4.4 Phonics Decoding Syllabication Multisyllabic**	
		W.3.5 Conduct short research projects that build knowledge about a topic	**W.4.5** Conduct short research projects that build knowledge through investigation of different aspects of a topic.	**W.4.5 Research Investigation**	
		SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the	**SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. 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. Follow agreed-upon rules for discussions	**SL.4.1 Collaborative Discussion Express Roles**	

		topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions. c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.	and carry out assigned roles. c. 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. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion		
Week 6 (5 days)	**Colorful Words & Characters Too**	**RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events. L.3.5 Demonstrate understanding of nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. **RF.3.5** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and	**RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. **L.4.5** Demonstrate understanding of figurative language and nuances in word meanings. a. Explain the meaning of simple similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. **RF.4.5** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with	**RL.4.1** **Explicitly** **Inference** **RL.4.3** **Character** **Setting** **Event (plot)** **L.4.5** **Figurative Language** **Nuances** **Similes** **Metaphors** **Idioms** **Adages** **Proverbs** **RF.4.5** **Accuracy** **Fluency** **Comprehension** **Purpose** **Expression**	**Shades of Meaning**

		poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary	**Self-correct**	
		W.3.4 With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others.	**W.4.4** With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.	**W.4.4 Guidance Support Produce Publish Collaborate Word processing**	
		SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally	**SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**SL.4.2 Paraphrase Media**	
Week 7 (5 days)	**Connecting the Dots**	**RI.3.5** Use text features and search tools to locate information relevant to a given topic efficiently	**RI.4.5** Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.	**RI.4.5 Structure Events**	**Text Structure Sort**
		RI.3.6 Distinguish their own point of view from that of the author of a text.	**RI.4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	**RI.4.6 Compare Contrast Firsthand Secondhand**	
		RI.3.8 Describe how the author connects ideas	**RI.4.8** Explain how an author uses reasons and evidence to support	**RI.4.8 Reason**	

		between sentences and paragraphs to support specific points in a text.	particular points in a text.	**Evidence**	
		L.3.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.	**L.4.4** Determine and/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: context clues, word parts, word relationships, and reference materials.	**L.4.4** **Context clues** **Reference**	
		RF.3.2 Create readable documents with legible handwriting (manuscript and cursive).	**RF.4.2** Create readable documents through legible handwriting (cursive).	**RF.4.2** **Readable** **Legible** **Cursive**	
		W.3.5 Conduct short research projects that build knowledge about a topic	**W.4.5** Conduct short research projects that build knowledge through investigation of different aspects of a topic.	**W.4.5** **Research** **Knowledge** **Investigation**	
		SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	**SL.4.3** Identify the reasons and evidence a speaker provides to support particular points.	**SL.4.3** **Reason** **evidence**	

Week 8 (4 days)	Comparing & Contrasting Information	RL.3.4 Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.		**I can statements checklist**
		RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.	**RL.4.7** 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 Story Drama Version**	
		RL. 3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	**RL. 4.9** Compare and contrast the use of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	**RL.4.9 Compare Contrast Myths Traditional literature**	
		L. 3.5 Demonstrate understanding of nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.	**L.4.5** Demonstrate understanding of figurative language and nuances in word meanings. a. Explain the meaning of simple similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs.	**L.4.5 Figurative language Nuances Similes Metaphors Idioms Adages Proverbs**	
			RF.4.4 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	**RF.4.4 Phonics Decoding Word analysis**	

		RF.3.4 Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllabic words. d. Read grade-appropriate irregularly spelled words. **W. 3.4** With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others. **SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly in complete sentences at an understandable pace.	**W.4.4** With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills. **SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.	**W.4.4** **Guidance** **Support** **Digital tool** **Resources** **Produce** **Publish** **Processing** **SL.4.4** Relevant Speech	
Week 9 (7 days)	Review standards taught in previous weeks based on needs using data collected.			

(Learning Targets for Quarter 3/3rd Nine Weeks)		
Week	**Daily Learning Target**	**How will the daily learning target be assessed?**

| 1 | **RI.4.2   I can determine the main idea of informational text and explain how it is supported.** **Days 1-2**
● I can identify the topic of the paragraph or selection.
● I can find the key details in the text that tells about the topic.
● I can determine the main idea of informational text.
I can summarize the text.
Day 3
● I can find the key details of informational text.
● I can use my own words to explain how the key details support the main idea of informational text.
● I can use the (SWBS, GIST, 3-2-1, etc.) strategy to summarize the text.

RI.4.4 I can determine the meaning of general academic and domain specific words or phrases in a text. **Days 1-5**
● I can determine the meaning of words or phrases in informational text about a specific topic.I can use context clues to determine the meaning of domain specific words or phrases.
● I can use affixes to determine the meaning of general academic and domain specific words or phrases in a text.

RI.4.5 I can describe the structure of information in a text. **Days 4-5**
● I can identify cause-effect, problem-solution, question-answer, description, compare-contrast, sequence/chronology text structure.

L.4.1 I can explain each of the different sentence types, and when it is appropriate to use each.

RF.4.2
● I can write the letters of the alphabet in cursive.
● I can write vocabulary words in cursive.
● I can write a paragraph in cursive.

W.4.5
● I can gather information from print and digital sources.
● I can organize information gathered from print and digital sources into categories, sources, and notes.

SL.4.1 | **Week 1**

Exit Ticket Day 1:
● **The Super Soaker Story** CommonLit **RI.4.2**
Exit Ticket Day 2:
●
● **When Benjamin Franklin Was a Boy** **School Net RI.4.2**

Exit Ticket Day 3:
● **Benjamin Banneker and His Amazing Clock** CommonLIt RI.4.2

Exit Ticket Day 4:
● **Schoolnet RI.4.4 -** **The Tennis Racket**

Exit Ticket Day 5:
● **RI.4.5 Kim's Hungry Pet**
● **RI.4.5 Quizizz Assessment**

Additional Resources:
Schoolnet Selections

Extended Practice |

	- I can use accountable talk procedures to take turns. - I can use accountable talk procedures to show active listening skills while working in a group. - I can use accountable talk procedures to engage effectively in a discussion about literature and informational text. - I can identify behaviors that are appropriate for group activities	
2	**RL.4.2 I can determine a theme of a story, drama, or poem from details in the text.** **Days 1 - 3** - I can connect the details to the author's purpose for composing the text. - I can use two-column notes to record ideas about the theme. - I can determine which of the points is a key idea and which are key details. **Days 4 - 5** **I can summarize the text.** - I can use the identified key idea and details to write a summary. - I can edit and revise my summary using the writing process. **Days 1 - 5** **RL.4.4 I can determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.** - I can reference pictures or think about how a word/phrase fits with what is happening. - I can look at the words and phrases that surround the unknown word or phrase to determine the meaning. - I can examine how the word is being used or its part of speech to help figure out the meaning. - I can identify the types of context clues. - I can use word parts and/or context to determine and clarify (make clear) the meaning of unknown words and phrases. **L.4.1** I can explain each of the different sentence types, and when it is appropriate to use each. **RF.4.4** I can read grade level text with fluency, accuracy, expression and comprehension. **W.4.4** I can use digital tools and resources to compose and publish original writing with correct formatting. **SL.4.4** - I can tell a story or present information with a main idea and details.	**Week 2** **Exit Ticket Day 1:** **RL.4.2 Theme Exit Ticket** -Katie Clean **Exit Ticket Day 2:** **RL.4.2 Theme Exit Ticket** - Money Mark **Exit Ticket Day 3:** **RL.4.2 Theme Exit Ticket** -Susie and June **Exit Ticket Day 4:** **RL.4.2 Ferris and the Frog** **Exit Ticket Day 5:** **RL.4.2 Ferris and the Frog** **Schoolnet RL.4.2-RL.4.4**-Aunt Amy **Other resources:** **RL.4.4 Context Clue Exit Tickets** **2 Questions per day**

	● I can tell a story or present information in the correct format and sequence.	**Extended Practice**
3	**Days 1 - 3** **RI.4.6**. **I can compare and contrast a firsthand and secondhand account of the same event or topic.** ● I can compare the main points and key details from two informational texts on the same topic. ● I can determine the author's point of view (opinion or perspective) on a particular topic. ● I can compare and contrast the author's point of view (opinion or perspective) to their own point of view (opinion or perspective) on the same topic from the text. **Days 4 - 5** **RI.4.8 I can explain how the author uses reasons and evidence to support particular points in a text.** ● I can locate key details that support points in the text. ● I can use academic and domain specific vocabulary to explain how the author uses reasons to support points in the text. **L.4.1** ● I can explain the elements needed for a simple sentence. ● I can write simple sentences using a simple subject and simple predicate. **RF.4.5** ● I can read and comprehend various texts. ● I can read stories, poems and other texts correctly and with expression. **W.4.5** ● I can gather information from print and digital sources. ● I can organize information gathered from print and digital sources into categories, sources, and notes. **SL.4.3** ● I can identify the reasons and evidence a speaker uses to reinforce specific points.	**Week 4** **Exit Ticket Day 1:** ● **Selection**-Ms Maple **Exit Ticket Day 2:** ● **Selections** RI.4.6- (pgs. 1- 3) **Exit Ticket Day 3:** ● **Caroline Chases Comets -** Commonlit ● **Selections** (pgs. 4 - 8) **Exit Ticket Day 4:** ● **RI.4.8 The Math Contest** -Readworks **Exit Ticket Day 5:** ● **RI.4.8 Land of Dinosaurs** **Additional Resources:** **Schoolnet Selections** **Extended Practice**
4	**RL.4.7** **Days 1 - 2** ● I can use T-charts for each read aloud to jot down words, images, or colors I visualize. **Days 4 - 5** **I can make connections between the text of a story or drama and a visual or oral presentation of the text.**	**Week 4** **Exit Ticket Day 1:** ● **Animals and Objects with Human Qualities** (paired Texts) Readworks ● Create a t-chart and record textual

- I can identify and discuss the similarities and differences between and among the text of a story, text of a drama, and a visual or oral presentation of the same text. - I can make text-to-text connections with the text. **RL.4.4 I can determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.** - I can reference pictures or think about how a word/phrase fits with what is happening. - I can look at the words and phrases that surround the unknown word or phrase to determine the meaning. - I can examine how the word is being used or its part of speech to help figure out the meaning. - I can use word parts and/or context to determine and clarify (make clear) the meaning of unknown words and phrases. **L.4.1** - I can explain the elements needed for a simple sentence. - I can write simple sentences using a simple subject and simple predicate. **RF.4.2** - I can write letters, phrases and sentences in cursive. **W.4.4** - I can use digital tools and resources to compose and publish original writing with correct formatting **SL.4.2** - I can paraphrase stories and information that I have heard.	evidence on the left and connections made on the right side of the paper. **Exit Ticket Day 2:** - Characters Who Change Their Minds (paired texts) Readworks - Create a t-chart and record textual evidence on the left and connections made on the right side of the paper. **Exit Ticket Day 3:** - Feeling Left Out (paired texts-Readworks) **Exit Ticket Day 4:** - Schoolnet RL.4.4-Morning Song of the Bees **Exit Ticket Day 5:** - Abominable Snowman & Cryptozoologist **Other Resources:** **Schoolnet Selections** **Extended Practice**
5 **Days 1 - 5** **RI.4.1 I can refer to details and examples in a text when explaining what the text says explicitly.** - I can cite evidence from the text when explaining what the author's text says. - I can locate details in the text. **I can refer to details and examples in a text when drawing inferences from the text.** - I can cite evidence from the text when drawing inferences about what the text says. - I can locate details in the text. - I can use background knowledge and text to make an inference. **RI.4.3 I can explain events, procedures, ideas, or concepts in a historical, scientific, or**	**Week 5** **Exit Ticket Day 1:** **Government Responsibility** **Exit Ticket Day 2:** **RI.4.1 Ben's Journal- Locate Details** **Exit Ticket Day 3:** **The Wheelchair Stunt Master Questions 1- 3** **Exit Ticket Day 4:** **The Science of Fun**

	technical text, including what happened and why, based on specific information in the text.
	    ● I can use specific details from a historical, scientific, or technical text to explain events, procedures, ideas, or concepts, including what happened and why.
	    ● I can use two-column graphic organizers to tell the Cause (What happened) in the first column and the Effect (why it happened) in the second column for each relationship, using specific information from the text.
	
	L.4.2
	    ● I can explain the elements needed for a simple sentence.
	    ● Write simple sentences using a simple subject and simple predicate.
	
	L.4.6
	    ● I can figure out and use fourth grade words that show specific actions, emotions or states of being.
	    ● I can figure out and use fourth grade words that are centered around a specific topic
	RF.4.4
	    ● I can read grade level text with fluency, accuracy, expression and comprehension.
	
	W.4.5
	    ● I can gather information from print and digital sources.
	    ● I can organize information gathered from print and digital sources into categories, sources, and notes.
		Exit Ticket Day 5:
		    ● **The Sun Heats Up**
		
		Other Resources:
		
		Schoolnet Selections
		
		Extended Practice

6	**Days 1 - 3**
	RL.4.1
	I can refer to details and examples in a text when explaining what the text says explicitly
	    ● I can cite evidence from the text when explaining what the author's text says.
	    ● I can locate details in the text.
	    ● I can number the lines and paragraphs in the text.
	    ● I can identify the characters, setting, ideas or events in the text.
	    ● I can highlight details and examples that answer the question.
	I can refer to details and examples in a text when drawing inferences from the text.
	    ● I can cite evidence from the text when drawing inferences about what the text says.
	    ● I can locate details in the text.
	    ● I can use background knowledge and text to make an inference.
	    ● I can use graphic organizers to draw inferences by categorizing their thoughts into three columns: "The text says," "I say," and "So."
	Days 4 - 5
	RL.4.3
		Week 6
		Exit Ticket Day 1
		    ● **The Retake** - Commonlit
		    ● : RL.4.1 **Shawn the Speedy Snail**
		
		Exit Ticket Day 2:
		    ● **Life Doesn't Frighten Me** - Commonlit
		    ● RL.4.1 **Can't Sit Still**
		
		Exit Ticket Day 3:
		    ● **Stop the Hungry Giant Fish** - Commonlit
		    ● RL.4.1 **Tag–I'm It**
		
		Exit Ticket Day 4:
		    ● **RL.4.3 A Very Special Place**

	I can describe in depth a character in a story or drama, drawing on specific details in the text. ● I can recognize, name, and describe (at length) internal and external traits/characteristics of the major and minor characters in a story or drama (play). ● I can identify how the character feels during the beginning, middle, and end of the story. ● I can cite evidence to justify a trait chosen to describe the character(s). ● I can use the character trait chart to select a trait to describe characters in the text. **I can describe in depth the setting in a story or drama, drawing on specific details in the text.** ● I can use the illustrations to help describe the setting in the text. ● I can use adjectives and descriptive language to visualize the setting in the text. ● I can describe the different settings in the text. **I can describe in depth the event in a story or drama, drawing on specific details in the text.** ● I can use a chart to record the sequence of events in a story. **L.4.5** ● I can explain the meaning of simple similes and metaphors. ● I can recognize and explain the meaning of common idioms, adages, and proverbs. **RF.4.5** ● I can read and comprehend various texts. ● I can read stories, poems and other texts correctly and with expression. **W.4.4** ● I can use digital tools and resources to compose and publish original writing with correct formatting **SL.4.2** ● I can paraphrase stories and information that I have heard.	**Exit Ticket Day 5:** ● **RL.4.3 A Small Life** Assessment Questions 1 - 4 **Other Resource:** **Extended Practice**
7	**Days 1 - 2** **RI.4.5** **I can describe the overall structure of events, ideas, concepts, or information in a selection.** ● I can identify the text structures in informational text. ● I can locate clue words to help identify the type of text structure. ● I can skim the text, read headings, and/or read segments of the text to help when describing the overall structure. ● I can use a graphic organizer to help chart the features that support the text structure	**Week 7** **Exit Ticket Day 1:** ● **RI.4.5 A Perfect Day at Camp** Rows 1 - 4 **Exit Ticket Day 2:** ● **RI.4.5 A Perfect Day at Camp** Rows 5 - 9 **Other Resources:**

selected.
- I can identify the author's purpose for writing the text.
- I can use sentences and paragraphs in an informational text to determine text structure.

I can describe the overall structure of events, ideas, concepts, or information in part of a text.
- I can identify the text structures within paragraphs or sections of the informational text.
- I can locate clue words to help identify the type of text structure.
- I can skim the text, read headings, and/or read segments of the text to help when describing the structure.
- I can use a graphic organizer to help chart the features that support the text structure selected.

Days 3 - 5
RI.4.6 I can compare and contrast a firsthand and secondhand account of the same event or topic.
- I can identify the event or topic discussed in the text.
- I can compare the main points and key details from two informational texts on the same topic.
- I can contrast the main points and key details from two informational texts on the same topic.
- I can determine the author's point of view (opinion or perspective) on a particular topic.
- I can compare and contrast the author's point of view (opinion or perspective) to their own point of view (opinion or perspective) on the same topic from the text.

RI.4.8 I can explain how the author uses reasons and evidence to support particular points in a text.
- I can locate key details that support points in the text.
- I can use academic and domain specific vocabulary to explain how the author uses reasons to support points in the text.

L.4.4
- I can use definitions and examples in the text to determine the meaning of words.
- I can use affixes and roots to read and know the meaning of words.

RF.4.2
- I can write letters, phrases and sentences in cursive.

W.4.5
- I can gather information from print and digital sources.

Schoolnet Selections

Extended Practice

Exit Ticket Day 3:
- **Selection** pgs. 3 - 4 (The Unsinkable Titanic)

Exit Ticket Day 4:
- **Selection** pgs. 5- 6 & 8 (The Sinking of the Titanic)

Exit Ticket Day 5:
- **Selection** pgs. 9-12 (To Space & Back)

	● I can organize information gathered from print and digital sources into categories, sources, and notes. **SL.4.3** ● I can identify the reasons and evidence a speaker uses to reinforce specific points.	
8	**RL.4.4 I can determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.** ● I can reference pictures or think about how a word/phrase fits with what is happening. ● I can look at the words and phrases that surround the unknown word or phrase to determine the meaning. ● I can examine how the word is being used or its part of speech to help figure out the meaning. ● I can identify the types of context clues. ● I can use word parts and/or context to determine and clarify (make clear) the meaning of unknown words and phrases. **RL.4.7** **Days 1 - 2** **I can make connections between the text of a story or drama and a visual or oral presentation of the text.** ● I can make text-to-text connections with the text. **Days 3 - 5** ● I can identify and discuss the similarities and differences between and among the text of a story, text of a drama, and a visual or oral presentation of the same text. ● I can use T-charts for each read aloud to jot down words, images, or colors I visualize. **L.4.5** ● I can explain the meaning of simple similes and metaphors. ● I can recognize and explain the meaning of common idioms, adages, and proverbs. **RF.4.4** ● I can read grade level text with fluency, accuracy, expression and comprehension. **W.4.4** ● I can use digital tools and resources to compose and publish original writing with correct formatting **SL.4.4** ● I can tell a story or present information with a main idea and details.	**Schoolnet Selections** **Extended Practice** **Week 8** **Exit Ticket Day 1:** ● **Game Face - Readworks** **Exit Ticket Day 2:** ● **Orca Whale and Son - Readworks** **Exit Ticket Day 3:** ● **A Dodgeball Mystery - Readworks** **Exit Ticket Day 4:** ● **Suspicions - Readworks** **Exit Ticket Day 5:** ● **Masks - Commonlit** ● **Use T-chart with selection of your choice T-chart Printable**

	● I can tell a story or present information in the correct format and sequence.			
Week 9	**Learning targets for review days may vary according to student needs. It is best practice to personalize learning targets for student groups based on data.**			

Quarter 4 (Fourth Nine Weeks - 44 Days)				
Week/ Number of Days	**Name of Unit - Module**	**Pre-Requisites**	**Standards**	**Academic Vocabulary**	**Instructional Resources**
1 week (5 days)	**Actions Make a Difference**	**RL.3.3** Describe characters in a story and explain how their actions contribute to the sequence of events. **RL.3.4** Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text. **RF.3.2** Create readable documents with legible handwriting (manuscript and cursive). **L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.	**RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. **RL.4.4** Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone. **RF.4.2** Create readable documents through legible handwriting (cursive). **L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum. **W.4.4** With some guidance and	**RL 4.3** **Drama Describe** **Poem Drama** **Summary Setting** **Theme Stanzas** **Verses** **RL.4.4** **Determine Affect** **Tone** **RF.4.2** **Legible Strokes** **L.4.1** **Demonstrate** **Conventions** **W.4.4**	[Figurative Language Passage](#)

		W.3.4 With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others.	support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.	**Collaborate** **Demonstrate** **Processing skills**	
		SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details	**SL.4.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	**SL.4.5** **Main ideas** **Themes** **Visual displays**	
2 week (5 days)	**Text Structure Impacts Meaning**	**RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. **RF.3.4** Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes.	**RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. **RF.4.5c** Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary	**RI.4.1** **Details** **Text** **Explaining Inferences** **RI.4.3** **Procedures Explain** **Historical Scientific** **Technical** **RF.4.5c** **Accuracy Fluency** **Comprehension** **Context Confirm**	**Incredible Inferences**

		c. Decode multisyllabic words .d. Read grade-appropriate irregularly spelled words. **L.3.4** Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts,word relationships, and reference materials. **W.3.2** Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic and group related information together; include illustrations when useful to aid comprehension. c. Develop the topic with facts,definitions, and details. d. Use linking words and phrases to connect ideas within categories of information. e. Provide a concluding statement or section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose **SL.3.4** Report on a topic or text,	**L.4.6** Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. **W.4.6** 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 **SL.4.4** Report on a topic or text, tell a story, or recount an experience in	<u>**L.4.6**</u> **Academic Domain Emotions** <u>**W.4.6**</u> **Digital sources** **Categorize** **Sources** <u>**SL.4.4**</u> **Topic Recount Descriptive Themes**	

		tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly in complete sentences at an understandable pace.	an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.	**Discourse** **Main ideas** **Formal and Informal** **Discourse**	
3 week (5 days)	**Actions Matter**	**RL.3.4** Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text. **RL.3.3** Describe characters in a story and explain how their actions contribute to the sequence of events. **RF.3.5** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**RL.4.4** Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone. **RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. **RF.4.2** Create readable documents through legible handwriting (cursive). **L.4.4** Determine and/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: context clues, word parts, word relationships, and reference	**RL.4.4** **Determine Tone** **Phrases Meaning** **Affect** **RL.4.6** **Compare Contrast** **Point of View** **First-Person** **Third-Person** **RF.4.2** **Legible** **Strokes** **L.4.4** **Determine** **Context Clues**	**Words in Context**

			materials.		
		W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Organize information and ideas around a topic to plan and prepare to write. b. Establish a situation and introduce a narrator, and/or characters; organize an event sequence that unfolds naturally. c. Use dialogue and descriptions of actions,thoughts, and feelings to develop experiences and events or show the response of characters to situations. d. Use temporal transition words and phrases to signal event order. e. Provide a sense of closure. f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.	**W.4.4** With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills. **SL.4.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	**W.4.4** **Digital Tools** **Word Processing Skills** **SL.4.5** **Visual Displays** **Main Ideas** **Themes**	
4 week (5 days)	**Sources of Meaning**	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a	RI.4.4 Determine the meaning of general academic and domain specific words or phrases in a text	RI.4.1 Determine Academic	**Inferencing Passage**

		text relevant to a grade 3 topic or subject area. **RI.3.7** Use information gained from illustrations and the words in a text to demonstrate understanding of the text.	relevant to a grade 4 topic or subject area **RI.4.7** Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.	**Domain specific** **RI.4.7** **Interpret** **Quantitatively** **Explain** **Contributes**	
		RF.3.5 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**RF.4.5c** Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**RF.4.5c** **Accuracy** **Context** **Self-correct**	
		L.3.6 Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships.	**L.4.6** Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	**L.4.6** **Acquire** **Academic and domain-specific words**	
			W.4.6 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.4.6** **Relevant** **Digital sources** **Categorize** **SL.4.2**	

			SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally	**Paraphrase** **Quantitatively**	
5 week (5 days)	**Varying Text**	**RL.3.4** Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text. **RL.3.9** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. **RF.3.2** Create readable documents with legible handwriting (manuscript and cursive). **L.3.4** Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials. **W.3.4** With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to	**RL.4.4** Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone. **RL.4.9** Compare and contrast the use of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. **RF.4.2** Create readable documents through legible handwriting (cursive). **L.4.4** Determine and/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: context clues, word parts, word relationships, and reference materials. **W.4.4** With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others;	**RL.4.4** **Determine** **Phrases Affect** **Tone** **RL.4.9** **Compare Contrast** **Themes Topics** **Patterns Events** **Myths Cultures** **Traditional literature** **RF.4.2** **Legible** **Strokes** **L.4.4** **Determine** **Clarify** **Multiple-meaning** **Phrases** **Strategies** **Context clues** **Reference materials** **W.4.4** **Digital tools** **Produce** **Collaborate** **Command**	**Comparing & Contrasting Themes**

		interact and collaborate with others. **SL.4.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	demonstrate sufficient command of word processing skills. **SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally	**Word processing skills** **SL.4.2** **Paraphrase** **Diverse media** **Formats** **Quantitatively**	
6 week (5 days)	**Text Types & Meaning**	**RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. **RF.3.5c.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.	**RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. **RF.4.5c** Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary **L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar	**RI.4.1** **Refer** **Explain** **Explicitly** **Inferences** **RI.4.3** **Explain Procedures** **Ideas Concepts** **Historical Scientific** **Technical text** **RF.4.5c** **Accuracy** **Fluency** **Confirm** **L.4.1** **Demonstrate** **Command** **Conventions** **Grammar**	**ReadWorks - Main Idea**

		W.3.6 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	continuum. **W.4.6** 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 **SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.	**W.4.6** **Recall** **Relevant** **Digital sources** **Categorize** **SL.4.4** **Topic** **Recount** **Descriptive** **Main ideas** **Themes** **Discourse**	
7 week (5 days)	**Perspec-tives Matter**	**RL.3.4** Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text. **RL.3.6** Distinguish their own point of view from that of the narrator or those of the characters. **RL.3.9** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters **RF.3.2** Create readable	**RL.4.4** Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone. **RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. **RL.4.9** Compare and contrast the use of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. **RF.4.2** Create readable documents through legible handwriting (cursive).	**RL.4.4** **Determine** **Phrases** **Affect** **Tone** **RL.4.6** **Compare Contrast** **Narrated Third-person** **RL.4.9** **Themes Patterns** **Myths** **Traditional** **RF.4.2** **Readable**	**Point of View**

				Legible	
		documents with legible handwriting (manuscript and cursive). **RF.3.5** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**L.4.5** Demonstrate understanding of figurative language and nuances in word meanings. a. Explain the meaning of simple similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs **SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally **W.4.4** With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.	**SL.4.4** **Recount** **Descriptive details** **Main ideas** **Themes** **Discourse**	
8 week (4 days)	**Learning targets for review days may vary according to student needs. It is best practice to personalize learning targets for student groups based on data.**				

4th Grade ELA
2023 - 2024 NE CARES Pacing Guide

9 week (5 days)	EOG Testing Window (typically reserved for last 10 days of school year)

(Learning Targets for Quarter 4/4th Nine Weeks)		
Week	**Daily Learning Target**	**How will the daily learning target be assessed?**
1	**RL.4.3** **Days 1 - 3** **I can describe in depth a character in a story or drama, drawing on specific details in the text.** ● I can recognize, name, and describe (at length) internal and external traits/characteristics of the major and minor characters in a story or drama (play). ● I can identify how the character feels during the beginning, middle, and end of the story. ● I can cite evidence to justify a trait chosen to describe the character(s). ● I can use the character trait chart to select a trait to describe characters in the text. **Days 4 - 5** **I can describe in depth the setting in a story or drama, drawing on specific details in the text.** ● I can use the illustrations to help describe the setting in the text. ● I can use adjectives and descriptive language to visualize the setting in the text. ● I can describe the different settings in the text. **I can describe in depth the event in a story or drama, drawing on specific details in the text.** ● I can use a chart to record the sequence of events in a story. **RL.4.4 I can determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.** ● I can reference pictures or think about how a word/phrase fits with what is happening. ● I can look at the words and phrases that surround the unknown word or phrase to determine the meaning. ● I can examine how the word is being used or its part of speech to help figure out the meaning. ● I can identify the types of context clues. ● I can use word parts and/or context to determine and clarify (make clear) the meaning of unknown words and phrases.	**Week 1** **Exit Ticket Day 1:** ● **Sahil** - Have students cite textual evidence on the document. **Exit Ticket Day 2:** ● **My New President** **Exit Ticket Day 3:** ● **The Snake's Advice**- Commonlit ● **Character Trait Worksheet** → **Use with selected text of your choice** **Exit Ticket Day 4:** ● **RL.4.3 Lily & Max** -Englishlinx.com **Exit Ticket Day 5:** ● **Mo of the Mudflat**-Commonlit ● **Use Story Map to record a sequence of events in the story of your choice.** **Story Map Organizer** **Extended Practice**

	RF.4.2 ● I can write letters, phrases and sentences in cursive. **L.4.1** ● I can explain each of the different sentence types, and when it is appropriate to use each. **W.4.4** ● I can use digital tools and resources to compose and publish original writing with correct formatting **SL.4.5** ● I can add audio recordings and visual displays to presentations to enhance the development of main ideas or themes.	
2	**Days 1 - 2** **RI.4.1 I can refer to details and examples in a text when explaining what the text says explicitly.** ● I can cite evidence from the text when explaining what the author's text says. ● I can locate details in the text. **I can refer to details and examples in a text when drawing inferences from the text.** ● I can cite evidence from the text when drawing inferences about what the text says. ● I can locate details in the text. ● I can use background knowledge and text to make an inference. **Days 3 - 5** **RI.4.3** **I can 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.** ● I can use specific details from a historical, scientific, or technical text to explain events, procedures, ideas, or concepts, including what happened and why. ● I can use two-column graphic organizers to tell the Cause (What happened) in the first column and the Effect (why it happened) in the second column for each relationship, using specific information from the text. **RI.4.4** **I can determine the meaning of general academic and domain specific words or phrases in a text.** ● I can determine the meaning of words or phrases in informational text about a specific topic.	**Week 2** **Exit Ticket Day 1:** ● **[Lizzie Escapes](#) - Readworks** **Exit Ticket Day 2:** ● **[Davy Is Absent](#) - Readworks/ Have students record traits and cite evidence from the text that helped them determine the trait.** **Exit Ticket Day 3:** ● **[RI.4.3 Let's Take a White House Tour](#) Questions 2, 4, 5, 9 Commonlit** **Exit Ticket Day 4:** ● **[Follow that Koala](#)-Readworks** **Exit Ticket Day 5** ● **[Follow those Hummingbirds](#) - Readworks** **[Extended Practice](#)**

	● I can use context clues to determine the meaning of domain specific words or phrases. ● I can use affixes to determine the meaning of general academic and domain specific words or phrases in a text. **RF.4.5.c** ● I can read and comprehend various texts. ● I can read stories, poems and other texts correctly and with expression. **L.4.6** ● I can figure out and use fourth grade words that show specific actions, emotions or states of being. ● I can figure out and use fourth grade words that are centered around a specific topic **W.4.4** ● I can use digital tools and resources to compose and publish original writing with correct formatting **SL.4.5** ● I can add audio recordings and visual displays to presentations to enhance the development of main ideas or themes.	
3	**Days 1 - 2** **RL.4.4 I can determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.** ● I can reference pictures or think about how a word/phrase fits with what is happening. ● I can look at the words and phrases that surround the unknown word or phrase to determine the meaning. ● I can examine how the word is being used or its part of speech to help figure out the meaning. ● I can identify the types of context clues. ● I can use word parts and/or context to determine and clarify (make clear) the meaning of unknown words and phrases. **Days 3 - 5** **RL.4.6** **I can compare and contrast a firsthand and secondhand account of the same event or topic.** ● I can identify the event or topic discussed in the text. ● I can compare the main points and key details from two informational texts on the same topic. ● I can contrast the main points and key details from two informational texts on the same topic.	**Week 3** **Exit Ticket Day 1:** ● **RL.4.4 Annie's Secret Readworks** **Exit Ticket Day 2:** ● **Achoo! Page 2 - Superteacherworksheets** **Exit Ticket Day 3:** ● **The Sweet Spell of Success-englishworksheets.com** **Exit Ticket Day 4:** ● **Prove Your Point (of View)-englishworksheets.com** **Exit Ticket Day 5:** ● **Time Travel in Fourth Grade Part 4 -**

	● I can determine the author's point of view (opinion or perspective) on a particular topic. ● I can compare and contrast the author's point of view (opinion or perspective) to their own point of view (opinion or perspective) on the same topic from the text. **RF.4.2** ● I can write letters, phrases and sentences in cursive. **L.4.4** ● I can use definitions and examples in the text to determine the meaning of words. ● I can use affixes and roots to read and know the meaning of words. **W.4.4** ● I can use digital tools and resources to compose and publish original writing with correct formatting **SL.4.5** ● I can add audio recordings and visual displays to presentations to enhance the development of main ideas or themes.	**Commonlit** **Extended Practice**
4	**Days 1 - 3** **RI.4.4** **I can determine the meaning of general academic and domain specific words or phrases in a text.** ● I can determine the meaning of words or phrases in informational text about a specific topic. ● I can use context clues to determine the meaning of domain specific words or phrases. ● I can use affixes to determine the meaning of general academic and domain specific words or phrases in a text. **Days 4 - 5** **RI.4.7** **I can interpret information presented visually, orally, or quantitatively.** ● I can identify and discuss the similarities and differences between and among the informational text. ● I can make text-to-text connections with the text. ● I can use T-charts for each read aloud to jot down words, images, or colors I visualize. **I can explain how the information contributes to an understanding of the text.** ● I can make text-to-text connections with the text. ● I can use evidence from the text to support how it helps to make meaning of the text.	**Week 4** **Exit Ticket Day 1:** ● **A Princess Who Can Tune an Engine** **RI.4.4 CommonLlt** **Exit Ticket Day 2:** ● **The Whys of Weather-Rainbows** **-Readworks** **Exit Ticket Day 3** ● **Iguazu Falls**- **Readworks** **Exit Ticket Day 4:** ● **Schoolnet RI.4.7**- **What Causes a Rainbow** ● **Ri.4.7 Quizizz--> Identify Text Features** **Exit Ticket Day 5:** ● **Solving Problems by Building Structures**-**Readworks paired texts** ● **Compare/Contrast Graphic Organizer**

	RF.4.5.c ● I can read and comprehend various texts. ● I can read stories, poems and other texts correctly and with expression. **L.4.6** ● I can figure out and use fourth grade words that show specific actions, emotions or states of being. ● I can figure out and use fourth grade words that are centered around a specific topic **W.4.6** ● I can investigate/research a topic. ● I can complete a research project that builds knowledge and gives various details about a topic. **SL.4.2** ● I can paraphrase stories and information that I have heard.	→ **Use organizer with an informational text of your choice.** **Extended Practice**
5	**Day 1 -2** **RL.4.4 I can determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.** ● I can reference pictures or think about how a word/phrase fits with what is happening. ● I can look at the words and phrases that surround the unknown word or phrase to determine the meaning. ● I can examine how the word is being used or its part of speech to help figure out the meaning. ● I can identify the types of context clues. ● I can use word parts and/or context to determine and clarify (make clear) the meaning of unknown words and phrases. **Days 3 - 5** **RL.4.9 I can compare and contrast the use of similar themes and topics and patterns in the texts.** ● I can identify the theme of the text. ● I can identify the topic of the text. ● I can read the story, determine its theme, identify a topic addressed, followed by recounting the pattern of events in the story. ● I can use a graphic organizer to compare and contrast the themes and topics and patterns of events in the texts.	**Week 5** **Exit Ticket Day 1:** ● **RL.4.4 Achoo! Page 3** **Exit Ticket Day 2:** ● **RL.4.4 Achoo! Page 4** Have students use the words to write the story. **Exit Ticket Day 3:** ● **RL.4.9 Exit Ticket** **Exit Ticket Day 4:** ● **Schoolnet Paired texts RL.4.9 - Open response** **Exit Ticket Day 5:** ● **Schoolnet Paired texts RL.4.9 - MC & Open response**

	● I can use a plot diagram to describe the events in the text. **RF.4.2** ● I can write letters, phrases and sentences in cursive. **L.4.4** ● I can use definitions and examples in the text to determine the meaning of words. ● I can use affixes and roots to read and know the meaning of words. **W.4.4** ● I can use digital tools and resources to compose and publish original writing with correct formatting **SL.4.2** ● I can paraphrase stories and information that I have heard.	
6	**Day 1 - 3** **RI.4.1 I can refer to details and examples in a text when explaining what the text says explicitly.** ● I can cite evidence from the text when explaining what the author's text says. ● I can locate details in the text. **I can refer to details and examples in a text when drawing inferences from the text.** ● I can cite evidence from the text when drawing inferences about what the text says. ● I can locate details in the text. ● I can use background knowledge and text to make an inference. **Day 4 -5** **RI.4.3** **I can 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.** ● I can use specific details from a historical, scientific, or technical text to explain events, procedures, ideas, or concepts, including what happened and why. ● I can use two-column graphic organizers to tell the Cause (What happened) in the first column and the Effect (why it happened) in the second column for each relationship, using specific information from the text. **RF.4.5.c** ● I can read and comprehend various texts. ● I can read stories, poems and other texts correctly and with expression.	**Week 6** **Exit Ticket Day 1:** ● **RI.4.1 Indentured Servant k12reader** **Exit Ticket Day 2:** ● | How can making inferences make you a better reader?
In your own words, how are making inferences different from making predictions?
In your own words, what is an inference?	 **Exit Ticket Day 3:** ● **RI.4.1 Inference Exit Ticket Tutoried Worksheet** **Exit Ticket Day 4:** ● **RI.4.3 Exit Ticket Q 7** **Exit Ticket Day 5** ● **: RI.4.3 Cause-Effect Part 4 with the use of a two-column graphic**

	L.4.1 ● I can write complete sentences. ● I can explain each of the different sentence types, and when it is appropriate to use each. ● I can correctly write and use progressive verb tenses (e.g., I was talking, I am talking, I will be talking). ● I can correctly write and use prepositional phrases **W.4.6** ● I can investigate/research a topic. ● I can complete a research project that builds knowledge and gives various details about a topic. **SL.4.4** ● I can tell a story or present information with a main idea and details. ● I can tell a story or present information in the correct format and sequence.	**organizer.** **Extended Practice**
7	**RL.4.4 I can determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.** ● I can reference pictures or think about how a word/phrase fits with what is happening. ● I can look at the words and phrases that surround the unknown word or phrase to determine the meaning. ● I can examine how the word is being used or its part of speech to help figure out the meaning. ● I can identify the types of context clues. ● I can use word parts and/or context to determine and clarify (make clear) the meaning of unknown words and phrases. **Days 1 - 3** **RL.4.6** ● I can compare and contrast different stories by thinking about the points of view from which they are told. ● I can tell the difference between first- and third- person narrators. **Days 4 - 5** **RL.4.9** **I can compare and contrast the use of similar themes and topics and patterns in the texts.** ● I can identify the theme of the text. ● I can identify the topic of the text. ● I can read the story, determine its theme, identify a topic addressed, followed by recounting the pattern of events in the story.	**Week 7** **Exit Ticket Day 1:** ● **RL.4.6 Orb Weaver** **Exit Ticket Day 2:** ● **RL.4.6 POV Assessment** **Exit Ticket Day 3:** ● **RL.4.6 POV Exit Ticket** **Exit Ticket Day 4:** ● **RL.4.9 The Lost World** Page 5 Part II **Exit Ticket Day 5:** ● **RL.4.9 The Lost World** Page 2, 3 **Extended Practice**

	- I can use a graphic organizer to compare and contrast the themes and topics and patterns of events in the texts. - I can use a plot diagram to describe the events in the text. **RF.4.2** - I can write letters, phrases and sentences in cursive. **L.4.5** - I can explain the meaning of simple similes and metaphors. - I can recognize and explain the meaning of common idioms, adages, and proverbs. **W.4.4** - I can use digital tools and resources to compose and publish original writing with correct formatting **SL.4.2** - I can paraphrase stories and information that I have heard.	
8	**Learning targets for review days may vary according to student needs. It is best practice to personalize learning targets for student groups based on data.**	
9	**EOG Testing Window (typically reserved for the last 10 days of school year)**	