

Grade 4					
	Approximate Ending	Reading & Writing	Grammar	Morphology	Fluency & Phonics
<b>Unit 1</b> <i>Personal Narratives</i>	Early October	<b>Beginning-of-Year Comprehension Assessment (A.1)</b> <ul style="list-style-type: none"> <li>• “The Cat” (literary)</li> <li>• “The Wolf, the Elk, and the Aspen Tree” (informational)</li> <li>• “Invasive Species” (informational)</li> </ul>	<b>Beginning-of-Year Grammar Assessment (A.5)</b> <ul style="list-style-type: none"> <li>• Parts of a paragraph</li> <li>• Parts of speech</li> <li>• Conjunctions</li> <li>• Capitalization, punctuation</li> <li>• Linking words</li> <li>• Possessives</li> </ul>	<b>Beginning-of-Year Morphology Assessment (A.6)</b> <ul style="list-style-type: none"> <li>• un-, non-, re-, pre-, dis-, mis-</li> <li>• -er, -or, -ist, -ian, -y, -al, -ous, -ly, -ive, -ful, -less, -ish, -ness, -able, -ible</li> <li>• pro-, anti-, uni-, bi-, tri-, multi-, over-, mid-, under-</li> </ul>	<b>Beginning-of-Year Word Reading in Isolation Assessment (p. 27)</b> [44/65 words] <b>Beginning-of-Year Fluency Assessment (p. 35)</b> “The Elephant and the Ape” [94 W.C.P.M.]
<b>Unit 2</b> <i>Empires in the Middle Ages</i>	Late November	<b>Mid-Unit Assessment: Reading (15.2)</b> <ul style="list-style-type: none"> <li>• “Early Castles in England and France” (informational)</li> <li>• “Harry’s Life” (literary)</li> <li>• Writing Prompt</li> </ul>	<b>Mid-Unit Assessment: Grammar (15.2)</b> <ul style="list-style-type: none"> <li>• Nouns, adjectives, adverbs</li> <li>• Subjects, predicates</li> </ul>	<b>Mid-Unit Assessment: Morphology (15.2)</b> <ul style="list-style-type: none"> <li>• un-, non-, en-</li> <li>• arch</li> </ul>	<b>Optional Fluency Assessment (p. 343)</b> “Kings & Queens” [94 W.C.P.M.]
		<b>End-of-Unit Assessment: Reading (25.1)</b> <ul style="list-style-type: none"> <li>• “Two Great Doctors of the Islamic Classical Age” (informational)</li> <li>• “Bashar Remembers the Battle of Yarmouk” (literary)</li> </ul>	<b>End-of-Unit Assessment: Grammar (25.1)</b> <ul style="list-style-type: none"> <li>• Nouns, adjectives, adverbs</li> <li>• Complete sentences</li> <li>• Sentence types</li> </ul>	<b>End-of-Unit Assessment: Morphology (25.1)</b> <ul style="list-style-type: none"> <li>• un-, non-, en-</li> <li>• arch, graph</li> </ul>	
<b>Unit 3</b> <i>Poetry</i>	Early January	“They Were My People” (Journal p. 146) <ul style="list-style-type: none"> <li>• Reading Comprehension</li> <li>• Writing Original Poem</li> </ul>			
<b>Unit 4</b>	Late January	<i>Eureka! Student Inventor is a ten-day Quest and does not have a formal assessment</i>			
<b>Unit 5</b> <i>Geology</i>	Early March	<b>Middle-of-Year Comprehension Assessment (A.1)</b> <ul style="list-style-type: none"> <li>• “All-Ball”</li> <li>• “Marshfield Dreams”</li> </ul>	<b>Middle-of-Year Grammar Assessment (A.3)</b> <ul style="list-style-type: none"> <li>• Nouns, adjectives, adverbs</li> <li>• Subjects, predicates, fragments</li> <li>• Sentence types</li> <li>• Commas, quotation marks</li> </ul>	<b>Middle-of-Year Morphology Assessment (A.4)</b> <ul style="list-style-type: none"> <li>• un-, non-, en-</li> <li>• -y, -ly</li> <li>• arch, graph, rupt</li> </ul>	<b>Middle-of-Year Word Reading in Isolation Assessment (p. 379)</b> [44/65 words] <b>Middle-of-Year Fluency Assessment (p. 386)</b> “Scout’s Honor” [112 W.C.P.M.]

Notes

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- Major benchmark assessments indicated by shaded box

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<b>Unit 6</b> <i>Contemporary Fiction</i>	<i>Early April</i>	<b>Vignette 10: “A Rice Sandwich”</b> (Journal p. 162) <ul style="list-style-type: none"> <li>• Reading Comprehension</li> <li>• Writing Question 1: Opinion</li> <li>• Writing Question 2: Response to Reading</li> </ul>			
<b>Unit 7</b> <i>American Revolution</i>	<i>Mid-May</i>	<b>Unit Assessment: Reading (17.1)</b> <ul style="list-style-type: none"> <li>• “Benjamin Franklin and the Revolutionary War” (informational)</li> <li>• “A Fictional Excerpt from a Boy’s Diary, Written in New York City, New York—July 11, 1776” (literary)</li> <li>• Writing Prompt</li> </ul>	<b>Unit Assessment: Grammar (17.1)</b> <ul style="list-style-type: none"> <li>• Punctuation</li> <li>• Subject-verb agreement</li> <li>• Modal auxiliary verbs (<i>might, can, will</i>)</li> </ul>	<b>Unit Assessment: Morphology (17.1)</b> <ul style="list-style-type: none"> <li>• im-, in-</li> <li>• -able, -ible</li> </ul>	<b>Optional Fluency Assessment (p. 330)</b> “Patrick Henry” [123 W.C.P.M.]
<b>Unit 8</b> <i>Treasure Island</i>	<i>Mid-June</i>	<b>Unit Assessment: Reading (17.1)</b> <ul style="list-style-type: none"> <li>• “The Escape from the <i>Hispaniola</i>” (literary)</li> <li>• “Pirates, Parrots, and Pieces of Eight” (informational)</li> <li>• Writing Prompt</li> </ul>	<b>Unit Assessment: Grammar (17.1)</b> <ul style="list-style-type: none"> <li>• Forms of the verb <i>to be</i></li> <li>• Modal auxiliary verbs</li> <li>• Relative pronouns</li> <li>• Coordinating conjunctions</li> </ul>	<b>Unit Assessment: Morphology (17.1)</b> <ul style="list-style-type: none"> <li>• im-, in-</li> <li>• -ful, -less</li> <li>• bio</li> </ul>	<b>Optional Fluency Assessment (p. 300)</b> “Robert Louis Stevenson” [123 W.C.P.M.]
		<b>End-of-Year Comprehension Assessment (A.1)</b> <ul style="list-style-type: none"> <li>• “Mercury and the Woodman” (literary)</li> <li>• “Benjamin Banneker” (informational)</li> <li>• “The Circulatory System” (informational)</li> </ul>	<b>End-of-Year Grammar Assessment (A.3)</b> <ul style="list-style-type: none"> <li>• Nouns, adjectives, verbs, adverbs</li> <li>• Subjects &amp; predicates</li> <li>• Sentence fragments</li> <li>• Sentence types</li> <li>• Commas, quotation marks</li> <li>• Subject-verb agreement</li> <li>• Modal auxiliary verbs</li> <li>• Relative pronouns</li> <li>• Coordinating conjunctions</li> </ul>	<b>End-of-Year Morphology Assessment (A.6)</b> <ul style="list-style-type: none"> <li>• un-, non-, en-, im-, in-</li> <li>• -y, -ly, -able, -ible, -ful, -less</li> <li>• arch, graph, rupt, port, bio</li> </ul>	<b>End-of-Year Word Reading in Isolation Assessment (p. 344)</b> [44/65 words] <b>End-of-Year Fluency Assessment (p. 300)</b> “Paul Bunyan” [123 W.C.P.M.]

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