

Course Name Grade 4 ELA

Unit Title Unit 1

	DESIRED RESULTS elevance for student learning	
Standards		Transfer
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. 1.2 Reading Informational Text Students read, understand, and respond to informational text—with an	Students will be able to ind read, write, and comunication read, write, and comunication read, write, and that proficient reading requires word level skills (decoding), an understanding of text structure, and the ability to analyze the author's craft. proficient writing requires word level skills (encoding) and an understanding of text structure.	lependently use their learning to municate. Meaning ESSENTIAL QUESTIONS Students will keep considering Why is it important to always be yourself? How does an illustrator make decisions to interest readers? What is the writer's reason for writing? How does an author make decisions to interest readers?
emphasis on comprehension, vocabulary acquisition,		Acquisition
and making connections among ideas and between	Students will know Characters	Students will be skilled at

texts with a focus on textual evidence. ☐ I can read accurately and Settina CC.1.2.4.A Determine the main idea of a text and explain Exposition fluently Rising Action ☐ I can determine the main idea how it is supported by key details; summarize the text. ☐ Climax of a text E04.B-K.1.1.2 Determine the main idea of a text and ☐ Falling Action ☐ I can determine a theme of a explain how it is supported by key details; summarize ☐ Resolution story, drama, or poem from the text. ☐ Theme details in the text CC.1.2.4.B Refer to details and examples in text to ■ Nouns ☐ I can explain how the main idea support what the text says explicitly and make ■ Verbs is support by details inferences. Adjectives ☐ I can summarize a text. E04.B-K.1.1.1 Refer to details and examples in a text when ■ Subject/Predicat I can refer to details and explaining what the text says explicitly and when examples when explaining drawing inferences from the text. ☐ Pronouns/Antec what a text says explicitly. CC.1.2.4.C Explain events, procedures, ideas, or concepts ☐ I can refer to details and edents in a text, including what happened and why, based on examples when drawing ■ Sentence types specific information in the text. ■ Sentence inferences from a text. E04.B-K.1.1.3 Explain events, procedures, ideas, steps, or ☐ I can explain events. structures concepts in a historical, scientific, or technical text, procedures, ideas, or concepts addina including what happened and why, based on specific punctuation for based on information from the information in the text. effect text. CC.1.2.4.D Compare and contrast an event or topic told consonant and ☐ I can compare and contrast from two different points of view. vowel sounds firsthand and secondhand E04.B-C.2.1.1 Compare and contrast a firsthand and digraphs and accounts of an event. secondhand account of the same event or topic; blends ☐ I can describe the overall open and closed describe the differences in focus and the information structure of a text (e.g., provided. syllables chronology, comparison, cause/effect, problem/solution) ☐ syllable patterns CC.1.2.4.E Use text structure to interpret information (e.g., ☐ I can determine the meaning of prefixes chronology, comparison, cause/effect, problem/solution). unknown or multiple meaning ☐ latin roots E04.B-C.2.1.2 Describe the overall structure (e.g., words using context. chronology, comparison, cause/effect, problem/solution) ☐ I can determine the meaning of of events, ideas, concepts, or information and text unknown or multiple meaning features in a text or part of a text. words using grade appropriate greek and latin word parts. CC.1.2.4.F Determine the meaning of words and phrases ☐ I can explain how the information as they are used in grade level text, including figurative

language

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.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.

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.

CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text. E04.B-C.3.1.1 Explain how an author uses reasons and

- contributes to an understanding of text in which it appears.
- ☐ I can explain how an author uses reasons and evidence to support particular points in a text.
- ☐ 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).
- ☐ 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 structural elements when writing or speaking about a text
- ☐ 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.
- ☐ I can introduce the topic and state an opinion on the topic.
- ☐ I can provide reasons that are supported by facts and details.
- ☐ I can create an organizational structure.
- ☐ 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,

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	capitalization, punctuation, and spelling. I can draw evidence from literary of informational texts to support analysis, reflection, and research I can identify the different reading genres in fiction and nonfiction texts I can determine the point-of-view of a story; 1st and 3rd person accounts
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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

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.1.3.4.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

CC.1.3.4.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.

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.

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

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). 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. 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 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.1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently 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.

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CC.1.4.4.H Introduce the topic and state an opinion on		
the topic.		
CC.1.4.4.I Provide reasons that are supported by facts and		
details.		
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.		
CC.1.4.4.K Choose words and phrases to convey ideas		
precisely.		
CC.1.4.4.L 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.		



Course Name Grade 4 ELA

Unit Title Unit 2

·	DESIRED RESULTS elevance for student learning	
Standards		Transfer
In 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. 1.2 Reading Informational Text Students read, understand, and respond to informational text—with an	Students will be able to inder read, write, and community read, write, and community read, will understand that proficient reading requires word level skills (decoding), an understanding of text structure, and the ability to analyze the author's craft. proficient writing requires word level skills (encoding) and an understanding of text structure.	ESSENTIAL QUESTIONS Students will keep considering Why is creativity important for the individual? For the culture? What is the writer's reason for writing? How do you become the person you want to be? Why is it important to persevere when you are faced with a challenge?
emphasis on comprehension, vocabulary acquisition,		Acquisition
and making connections among ideas and between	Students will know □ Characters	Students will be skilled at

texts with a focus on textual evidence. ■ Settina ☐ I can read accurately and CC.1.2.4.A Determine the main idea of a text and explain Exposition fluently Rising Action ☐ I can determine the main idea how it is supported by key details; summarize the text. ☐ Climax of a text E04.B-K.1.1.2 Determine the main idea of a text and ☐ Falling Action ☐ I can determine a theme of a explain how it is supported by key details; summarize story, drama, or poem from Resolution the text. ☐ Theme details in the text. CC.1.2.4.B Refer to details and examples in text to ☐ I can explain how the main Nouns support what the text says explicitly and make ■ Verbs idea is supported by details. inferences. Adjectives ☐ I can summarize a text. E04.B-K.1.1.1 Refer to details and examples in a text when ■ Subject/Predicate ☐ I can refer to details and explaining what the text says explicitly and when □ Pronouns/Antece examples when explaining drawing inferences from the text. dents what a text says explicitly. CC.1.2.4.C Explain events, procedures, ideas, or concepts Conjunctions ☐ I can refer to details and in a text, including what happened and why, based on Prepositions examples when drawing specific information in the text. ■ Interjections inferences from a text. E04.B-K.1.1.3 Explain events, procedures, ideas, steps, or Perfect verb ☐ I can explain events. concepts in a historical, scientific, or technical text, procedures, ideas, or concepts tenses including what happened and why, based on specific ■ Verb tenses that based on information from the information in the text. convey times. text. CC.1.2.4.D Compare and contrast an event or topic told sequences, states, ☐ I can compare and contrast from two different points of view. firsthand and secondhand and conditions E04.B-C.2.1.1 Compare and contrast a firsthand and accounts of an event. ■ Sentence types secondhand account of the same event or topic; ■ Sentence ☐ I can describe the overall describe the differences in focus and the information structures structure of a text (e.g., chronology, comparison, provided. ■ Text Structure: cause/effect, problem/solution) chronology, CC.1.2.4.E Use text structure to interpret information (e.g., comparison, ☐ I can use text features to aid chronology, comparison, cause/effect, problem/solution). cause/effect. comprehension. E04.B-C.2.1.2 Describe the overall structure (e.g., problem/solution ☐ I can determine the meaning chronology, comparison, cause/effect, problem/solution) ■ Inferring of unknown or multiple of events, ideas, concepts, or information and text Synthesizing meaning words using context. features in a text or part of a text. ■ Figurative ☐ I can determine the meaning CC.1.2.4.F Determine the meaning of words and phrases of unknown or multiple Language as they are used in grade level text, including figurative

Compare and meaning words using grade language E04.B-V.4.1.1 Determine or clarify the meaning of Contrast appropriate greek and latin unknown and multiple-meaning words and phrases ■ Point of View word parts. ☐ I can explain the meaning of based on grade 4 reading and content, choosing flexibly similes and metaphors. from a range of strategies. ☐ I can explain the meaning of a. Use context (e.g., definitions, examples, or common idioms, adages, and restatements in text) as a clue to the meaning of a word proverbs. or phrase. ☐ I can relate words to their b. Use common, grade-appropriate Greek and Latin antonyms and synonyms. affixes and roots as clues to the meaning of a word (e.g., ☐ I can interpret various telegraph, photograph, autograph). presentations of information c. Determine the meaning of general academic and within a text or digital source. domain-specific words or phrases used in a text. ☐ I can explain how the E04.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word information contributes to an meanings. understanding of text in which a. Explain the meaning of similes and metaphors in it appears. context. ☐ I can interpret text features b. Recognize and explain the meaning of common (e.g., headings, graphics, idioms, adages, and proverbs. charts, timelines, diagrams) c. Demonstrate understanding of words by relating ☐ I can make connections them to their antonyms and synonyms. between text and the content CC.1.2.4.G Interpret various presentations of information of text features. within a text or digital source and explain how the ☐ I can explain how an author information contributes to an understanding of text in which it appears. uses reasons and evidence to E04.B-C.3.1.3 Interpret text features (e.g., headings, support particular points in a graphics, charts, timelines, diagrams) and/or make text. connections between text and the content of text ☐ I can describe in depth a features. character, setting, or event in a CC.1.2.4.H Explain how an author uses reasons and story, drama, or poem, drawing evidence to support particular points in a text. on specific details in the text E04.B-C.3.1.1 Explain how an author uses reasons and

evidence to support particular points in a text. (e.g., a character's thoughts, CC.1.2.4.I Integrate information from two texts on the words, or actions). same topic to demonstrate understanding of that topic. ☐ I can compare and contrast E04.B-C.3.1.2 Integrate information from two texts on the the point of view from which same topic in order to demonstrate subject knowledge. different stories are narrated. CC.1.2.4.J Acquire and use accurately grade appropriate ☐ I can explain major differences conversational, general academic, and domain-specific between poems, drama, and words and phrases, including those that signal precise prose. actions, emotions, or states of being and that are basic ☐ I can refer to the structural elements when writing or to a particular topic. speaking about a text. E04.B-V.4.1.1 Determine or clarify the meaning of ☐ I can compare and contrast unknown and multiple-meaning words and phrases similar themes and topics and based on grade 4 reading and content, choosing flexibly patterns of events in stories. from a range of strategies. myths, and traditional a. Use context (e.g., definitions, examples, or literature from different restatements in text) as a clue to the meaning of a word cultures. or phrase. ☐ I can write informative/ b. Use common, grade-appropriate Greek and Latin explanatory texts to examine a affixes and roots as clues to the meaning of a word (e.g., topic and convey ideas and telegraph, photograph, autograph). information clearly. c. Determine the meaning of general academic and ☐ I can identify and introduce domain-specific words or phrases used in a text. the topic clearly. E04.B-V.4.1.2 Demonstrate understanding of figurative ☐ I can develop the topic with language, word relationships, and nuances in word facts, definitions, concrete meanings. details, quotations, or other a. Explain the meaning of similes and metaphors in information and examples context. related to the topic. b. Recognize and explain the meaning of common ☐ I can group related idioms, adages, and proverbs. information in paragraphs and c. Demonstrate understanding of words by relating sections. them to their antonyms and synonyms. ☐ I can link ideas within CC.1.2.4.K Determine or clarify the meaning of unknown categories of information using words and phrases. and multiple-meaning words and phrases based on

grade level reading and content, choosing flexibly from a	I can provide a concluding
range of strategies and tools.	statement or section.
E04.B-V.4.1.1 Determine or clarify the meaning of	☐ I can use precise language an
unknown and multiple-meaning words and phrases	domain-specific vocabulary to
based on grade 4 reading and content, choosing flexibly	inform about or explain the
from a range of strategies.	topic.
a. Use context (e.g., definitions, examples, or	I can draw evidence from
restatements in text) as a clue to the meaning of a word	literary or informational texts
or phrase.	to support analysis, reflection
b. Use common, grade-appropriate Greek and Latin	and research.
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.	

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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	

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.1.3.4.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 CC.1.3.4.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures. 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. 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 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).	
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.	
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	
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.1.3.4.K Read and comprehend literary fiction on grade	
level, reading independently and proficiently	
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.	

CC.1.4.4.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.4.B Identify and introduce the topic clearly. 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. 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. CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic. CC.1.4.4.F 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.



Course Name Grade 4 ELA

Unit Title Unit 3

·	DESIRED RESULTS elevance for student learning	
Standards		Transfer
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. 1.2 Reading Informational Text Students read, understand, and respond to informational text—with an	Students will be able to inder □ read, write, and commoder UNDERSTANDINGS Students will understand that □ proficient reading requires word level skills (decoding), an understanding of text structure, and the ability to analyze the author's craft. □ proficient writing requires word level skills (encoding) and an understanding of text structure.	ESSENTIAL QUESTIONS Students will keep considering What is the writer's reason for writing and what choices do they make while writing? Why is it important to understand the challenges that other cultures face? How does an author make decisions to interest readers?
emphasis on comprehension, vocabulary acquisition,		Acquisition
and making connections among ideas and between	Students will know Characters	Students will be skilled at

texts with a focus on textual evidence. ■ Settina ☐ I can read accurately and CC.1.2.4.A Determine the main idea of a text and explain Exposition fluently Rising Action ☐ I can determine the main idea how it is supported by key details; summarize the text. ☐ Climax of a text E04.B-K.1.1.2 Determine the main idea of a text and ☐ Falling Action ☐ I can determine a theme of a explain how it is supported by key details; summarize story, drama, or poem from Resolution the text. Plot details in the text CC.1.2.4.B Refer to details and examples in text to ☐ I can explain how the main ☐ Theme support what the text says explicitly and make ■ Text Features idea is support by details inferences. ☐ I can summarize a text. Compare E04.B-K.1.1.1 Refer to details and examples in a text when ☐ I can refer to details and ■ Contrast explaining what the text says explicitly and when Biography examples when explaining drawing inferences from the text. Analysis what a text says explicitly. CC.1.2.4.C Explain events, procedures, ideas, or concepts ☐ I can refer to details and ■ Text Evidence in a text, including what happened and why, based on Claims examples when drawing specific information in the text. Opinions inferences from a text. E04.B-K.1.1.3 Explain events, procedures, ideas, steps, or □ Inferences ☐ I can explain events. concepts in a historical, scientific, or technical text, procedures, ideas, or concepts Main Idea including what happened and why, based on specific ■ Key Details based on information from the information in the text. ■ Summarize text CC.1.2.4.D Compare and contrast an event or topic told Integrate ☐ I can describe the overall from two different points of view. Connection structure of a text (e.g., E04.B-C.2.1.1 Compare and contrast a firsthand and Genre chronology, comparison, cause/effect, problem/solution) secondhand account of the same event or topic; Fantasy ☐ I can use text features to aide describe the differences in focus and the information Nouns comprehension. ■ Verbs provided. ☐ I can determine the meaning of Adjectives CC.1.2.4.E Use text structure to interpret information (e.g., unknown or multiple meaning ■ Subject/Predicate chronology, comparison, cause/effect, problem/solution). words using context. ☐ Pronouns/Antece E04.B-C.2.1.2 Describe the overall structure (e.g., ☐ I can determine the meaning of dents chronology, comparison, cause/effect, problem/solution) unknown or multiple meaning Conjunctions words using grade appropriate of events, ideas, concepts, or information and text prepositions greek and latin word parts. features in a text or part of a text. ☐ I can relate words to their interjections CC.1.2.4.F Determine the meaning of words and phrases antonyms and synonyms. as they are used in grade level text, including figurative

language

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.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.

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.

CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text. E04.B-C.3.1.1 Explain how an author uses reasons and

- perfect verb tenses
- verb tenses that convey times, sequences, states, and conditions
- ☐ Sentence types☐ Sentence
- ☐ Sentence structures

- ☐ I can interpret various presentations of information within a text or digital source.
- ☐ I can explain how the information contributes to an understanding of text in which it appears.
- ☐ I can interpret text features (e.g., headings, graphics, charts, timelines, diagrams)
- ☐ I can make connections between text and the content of text features.
- ☐ I can explain how an author uses reasons and evidence to support particular points in a text.
- ☐ 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).
- ☐ I can compare and contrast the point of view from which different stories are narrated
- ☐ 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.
- ☐ I can write narratives to develop real or imagined experiences or events.
- ☐ I can orient the reader by establishing a situation and

evidence to support particular points in a text. introducing a narrator and/or characters. CC.1.2.4.I Integrate information from two texts on the ☐ I can use dialogue and same topic to demonstrate understanding of that topic. descriptions to develop E04.B-C.3.1.2 Integrate information from two texts on the experiences and events or show same topic in order to demonstrate subject knowledge. the responses of characters to CC.1.2.4.J Acquire and use accurately grade appropriate situations conversational, general academic, and domain-specific ☐ I can use concrete words and words and phrases, including those that signal precise phrases and sensory details to convey experiences and events actions, emotions, or states of being and that are basic precisely. to a particular topic. ☐ I can organize an event sequence E04.B-V.4.1.1 Determine or clarify the meaning of that unfolds naturally, using a unknown and multiple-meaning words and phrases variety of transitional words and based on grade 4 reading and content, choosing flexibly phrases to manage the sequence from a range of strategies. of events a. Use context (e.g., definitions, examples, or ☐ I can provide a conclusion that follows from the narrated restatements in text) as a clue to the meaning of a word experiences and events. or phrase. ☐ I can choose words and phrases to b. Use common, grade-appropriate Greek and Latin convey ideas precisely. affixes and roots as clues to the meaning of a word (e.g., ☐ I can demonstrate a gradetelegraph, photograph, autograph). appropriate command of the c. Determine the meaning of general academic and conventions of standard English grammar, usage, capitalization, domain-specific words or phrases used in a text. punctuation, and spelling. E04.B-V.4.1.2 Demonstrate understanding of figurative ☐ I can draw evidence from literary language, word relationships, and nuances in word or informational texts to support meanings. analysis, reflection, and research 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

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.	

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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	

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.1.3.4.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 CC.1.3.4.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures. 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. 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 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).	
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.	
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	
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.1.3.4.K Read and comprehend literary fiction on grade	
level, reading independently and proficiently	
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.	

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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.	