

Grade 4

Months Covered	Skills/Standards	Reading Selections (options)
September (Literary)	<p>RL.1: Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.</p> <p>RL.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p>RL 4. Determine the meaning of words and phrases as they are used in a text</p>	<p>The Hot and Cold Summer (Storytown) Mighty Jackie: The Strike out Queen (Storytown) Because of Winn-Dixie (Storytown) My Diary from Here to There (Storytown) Storyworks Fiction: Dog People (Sept 2018) Storyworks Poem: A Circle of Sun (Sept 2018)</p> <p>Assessment: Clean Start (Storyworks)</p>
October (Informational)	<p>RI.1: Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.</p> <p>RI.3: Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p>Storyworks Informational: The Boy Who Couldn’t Smile/1,000 Reasons to Smile (Sept. 2018) - use for Standard RI.1</p> <p>America’s Deadliest Disaster (Sept. 2018)- use for both standards</p> <p>NewsEla</p> <p>NewsELA Pumpkins</p> <p>NewsELA Pumpkins 2</p>
November/ December (Literary)	<p>Continue previous standards</p> <p>RL.2: Determine a theme of a story, drama, or poem from details in the text; summarize a text.</p> <p>RL.5: Explain major differences among prose, poetry, and drama and refer to</p>	

	<p>the structural elements of each (e.g., paragraphs and chapters for prose; stanza and verse for poetry; scene, stage directions, cast of characters for drama) when writing or speaking about a text</p>	
<p>January (Informational)</p>	<p>Continue previous standards</p> <p>RI.2: Determine the main idea of a text and explain how it is supported by key details; summarize a text.</p> <p>RI.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.</p>	
<p>February (Literary)</p>	<p>Continue previous standards</p> <p>RL.6: Compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	
<p>March (Informational)</p>	<p>Continue previous standards</p> <p>RI.6: 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>RI.9: Integrate information from two texts on the same topic in order to</p>	

	write or speak knowledgeably about the subject.	
April (Literary)	<p>Continue previous standards</p> <p>RL.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean); explain how figurative language (e.g., simile, metaphor) enriches a text</p> <p>RL.7: Make connections between a written story or drama and its visual or oral presentation, identifying where the presentation reflects specific descriptions and directions in the written text.</p> <p>RL.9: 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.</p>	
May (Informational)		

Language Standards

- Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
- Correctly use frequently confused words (e.g., their/there).
- Use helping verbs, also known as auxiliaries (e.g., can, may, might, should), to convey various conditions of possibility, likelihood, obligation, or permission, choosing among helping verbs depending on the overall meaning of the sentence.
- Use relative pronouns and relative adverbs to add more information about a noun or verb used in a sentence.
- Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.

- Form and use progressive verb tenses.
- Use correct capitalization.
- Use commas and quotation marks to mark direct speech and quotations from a text.
- Use a comma before a coordinating conjunction in a compound sentence.
Spell grade-appropriate words correctly, consulting references as needed.
- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
- Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
- Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation)).