



Unit 8: Treasure Island		Lessons																		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
<b>STD RL.4.6</b>	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.																			
<b>Integration of Knowledge and Ideas</b>																				
<b>STD RL.4.7</b>	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.																			
<b>STD RL.4.8</b>	(Not applicable to literature)																			
<b>STD RL.4.9</b>	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.																			
<b>Range of Reading and Level of Text Complexity</b>																				
<b>STD RL.4.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				



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<b>Integration of Knowledge and Ideas</b>																				
<b>STD RI.4.7</b>	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.																			
<b>STD RI.4.8</b>	Explain how an author uses reasons and evidence to support particular points in a text.																			
<b>STD RI.4.9</b>	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.																			
<b>Range of Reading and Level of Text Complexity</b>																				
<b>STD RI.4.10</b>	By the end of year, read and comprehend informational texts, including history/ social studies, science, and technical texts, in the Grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.																			
<b>Reading Standards for Foundational Skills</b>																				
<b>Phonics and Word Recognition</b>																				
<b>STD RF.4.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓				





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<b>Text Types and Purposes: Narrative</b>																				
<b>STD W.4.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			✓	✓	✓		✓	✓		✓		✓	✓			✓	✓		
<b>STD W.4.3a</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.			✓	✓	✓		✓	✓		✓		✓	✓			✓	✓		
<b>STD W.4.3b</b>	Use dialogue and description to develop experiences and events or show the responses of characters to situations.			✓	✓	✓		✓	✓		✓		✓	✓			✓	✓		
<b>STD W.4.3c</b>	Use a variety of transitional words and phrases to manage the sequence of events.			✓		✓		✓	✓		✓		✓	✓			✓	✓		
<b>STD W.4.3d</b>	Use concrete words and phrases and sensory details to convey experiences and events precisely.			✓	✓	✓		✓	✓		✓		✓	✓			✓	✓		
<b>STD W.4.3e</b>	Provide a conclusion that follows from the narrated experiences or events.																✓	✓		
<b>Production and Distribution of Writing</b>																				
<b>STD W.4.4</b>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)			✓	✓	✓		✓	✓		✓		✓	✓		✓	✓	✓	✓	✓





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<b>STD W.4.9b</b>	Apply Grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).																			
<b>STD W.4.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		✓	✓	✓	✓		✓	✓		✓		✓	✓			✓	✓	✓	✓

## Speaking and Listening Standards

### Comprehension and Collaboration

<b>STD SL.4.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others’ ideas and expressing their own clearly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						✓
<b>STD SL.4.1a</b>	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.			✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓					
<b>STD SL.4.1b</b>	Follow agreed-upon rules for discussions and carry out assigned roles.			✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓					
<b>STD SL.4.1c</b>	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						





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		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
<b>STD L.4.2b</b>	Use commas and quotation marks to mark direct speech and quotations from a text.										✓									
<b>STD L.4.2c</b>	Use a comma before a coordinating conjunction in a compound sentence.											✓			✓	✓				
<b>STD L.4.2d</b>	Spell grade-appropriate words correctly, consulting references as needed.						✓			✓	✓	✓			✓	✓				
<b>Knowledge of Language</b>																				
<b>STD L.4.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>STD L.4.3a</b>	Choose words and phrases to convey ideas precisely.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>STD L.4.3b</b>	Choose punctuation for effect.																			
<b>STD L.4.3c</b>	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	✓			✓		✓	✓				✓								
<b>Vocabulary Acquisition and Use</b>																				
<b>STD L.4.4</b>	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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
<b>STD L.4.4a</b>	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				

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<b>STD L.4.4b</b>	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i> ).		✓		✓		✓			✓		✓			✓					
<b>STD L.4.4c</b>	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.	✓	✓		✓		✓		✓	✓	✓	✓		✓						
<b>STD L.4.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	✓	✓			✓		✓	✓		✓		✓	✓	✓		✓	✓		
<b>STD L.4.5a</b>	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context.		✓			✓		✓					✓		✓					
<b>STD L.4.5b</b>	Recognize and explain the meaning of common idioms, adages, and proverbs.			✓		✓		✓			✓	✓	✓		✓					
<b>STD L.4.5c</b>	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).		✓			✓						✓	✓		✓					
<b>STD L.4.6</b>	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., <i>quizzed</i> , <i>whined</i> , <i>stammered</i> ) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				

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<b>CKLA Objectives</b>																				
<b>CKLA</b>	Identify and use proper subject-verb agreement		✓													✓				
<b>CKLA</b>	Identify and use proper subject-linking verb agreement		✓													✓				
<b>CKLA</b>	Use common, grade-appropriate roots and affixes as clues to the meaning of a word						✓			✓		✓				✓	✓			