



Course Name Grade 4 ELA

Approved August 26, 2024

Unit Title Unit 1

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
<p>1.1 Foundational Skills Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. CC.1.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. CC.1.1.4.E Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self correct word recognition and understanding, rereading as necessary.</p> <p>1.2 Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> read, write, and communicate. 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> proficient reading requires word level skills (decoding), an understanding of text structure, and the ability to analyze the author's craft. <input type="checkbox"/> proficient writing requires word level skills (encoding) and an understanding of text structure. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Why is it important to always be yourself? <input type="checkbox"/> How does an illustrator make decisions to interest readers? <input type="checkbox"/> What is the writer's reason for writing? <input type="checkbox"/> How does an author make decisions to interest readers?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Characters 	<p><i>Students will be skilled at...</i></p>

<p>texts with a focus on textual evidence.</p> <p>CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>E04.B-K.1.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p>E04.B-K.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CC.1.2.4.C Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.</p> <p>E04.B-K.1.1.3 Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>CC.1.2.4.D Compare and contrast an event or topic told from two different points of view.</p> <p>E04.B-C.2.1.1 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>CC.1.2.4.E Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).</p> <p>E04.B-C.2.1.2 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text.</p> <p>CC.1.2.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Setting <input type="checkbox"/> Exposition <input type="checkbox"/> Rising Action <input type="checkbox"/> Climax <input type="checkbox"/> Falling Action <input type="checkbox"/> Resolution <input type="checkbox"/> Theme <input type="checkbox"/> Nouns <input type="checkbox"/> Verbs <input type="checkbox"/> Adjectives <input type="checkbox"/> Subject/Predicate <input type="checkbox"/> Pronouns/Antecedents <input type="checkbox"/> Sentence types <input type="checkbox"/> Sentence structures <input type="checkbox"/> adding punctuation for effect <input type="checkbox"/> consonant and vowel sounds <input type="checkbox"/> digraphs and blends <input type="checkbox"/> open and closed syllables <input type="checkbox"/> syllable patterns <input type="checkbox"/> prefixes <input type="checkbox"/> latin roots 	<ul style="list-style-type: none"> <input type="checkbox"/> I can read accurately and fluently <input type="checkbox"/> I can determine the main idea of a text <input type="checkbox"/> I can determine a theme of a story, drama, or poem from details in the text <input type="checkbox"/> I can explain how the main idea is support by details <input type="checkbox"/> I can summarize a text. <input type="checkbox"/> I can refer to details and examples when explaining what a text says explicitly. <input type="checkbox"/> I can refer to details and examples when drawing inferences from a text. <input type="checkbox"/> I can explain events, procedures, ideas, or concepts based on information from the text. <input type="checkbox"/> I can compare and contrast firsthand and secondhand accounts of an event. <input type="checkbox"/> I can describe the overall structure of a text (e.g., chronology, comparison, cause/effect, problem/solution) <input type="checkbox"/> I can determine the meaning of unknown or multiple meaning words using context. <input type="checkbox"/> I can determine the meaning of unknown or multiple meaning words using grade appropriate greek and latin word parts. <input type="checkbox"/> I can explain how the information
---	---	---

<p>language</p> <p>E04.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>c. Determine the meaning of general academic and domain-specific words or phrases used in a text.</p> <p>E04.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of similes and metaphors in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their antonyms and synonyms.</p> <p>CC.1.2.4.G Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.</p> <p>E04.B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.</p> <p>CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>E04.B-C.3.1.1 Explain how an author uses reasons and</p>		<p>contributes to an understanding of text in which it appears.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explain how an author uses reasons and evidence to support particular points in a text. <input type="checkbox"/> I can describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). <input type="checkbox"/> I can compare and contrast the point of view from which different stories are narrated <input type="checkbox"/> I can explain major differences between poems, drama, and prose <input type="checkbox"/> I can refer to structural elements when writing or speaking about a text <input type="checkbox"/> I can compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. <input type="checkbox"/> I can introduce the topic and state an opinion on the topic. <input type="checkbox"/> I can provide reasons that are supported by facts and details. <input type="checkbox"/> I can create an organizational structure. <input type="checkbox"/> I can choose words and phrases to convey ideas precisely. <input type="checkbox"/> I can demonstrate a grade-appropriate command of the conventions of standard English grammar, usage,
---	--	---

<p>evidence to support particular points in a text.</p> <p>CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic.</p> <p>E04.B-C.3.1.2 Integrate information from two texts on the same topic in order to demonstrate subject knowledge.</p> <p>CC.1.2.4.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>E04.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>c. Determine the meaning of general academic and domain-specific words or phrases used in a text.</p> <p>E04.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of similes and metaphors in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their antonyms and synonyms.</p> <p>CC.1.2.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on</p>		<p>capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can draw evidence from literary or informational texts to support analysis, reflection, and research <input type="checkbox"/> I can identify the different reading genres in fiction and nonfiction texts <input type="checkbox"/> I can determine the point-of-view of a story; 1st and 3rd person accounts
---	--	---

grade level reading and content, choosing flexibly from a range of strategies and tools.

E04.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

c. Determine the meaning of general academic and domain-specific words or phrases used in a text.

CC.1.2.4.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

1.3 Reading Literature Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence."

CC.1.3.4.A Determine a theme of a text from details in the text; summarize the text.

E04.A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CC.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences.

E04.A-K.1.1.1 Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text.

CC.1.3.4.C Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

E04.A-K.1.1.3 Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CC.1.3.4.D Compare and contrast an event or topic told from two different points of view.

E04.A-C.2.1.1 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.

CC.1.3.4.E Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text

CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language.

E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort).
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meaning of similes and metaphors in

<p>context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their antonyms and synonyms.</p> <p>CC.1.3.4.G 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</p> <p>CC.1.3.4.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.</p> <p>E04.A-C.3.1.1 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.</p> <p>CC.1.3.4.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools</p> <p>E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort).</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g.,</p>		
---	--	--

<p>telegraph, photograph, autograph).</p> <p>CC.1.3.4.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort).</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of similes and metaphors in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their antonyms and synonyms.</p> <p>CC.1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently</p> <p>1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>		
--	--	--

<p>CC.1.4.4.H Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.4.I Provide reasons that are supported by facts and details.</p> <p>CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.</p> <p>CC.1.4.4.K Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.L Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>Written Response to Literature (TDA)</p> <p>CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p>		
---	--	--



Course Name Grade 4 ELA

Unit Title Unit 2

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
<p>1.1 Foundational Skills Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. CC.1.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. CC.1.1.4.E Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self correct word recognition and understanding, rereading as necessary.</p> <p>1.2 Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> read, write, and communicate. 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> proficient reading requires word level skills (decoding), an understanding of text structure, and the ability to analyze the author's craft. <input type="checkbox"/> proficient writing requires word level skills (encoding) and an understanding of text structure. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Why is creativity important for the individual? For the culture? <input type="checkbox"/> What is the writer's reason for writing? <input type="checkbox"/> How do you become the person you want to be? <input type="checkbox"/> Why is it important to persevere when you are faced with a challenge?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Characters 	<p><i>Students will be skilled at...</i></p>

<p>texts with a focus on textual evidence.</p> <p>CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>E04.B-K.1.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p>E04.B-K.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CC.1.2.4.C Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.</p> <p>E04.B-K.1.1.3 Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>CC.1.2.4.D Compare and contrast an event or topic told from two different points of view.</p> <p>E04.B-C.2.1.1 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>CC.1.2.4.E Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).</p> <p>E04.B-C.2.1.2 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text.</p> <p>CC.1.2.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Setting <input type="checkbox"/> Exposition <input type="checkbox"/> Rising Action <input type="checkbox"/> Climax <input type="checkbox"/> Falling Action <input type="checkbox"/> Resolution <input type="checkbox"/> Theme <input type="checkbox"/> Nouns <input type="checkbox"/> Verbs <input type="checkbox"/> Adjectives <input type="checkbox"/> Subject/Predicate <input type="checkbox"/> Pronouns/Antecedents <input type="checkbox"/> Conjunctions <input type="checkbox"/> Prepositions <input type="checkbox"/> Interjections <input type="checkbox"/> Perfect verb tenses <input type="checkbox"/> Verb tenses that convey times, sequences, states, and conditions <input type="checkbox"/> Sentence types <input type="checkbox"/> Sentence structures <input type="checkbox"/> Text Structure: chronology, comparison, cause/effect, problem/solution <input type="checkbox"/> Inferring <input type="checkbox"/> Synthesizing <input type="checkbox"/> Figurative Language 	<ul style="list-style-type: none"> <input type="checkbox"/> I can read accurately and fluently <input type="checkbox"/> I can determine the main idea of a text <input type="checkbox"/> I can determine a theme of a story, drama, or poem from details in the text. <input type="checkbox"/> I can explain how the main idea is supported by details. <input type="checkbox"/> I can summarize a text. <input type="checkbox"/> I can refer to details and examples when explaining what a text says explicitly. <input type="checkbox"/> I can refer to details and examples when drawing inferences from a text. <input type="checkbox"/> I can explain events, procedures, ideas, or concepts based on information from the text. <input type="checkbox"/> I can compare and contrast firsthand and secondhand accounts of an event. <input type="checkbox"/> I can describe the overall structure of a text (e.g., chronology, comparison, cause/effect, problem/solution) <input type="checkbox"/> I can use text features to aid comprehension. <input type="checkbox"/> I can determine the meaning of unknown or multiple meaning words using context. <input type="checkbox"/> I can determine the meaning of unknown or multiple
---	--	---

<p>language</p> <p>E04.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>c. Determine the meaning of general academic and domain-specific words or phrases used in a text.</p> <p>E04.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of similes and metaphors in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their antonyms and synonyms.</p> <p>CC.1.2.4.G Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.</p> <p>E04.B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.</p> <p>CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>E04.B-C.3.1.1 Explain how an author uses reasons and</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Compare and Contrast <input type="checkbox"/> Point of View 	<p>meaning words using grade appropriate greek and latin word parts.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explain the meaning of similes and metaphors. <input type="checkbox"/> I can explain the meaning of common idioms, adages, and proverbs. <input type="checkbox"/> I can relate words to their antonyms and synonyms. <input type="checkbox"/> I can interpret various presentations of information within a text or digital source. <input type="checkbox"/> I can explain how the information contributes to an understanding of text in which it appears. <input type="checkbox"/> I can interpret text features (e.g., headings, graphics, charts, timelines, diagrams) <input type="checkbox"/> I can make connections between text and the content of text features. <input type="checkbox"/> I can explain how an author uses reasons and evidence to support particular points in a text. <input type="checkbox"/> I can describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text
---	---	--

<p>evidence to support particular points in a text.</p> <p>CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic.</p> <p>E04.B-C.3.1.2 Integrate information from two texts on the same topic in order to demonstrate subject knowledge.</p> <p>CC.1.2.4.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>E04.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>c. Determine the meaning of general academic and domain-specific words or phrases used in a text.</p> <p>E04.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of similes and metaphors in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their antonyms and synonyms.</p> <p>CC.1.2.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on</p>		<p>(e.g., a character's thoughts, words, or actions).</p> <ul style="list-style-type: none"> ❑ I can compare and contrast the point of view from which different stories are narrated. ❑ I can explain major differences between poems, drama, and prose. ❑ I can refer to the structural elements when writing or speaking about a text. ❑ I can compare and contrast similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. ❑ I can write informative/explanatory texts to examine a topic and convey ideas and information clearly. ❑ I can identify and introduce the topic clearly. ❑ I can develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. ❑ I can group related information in paragraphs and sections. ❑ I can link ideas within categories of information using words and phrases.
---	--	--

grade level reading and content, choosing flexibly from a range of strategies and tools.

E04.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

c. Determine the meaning of general academic and domain-specific words or phrases used in a text.

CC.1.2.4.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

1.3 Reading Literature Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence."
CC.1.3.4.A Determine a theme of a text from details in the text; summarize the text.

E04.A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CC.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences.

E04.A-K.1.1.1 Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text.

CC.1.3.4.C Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

I can provide a concluding statement or section.

- ❑ I can use precise language and domain-specific vocabulary to inform about or explain the topic.
- ❑ I can draw evidence from literary or informational texts to support analysis, reflection, and research.

E04.A-K.1.1.3 Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CC.1.3.4.D Compare and contrast an event or topic told from two different points of view.

E04.A-C.2.1.1 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.

CC.1.3.4.E Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text

CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language.

E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort).
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meaning of similes and metaphors in

<p>context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their antonyms and synonyms.</p> <p>CC.1.3.4.G 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</p> <p>CC.1.3.4.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.</p> <p>E04.A-C.3.1.1 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.</p> <p>CC.1.3.4.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools</p> <p>E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort).</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g.,</p>		
---	--	--

<p>telegraph, photograph, autograph).</p> <p>CC.1.3.4.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort).</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of similes and metaphors in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their antonyms and synonyms.</p> <p>CC.1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently</p> <p>1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>		
--	--	--

<p>CC.1.4.4.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.4.B Identify and introduce the topic clearly.</p> <p>CC.1.4.4.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CC.1.4.4.F Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>Written Response to Literature (TDA)</p> <p>CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p>		
---	--	--



Course Name Grade 4 ELA

Unit Title Unit 3

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
<p>1.1 Foundational Skills Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. CC.1.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. CC.1.1.4.E Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self correct word recognition and understanding, rereading as necessary.</p> <p>1.2 Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> read, write, and communicate. 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> proficient reading requires word level skills (decoding), an understanding of text structure, and the ability to analyze the author's craft. <input type="checkbox"/> proficient writing requires word level skills (encoding) and an understanding of text structure. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> What is the writer's reason for writing and what choices do they make while writing? <input type="checkbox"/> Why is it important to understand the challenges that other cultures face? <input type="checkbox"/> How does an author make decisions to interest readers?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Characters 	<p><i>Students will be skilled at...</i></p>

<p>texts with a focus on textual evidence.</p> <p>CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>E04.B-K.1.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p>E04.B-K.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CC.1.2.4.C Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.</p> <p>E04.B-K.1.1.3 Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>CC.1.2.4.D Compare and contrast an event or topic told from two different points of view.</p> <p>E04.B-C.2.1.1 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>CC.1.2.4.E Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).</p> <p>E04.B-C.2.1.2 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text.</p> <p>CC.1.2.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Setting <input type="checkbox"/> Exposition <input type="checkbox"/> Rising Action <input type="checkbox"/> Climax <input type="checkbox"/> Falling Action <input type="checkbox"/> Resolution <input type="checkbox"/> Plot <input type="checkbox"/> Theme <input type="checkbox"/> Text Features <input type="checkbox"/> Compare <input type="checkbox"/> Contrast <input type="checkbox"/> Biography <input type="checkbox"/> Analysis <input type="checkbox"/> Text Evidence <input type="checkbox"/> Claims <input type="checkbox"/> Opinions <input type="checkbox"/> Inferences <input type="checkbox"/> Main Idea <input type="checkbox"/> Key Details <input type="checkbox"/> Summarize <input type="checkbox"/> Integrate <input type="checkbox"/> Connection <input type="checkbox"/> Genre <input type="checkbox"/> Fantasy <input type="checkbox"/> Nouns <input type="checkbox"/> Verbs <input type="checkbox"/> Adjectives <input type="checkbox"/> Subject/Predicate <input type="checkbox"/> Pronouns/Antecedents <input type="checkbox"/> Conjunctions <input type="checkbox"/> prepositions <input type="checkbox"/> interjections 	<ul style="list-style-type: none"> <input type="checkbox"/> I can read accurately and fluently <input type="checkbox"/> I can determine the main idea of a text <input type="checkbox"/> I can determine a theme of a story, drama, or poem from details in the text <input type="checkbox"/> I can explain how the main idea is support by details <input type="checkbox"/> I can summarize a text. <input type="checkbox"/> I can refer to details and examples when explaining what a text says explicitly. <input type="checkbox"/> I can refer to details and examples when drawing inferences from a text. <input type="checkbox"/> I can explain events, procedures, ideas, or concepts based on information from the text. <input type="checkbox"/> I can describe the overall structure of a text (e.g., chronology, comparison, cause/effect, problem/solution) <input type="checkbox"/> I can use text features to aide comprehension. <input type="checkbox"/> I can determine the meaning of unknown or multiple meaning words using context. <input type="checkbox"/> I can determine the meaning of unknown or multiple meaning words using grade appropriate greek and latin word parts. <input type="checkbox"/> I can relate words to their antonyms and synonyms.
---	---	---

<p>language</p> <p>E04.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>c. Determine the meaning of general academic and domain-specific words or phrases used in a text.</p> <p>E04.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of similes and metaphors in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their antonyms and synonyms.</p> <p>CC.1.2.4.G Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.</p> <p>E04.B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.</p> <p>CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>E04.B-C.3.1.1 Explain how an author uses reasons and</p>	<ul style="list-style-type: none"> <input type="checkbox"/> perfect verb tenses <input type="checkbox"/> verb tenses that convey times, sequences, states, and conditions <input type="checkbox"/> Sentence types <input type="checkbox"/> Sentence structures 	<ul style="list-style-type: none"> <input type="checkbox"/> I can interpret various presentations of information within a text or digital source. <input type="checkbox"/> I can explain how the information contributes to an understanding of text in which it appears. <input type="checkbox"/> I can interpret text features (e.g., headings, graphics, charts, timelines, diagrams) <input type="checkbox"/> I can make connections between text and the content of text features. <input type="checkbox"/> I can explain how an author uses reasons and evidence to support particular points in a text. <input type="checkbox"/> I can describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). <input type="checkbox"/> I can compare and contrast the point of view from which different stories are narrated <input type="checkbox"/> I can compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. <input type="checkbox"/> I can write narratives to develop real or imagined experiences or events. <input type="checkbox"/> I can orient the reader by establishing a situation and
---	--	--

evidence to support particular points in a text.

CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic.

E04.B-C.3.1.2 Integrate information from two texts on the same topic in order to demonstrate subject knowledge.

CC.1.2.4.J Acquire and use accurately grade appropriate conversational, 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.

E04.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

c. Determine the meaning of general academic and domain-specific words or phrases used in a text.

E04.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Explain the meaning of similes and metaphors in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

CC.1.2.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on

introducing a narrator and/or characters.

- ❑ I can use dialogue and descriptions to develop experiences and events or show the responses of characters to situations
- ❑ I can use concrete words and phrases and sensory details to convey experiences and events precisely.
- ❑ I can organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events
- ❑ I can provide a conclusion that follows from the narrated experiences and events.
- ❑ I can choose words and phrases to convey ideas precisely.
- ❑ I can demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- ❑ I can draw evidence from literary or informational texts to support analysis, reflection, and research

grade level reading and content, choosing flexibly from a range of strategies and tools.

E04.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

c. Determine the meaning of general academic and domain-specific words or phrases used in a text.

CC.1.2.4.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

1.3 Reading Literature Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence."

CC.1.3.4.A Determine a theme of a text from details in the text; summarize the text.

E04.A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CC.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences.

E04.A-K.1.1.1 Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text.

CC.1.3.4.C Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

E04.A-K.1.1.3 Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CC.1.3.4.D Compare and contrast an event or topic told from two different points of view.

E04.A-C.2.1.1 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.

CC.1.3.4.E Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text

CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language.

E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort).
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meaning of similes and metaphors in

<p>context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their antonyms and synonyms.</p> <p>CC.1.3.4.G 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</p> <p>CC.1.3.4.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.</p> <p>E04.A-C.3.1.1 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.</p> <p>CC.1.3.4.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools</p> <p>E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort).</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g.,</p>		
---	--	--

<p>telegraph, photograph, autograph).</p> <p>CC.1.3.4.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort).</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of similes and metaphors in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their antonyms and synonyms.</p> <p>CC.1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently</p> <p>1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>		
--	--	--

CC.1.4.4.M Write narratives to develop real or imagined experiences or events.

CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.

CC.1.4.4.O Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

CC.1.4.4.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.

CC.1.4.4.Q Choose words and phrases to convey ideas precisely.

CC.1.4.4.R Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Written Response to Literature (TDA)

CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.