Core Knowledge Language Arts®

Grade 4 Common Core Standards Alignment



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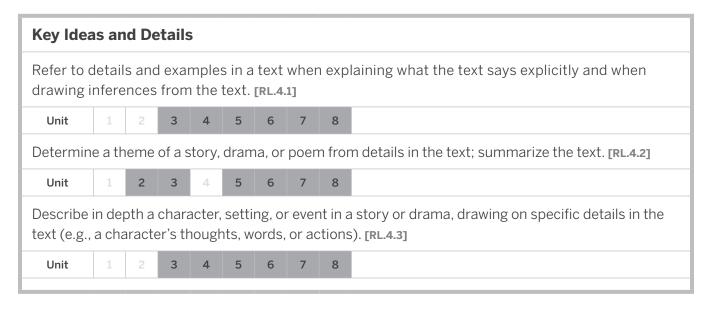
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Grade 4 Overview

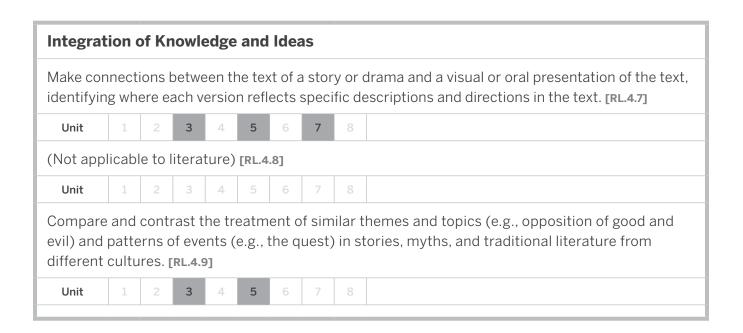
Common Core Alignment

READING STANDARDS - LITERATURE



Craft and Structure
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). [RL.4.4]
Unit 1 2 3 4 5 6 7 8
Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. [RL.4.5]
Unit 1 2 3 4 5 6 7 8
Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narrations. [RL.4.6]
Unit 1 2 3 4 5 6 7 8

Common Core Alignment 1



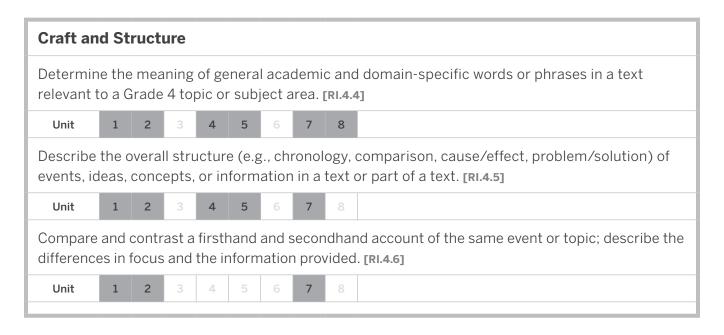
Range of Reading and Level of Text Complexity

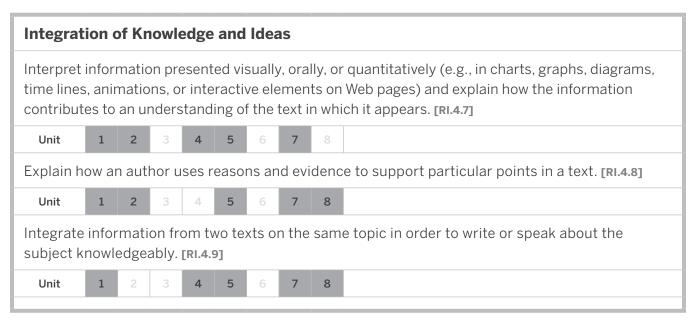
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.4.10]

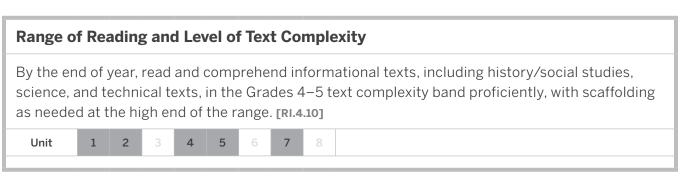
Unit 1 2 3 4 5 6 7 8

READING STANDARDS - INFORMATIONAL TEXT

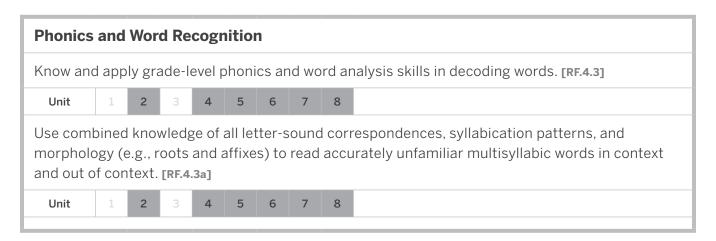
Key Ideas and Details Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [RI.4.1] Unit 1 2 3 4 5 6 7 8 Determine the main idea of a text and explain how it is supported by key details; summarize the text. [RI.4.2] Unit 1 2 3 4 5 6 7 8 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. [RI.4.3] Unit 1 2 3 4 5 6 7 8

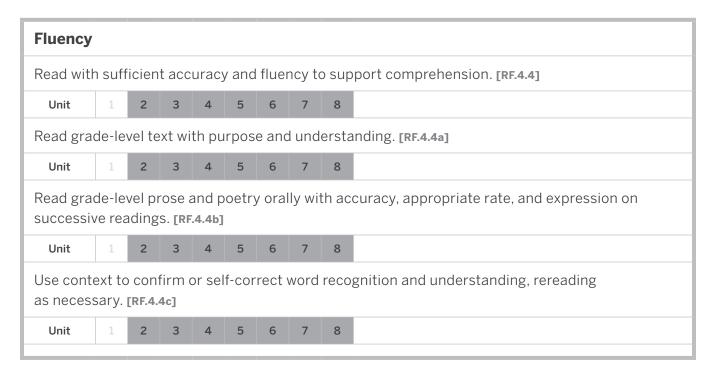






READING STANDARDS - FOUNDATIONAL SKILLS





WRITING STANDARDS

Text Ty	Text Types and Purposes													
Write opi	nion p	ieces	on to	pics	or te	xts, sı	uppor	ting a	a point of view with reasons and information. [w.4.1]					
Unit	1	2	3	4	5	6	7	8						

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. [w.4.1a]
Unit 1 2 3 4 5 6 7 8
Provide reasons that are supported by facts and details. [w.4.1b]
Unit 1 2 3 4 5 6 7 8
Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). [W.4.1c]
Unit 1 2 3 4 5 6 7 8
Provide a concluding statement or section related to the opinion presented. [W.4.1d]
Unit 1 2 3 4 5 6 7 8
Write informative/explanatory texts to examine a topic and convey ideas and information clearly. [w.4.2]
Unit 1 2 3 4 5 6 7 8
Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. [W.4.2a]
Unit 1 2 3 4 5 6 7 8
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. [w.4.2b]
Unit 1 2 3 4 5 6 7 8
Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). [w.4.2c]
Unit 1 2 3 4 5 6 7 8
Use precise language and domain-specific vocabulary to inform about or explain the topic. [w.4.2d]
Unit 1 2 3 4 5 6 7 8
Provide a concluding statement or section related to the information or explanation presented. [w.4.2e]
Unit 1 2 3 4 5 6 7 8
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [w.4.3]
Unit 1 2 3 4 5 6 7 8

Common Core Alignment

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. [W.4.3a] Unit Use dialogue and description to develop experiences and events or show the responses of characters to situations. [W.4.3b] Unit 1 6 7 8 Use a variety of transitional words and phrases to manage the sequence of events. [W.4.3c] Unit Use concrete words and phrases and sensory details to convey experiences and events precisely. [W.4.3d] Unit 6 8 Provide a conclusion that follows from the narrated experiences or events. [W.4.3e] 1 4 6 Unit 8

Produce clear and coherent writing in which the development a

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.) [w.4.4]

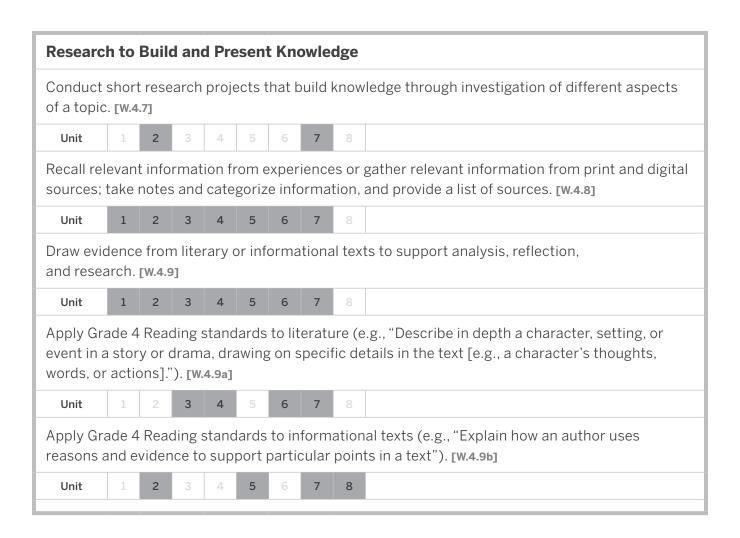
Unit 1 2 3 4 5 6 7 8

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 4.) [w.4.5]

Unit 1 2 3 4 5 6 7 8

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. [w.4.6]

Unit 1 2 3 4 5 6 7 8



Range of Writing

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. [w.4.10]

Unit 1 2 3 4 5 6 7 8

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration 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. [SL.4.1] Unit 2 1 3 4 5 6 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. [SL.4.1a] 2 4 6 7 8 Unit Follow agreed-upon rules for discussions and carry out assigned roles. [SL.4.1b] Unit 2 3 6 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. [SL.4.1c] Unit 2 3 Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. [SL.4.1d] Unit 2 3 4 5 6 7 8 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [SL.4.2] Unit Identify the reasons and evidence a speaker provides to support particular points. [SL.4.3] Unit 2 4

Presentation of Knowledge and Ideas

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. [SL.4.4]

Unit 1 2 3 4 5 6 7 8	
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Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. [sl.4.5]

Unit 1 2 3 4 5 6 7 8

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Grade 4 Language standards 1 here for specific expectations.) [sl.4.6]

Unit 1 2 3 4 5 6 7 8

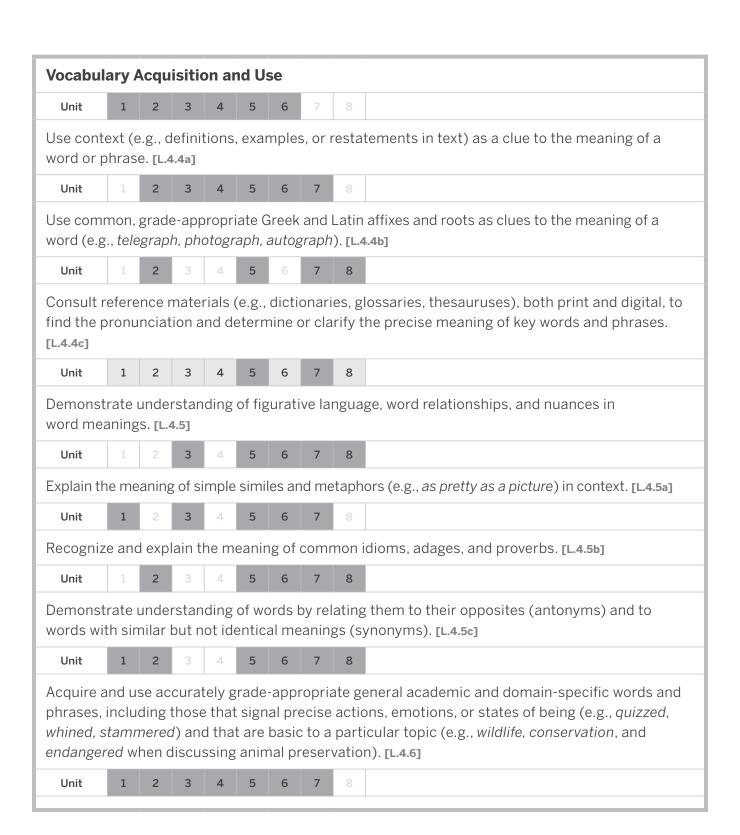
LANGUAGE STANDARDS

Convent	ions	of S	tand	lard	Engl	ish			
Demonst or speaki			nand	of th	e cor	nvent	ions	of sta	andard English grammar and usage when writing
Unit	1	2	3	4	5	6	7	8	
Use relati	ive pr	onou	ıns (v	vho, v	whos	e, wh	om, v	which	n, that) and relative adverbs (where, when, why).
Unit	1	2	3	4	5	6	7	8	
Form and	use t	he pr	ogre	ssive	(e.g.,	l was	walk	king; l	am walking; I will be walking) verb tenses. [L.4.1b]
Unit	1	2	3	4	5	6	7		
Use moda	al aux	kiliari	es (e	.g., ca	an, m	ay, n	nust)	to co	onvey various conditions. [L.4.1c]
Unit	1	2	3	4	5	6	7	8	
Order adj				enten	ices a	occor	ding	to coi	nventional patterns (e.g., a small red bag rather than
Unit	1	2	3	4	5	6	7		
Form and	luse	prep	ositic	nal p	hras	es. [L	.4.1e]		
Unit	1	2	3	4	5	6	7		
Produce of				ences	s, reco	ogniz	ing a	ınd c	orrecting inappropriate fragments
Unit	1	2	3	4	5	6	7	8	

Correctly	y use	frequ	iently	/ con	fusec	d wor	ds (e	.g., to	o, too, two; there, their). [L.4.1g]
Unit	1	2	3	4	5	6	7	8	
Demons spelling					e cor	nvent	tions	of sta	andard English capitalization, punctuation, and
Unit	1	2	3	4	5	6	7	8	
Use corr	ect ca	apital	izatio	on. [L .	.4.2a]				
Unit	1	2	3	4	5	6	7	8	
Use com	mas a	and q	uota	tion r	marks	s to r	nark	direc	t speech and quotations from a text. [L.4.2b]
Unit	1	2	3	4	5	6	7	8	
Use a co	mma	befor	re a c	oord	inatir	ng co	njun	ction	in a compound sentence. [L.4.2c]
Unit	1	2	3	4	5	6	7	8	
Spell gra	de-ap	oprop	riate	word	ds co	rrect	ly, co	nsult	ting references as needed. [L.4.2d]
Unit	1	2	3	4	5	6	7	8	

Knowled	dge of	Lar	ngua	ige					
Use know	/ledge	of lar	ngua	ge an	d its	conv	entio	ns wł	nen writing, speaking, reading, or listening. [L.4.3]
Unit	1	2	3	4	5	6	7	8	
Choose w	vords a	and p	hras	ses to	conv	vey ic	deas	orecis	sely. [L.4.3 a]
Unit	1	2	3	4	5	6	7	8	
Choose p	ounctu	atior	n for (effect	t. [L.4	.3b]			
Unit	1	2	3	4	5	6	7	8	
									Il English (e.g. presenting ideas) and situations all-group discussion). [L.4.3c]
Unit	1	2	3	4	5	6	7	8	

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. [L.4.4]



Common Core Alignment

12 Grade 4

Grade 4 Unit 1–8 Units Alignment

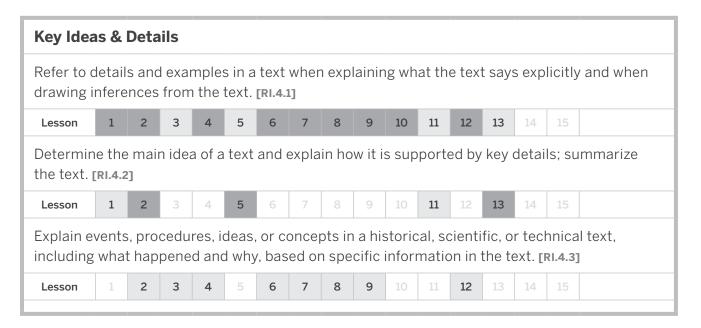
14 Grade 4

Grade 4 | Unit 1

Common Core Alignment

- **Primary Focus:** Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
- X Secondary Standards: Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS - INFORMATIONAL TEXT



Craft and Structure Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area. (See Grade 4 Language standards 4-6 for additional expectations.) [RI.4.4] 6 7 8 9 12 Lesson 2 3 10 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. [RI.4.5] Lesson 11 13 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. [RI.4.6] 8 Lesson

Integration of Knowledge and Ideas 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. [RI.4.7] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Explain how an author uses reasons and evidence to support particular points in a text. [RI.4.8] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. [RI.4.9] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Range of Reading and Level of Text Complexity

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. [RI.4.10]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

WRITING STANDARDS



Text Types and Purposes: Narrative Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [w.4.3] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. [W.4.3a] 2 3 6 Lesson 11 Use dialogue and description to develop experiences and events or show the responses of characters to situations. [W.4.3b] Lesson 6 10 12 14 15 Use a variety of transitional words and phrases to manage the sequence of events. [W.4.3c] Lesson Use concrete words and phrases and sensory details to convey experiences and events precisely. [W.4.3d] 6 10 11 12 14 Lesson 13 15 Provide a conclusion that follows from the narrated experiences or events. [W.4.3e] Lesson 2 6 13

Production and Distribution of Writing

Produce clear and coherent writing (including multiple-paragraph texts) 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.) [w.4.4]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 4.) [w.4.5]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Research to Build and Present Knowledge

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources. [w.4.8]

 Lesson
 1
 2
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 12
 13
 14
 15

Draw evidence from literary or informational texts to support analysis, reflection, and research. [w.4.9]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Range of Writing

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. [w.4.10]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

SPEAKING AND LISTENING STANDARDS

Compre	Comprehension and Collaboration															
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on <i>Grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. [SL.4.1]																
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Follow ag	reed-ι	ıpon	rules	for di	SCUS!	sions	and o	carry	out a	ssign	ed ro	les. [s	L.4.1b]		
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
	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. [SL.4.1c]															
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Paraphra formats,												ted ir	n dive	rse n	nedia	and
Lesson	1	2	3	4	5	6	7		9	10	11	12	13	14	15	
_	Identify the reasons and evidence a speaker or media source provides to support particular points. [SL.4.3]															
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

Presentation of Knowledge and Ideas

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. [SL.4.4]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

LANGUAGE STANDARDS

Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [L.4.1] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [L.4.2] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Use commas and quotation marks to mark direct speech and quotations from a text. [L.4.2b] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Knowled	Knowledge of Language															
Choose v	vords	and _l	ohras	ses to	con	/ey id	eas p	recis	ely. [L.4.3a	1]					
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

Vocabul	ary A	\cqu	isitio	on ar	nd Us	se										
Determin					_							_				rases based
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
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. [L.4.4c]																
Lesson	1	2	3	4	5	6	7		9	10	11	12	13	14	15	
Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. [L.4.5a]																
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). [L.4.5c]															
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
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, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). [L.4.6]																
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

Grade 4 | Unit 2

Common Core Alignment

- X Primary Focus: Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
- X Secondary Standards: Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS - LITERATURE

Determine a theme of a story, drama, or poem from details in the text; summarize the	e text.	[RL.4.	2]
Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	16	17	18
19 20 21 22 23 24 25			

Integration of Knowledge and Ideas

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. [RL.4.9]

Lesson	1	2	3	4	5	6	7	9	10	11	12	13	14	15	16	17	18
	19	20	21	22	23	24	25										

Range of Reading and Level of Text Complexity

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. [RL.4.10]

Lesson	1	2	3	4	5	6	7	9	10	11	12	13	14	15	16	17	18
	19	20	21	22	23	24	25										

READING STANDARDS - INFORMATIONAL TEXT

Key Ideas & Details Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [RI.4.1] 10 Lesson 1 14 16 20 Determine the main idea of a text and explain how it is supported by key details; summarize the text. rri.4.21 Lesson 8 14 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. [RI.4.3] 11 12 13 14 Lesson 2 3 7 8 16 18

Craft and Structure

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *Grade 4 topic or subject area*. (See Grade 4 Language standards 4–6 for additional expectations.) [RI.4.4]

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	19	20	21	22	23	24	25											

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. [RI.4.5]

Lesson	1	2	3	4	5	6	7	9	10	11	12	13	14	15	16	17	18
	19	20	21	22	23	24	25										

Integration of Knowledge and Ideas

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. [RI.4.7]

Lesson	1	2	3	4	5	6	7	9	10	11	12	13	14	15	16	17	18
	19	20	21	22	23	24	25										

Explain how an author uses reasons and evidence to support particular points in a text. [RI.4.8]

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	19	20	21	22	23	24	25											

Range of Reading and Level of Text Complexity

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. [RI.4.10]

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	19	20	21	22	23	24	25											

READING STANDARDS - FOUNDATIONAL SKILLS

Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words. [RF.4.3]

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	19	20	21	22	23	24	25											

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. [RF.4.3a]

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	19	20	21	22	23	24	25											

Fluency	,																	
Read wit	h suff	icien	t acc	uracy	y and	fluer	ncy to	o sup	port	com	orehe	ensio	n. [RF	.4.4]				
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	19	20	21	22	23	24	25										,	,
Read gra	de-le	vel te	xt wi	th pu	irpos	e anc	d und	ersta	ndin	g. [RF	.4.4a]							
									9	10	44	10				10	17	
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	1/	18
Lesson	1 19	20	21	22	23	6 24	7 25	8	9	10	11	12	13	14	15	16	1/	18
Read gra	19 de-le	20 vel prading	21 OSE 8	22 and p	23 poetry	24 y oral	25 Ily wi	th ac	curac	су, ар	prop	riate	rate,	and	expre	essio	n on	
Read gra	de-le	20 vel prading	21 Tose a s. [RF	22 and p	23 poetry 5	24 y oral	25 Ily wi											18
Read gra	19 de-le	20 vel prading	21 OSE 8	22 and p	23 poetry	24 y oral	25 Ily wi	th ac	curac	су, ар	prop	riate	rate,	and	expre	essio	n on	
Read gra	19 de-le ve rea 1 19 ext to	20 vel prading 2 20 con	21 rose a s. [RF 3 21	22 and p (.4.4b]	23 poetry 5 23	24 y oral 6 24	25 Ily wi	th ac	curac	cy, ap	prop	riate	rate,	and	expre	essio	n on	
Read gra successi Lesson Use cont	19 de-le ve rea 1 19 ext to	20 vel prading 2 20 con	21 rose a s. [RF 3 21	22 and p (.4.4b]	23 poetry 5 23	24 y oral 6 24	25 Ily wi	th ac	curac	cy, ap	prop	riate	rate,	and	expre	essio	n on	

WRITING STANDARDS

Write opi	nion p	ieces	on to	pics	or tex	kts, su	ıppor	ting a	poin	t of v	ew w	ith re	ason	s and	infor	matio	n. [w	/.4.1
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
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which re	ated	ideas	are	group	ped to	o sup	port	the w	riter	's pu	rpos	e. [W. 4	1.1a]					18
which re	ated	ideas	are	group	ped to	o sup	port	the w	riter	's pu	rpos	e. [W. 4	1.1a]					18
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which re Lesson	ated 1 19	ideas 2 20	3 21	group 4 22	5 23	6 24	port 7 25	the w	vriter 9	's pu	rpose 11	e. [W. 4	1.1a]					13

Link opin	ion an	ıd rea	sons	using	g word	ds and	d phra	ases ((e.g.,	for in:	stanc	e, in c	rder	to, in a	addit	ion).	W.4.1	:]
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Provide a			ng sta	atem	ent o	r sec	tion r	elate	ed to	the o	pinio	n pre	sent	ed. [v	V.4.1d	16	17	18
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Write info	rmati	ve/ex	plana	itory t	exts t	to exa	mine	a top	ic an	d con	vey ic	leas a	ınd in	forma	ation	clearl	y. [W. 4	l.2]
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	19	20	21	22	23	24	25											
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Text Types and Purposes: Narrative

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [w.4.3]

Lesson	1	2	3	4	5	6	7	9	10	11	12	13	14	15	16	17	18
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Production and Distribution of Writing

Produce clear and coherent writing (including multiple-paragraph texts) 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.) [w.4.4]

Lesson	1	2	3	4	5	6	7	9	10	11	12	13	14	15	16	17	18
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With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 4.) [w.4.5]

Lesson	1	2	3	4	5	6	7	9	10	11	12	13	14	15	16	17	18
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Research to Build and Present Knowledge

Conduct short research projects that build knowledge through investigation of different aspects of a topic. [w.4.7]

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
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Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources. [w.4.8]

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Apply Greasons		Read	dings	stand	lards	to in	form				_			w an	auth	or us	ses	

Range o	f Wr	iting																
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SPEAKING AND LISTENING STANDARDS

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19 20 21 22 23 24 25	16 17	16 17		
19 20 21 22 23 24 25 Add audio recordings and visual displays to presentations when appropriate to enhance		10 1/	17	
Add audio recordings and visual displays to presentations when appropriate to enhance				
development of main ideas or themes. [sl.4.5]	nce the			

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LANGUAGE STANDARDS

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	19	20	21	22	23	24	25											
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Lesson	19	20	21															
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Demons	trate	comr	nand	of th	ie coi	nvent	tions	of sta	anda 9	rd En	glish 11	capit	taliza 13	tion,	puno 15	tuati	ion, <i>a</i>	and

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Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	1
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Spell gra			riate	word	ds co	rrect	ly, co	nsult	ing r	efere	nces	as ne	eeded	d. [L.4	l.2d]			
Spell gra			riate 3	word 4	ds co	rrect	ly, co	nsult 8	ing r	efere	nces	as ne	eeded	d. [L.4	l.2d]	16	17	

Knowled	dge c	of La	ngua	ige														
Use know	ledge	e of la	ngua	ge ar	nd its	conv	entio	ns wh	nen w	riting	, spe	aking	, reac	ding, o	or list	ening	g. [L.4	.3]
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
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Choose v	Choose words and phrases to convey ideas precisely. [L.4.3a]																	
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
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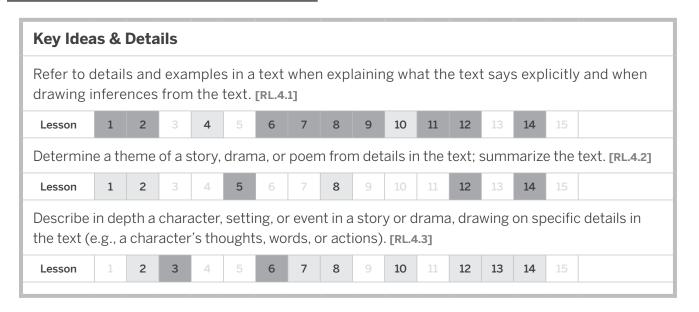
Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies. [L.4.4] Lesson Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. [L.4.4a] Lesson Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). [L.4.4b] Lesson 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 and to identify alternate word choices in all content areas. [L.4.4c] Lesson Recognize and explain the meaning of common idioms, adages, and proverbs. [L.4.5b] Lesson Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). [L.4.5c] Lesson 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, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). [L.4.6] Lesson

Grade 4 | Unit 3

Common Core Alignment

- **Primary Focus:** Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
- X Secondary Standards: Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS - LITERATURE



Craft and Structure 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). (See Grade 4 Language standards 4–6 for additional expectations.) [RL.4.4] Lesson 10 11 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. [RL.4.5] Lesson 10 13 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narrations. [RL.4.6] Lesson

Integration of Knowledge and Ideas

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. [RL.4.7]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Range of Reading and Level of Text Complexity

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. [RL.4.10]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

READING STANDARDS - INFORMATIONAL TEXT

Key Ideas & Details

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [RI.4.1]

Lesson 1 2 **3** 4 **5** 6 7 8 9 10 11 12 13 14 15

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. [RI.4.3]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

READING STANDARDS - FOUNDATIONAL SKILLS

Fluency

Read with sufficient accuracy and fluency to support comprehension. [RF.4.4]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

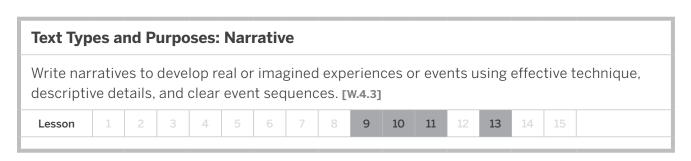
Read grade-level text with purpose and understanding. [RF.4.4a]

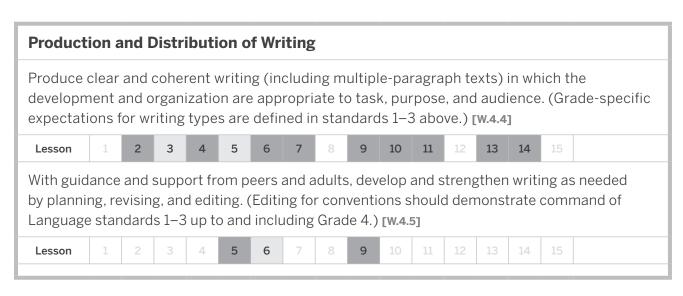
Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

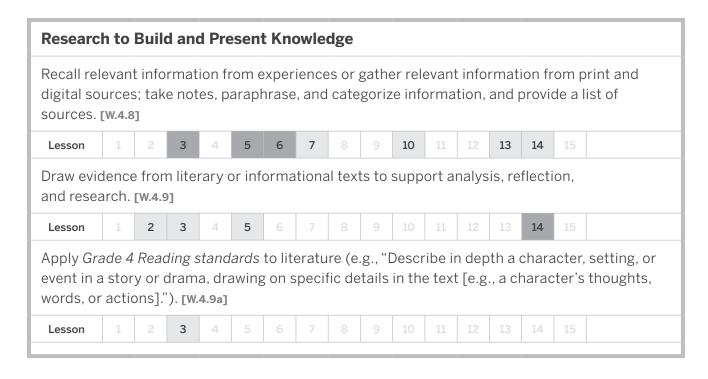
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [RF.4.4b] Lesson Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.4.4c] Lesson

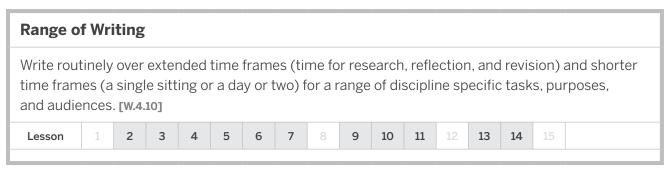
WRITING STANDARDS











SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly. [SL.4.1] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Follow agreed-upon rules for discussions and carry out assigned roles. [SL.4.1b] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

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. [SL.4.1c] 8 9 Lesson 2 4 5 6 7 Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. [SL.4.1d] 1 2 Lesson 5 12 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [SL.4.2] 5 12 Lesson Identify the reasons and evidence a speaker or media source provides to support particular points. [SL.4.3] Lesson 5

Presentation of Knowledge and Ideas

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. [SL.4.4]

Lesson 1 2 3 4 5 6 **7** 8 **9** 10 11 12 13 14 15

LANGUAGE STANDARDS

Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [L.4.1] Lesson 2 10 12 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [L.4.2] Lesson 3 6 8 10 11 12 13 14 Spell grade-appropriate words correctly, consulting references as needed. [L.4.2d] 9 2 3 4 5 6 7 8 10 11 12 13 14 Lesson

Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.4.3] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Choose words and phrases to convey ideas precisely. [L.4.3a] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	Knowled	dge o	of La	ngua	ige													
Choose words and phrases to convey ideas precisely. [L.4.3a]	Use know	/ledge	of la	ngua	ge an	nd its	conv	entio	ns wh	nen w	riting	, spe	aking	, reac	ding, (or liste	ning. [L.4	1.3]
	Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	Choose w	vords	and p	ohras	ses to	con	/ey id	eas p	orecis	sely. [L.4.3a]						
	Lesson	1	2	3	4	5	6	7		9	10	11	12	13	14	15		

Vocabul	ary A	Acqu	isitio	on ar	nd U	se										
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Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
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Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
and phra	ses, i whine	nclud ed, sta	ling t amm	hose ered)	that and	signa that	al pre are b	ecise :	actio to a p	ns, e partic	motic cular	ons, c	or sta	tes o	f beir	ific words ng (e.g., conservation,

Grade 4 | Unit 4

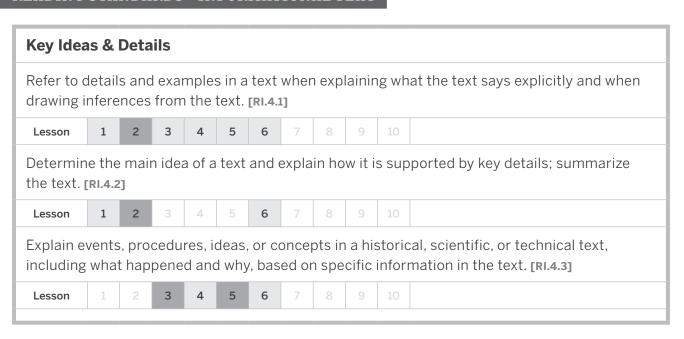
Common Core Alignment

- **Primary Focus:** Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
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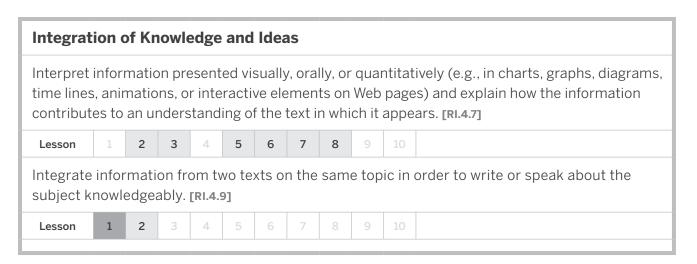
READING STANDARDS - LITERATURE

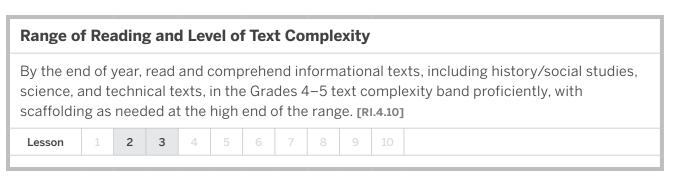
Key Ideas & DetailsRefer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [RL.4.1]Lesson12345678910Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). [RL.4.3]Lesson12345678910

READING STANDARDS - INFORMATIONAL TEXT



Craft and Structure Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *Grade 4 topic or subject area*. (See Grade 4 Language standards 4–6 for additional expectations.) [RI.4.4] Lesson 1 2 3 4 5 6 7 8 9 10 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. [RI.4.5] Lesson 1 2 3 4 5 6 7 8 9 10





READING STANDARDS - FOUNDATIONAL SKILLS



Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. [RF.4.3a]

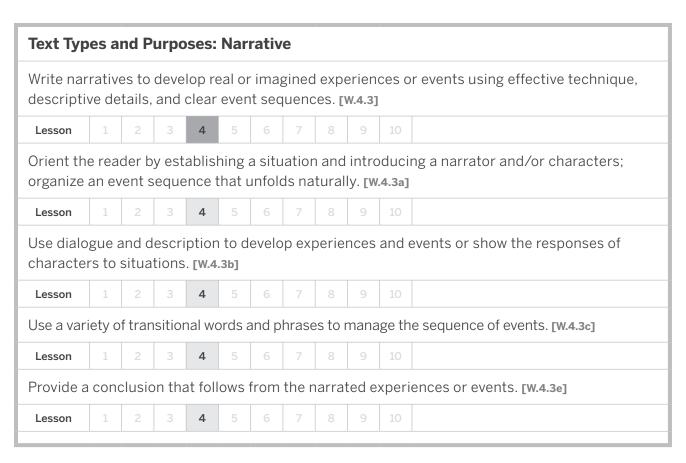
Lesson 1 2 3 4 5 6 7 8 9 10

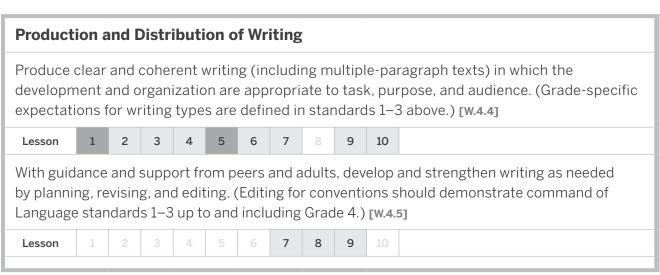
Fluency											
Read with	n suff	icien	t acc	uracy	/ and	fluer	ncy to	o sup	port	com	prehension. [RF.4.4]
Lesson	1	2	3	4	5	6	7	8	9	10	
Read gra	de-le	vel te	xt wi	th pu	rpos	e and	d und	ersta	ndin	g. [RF	.[4.4a]
Lesson	1	2	3	4	5	6	7	8	9	10	
Use cont as neces				or sel	f-cor	rect	word	reco	gnitio	on an	nd understanding, rereading
Lesson	1	2	3	4	5	6	7	8	9	10	

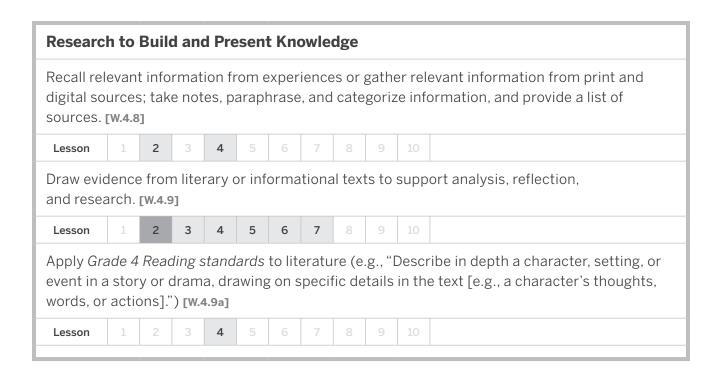
WRITING STANDARDS

Text Typ	oes a	nd P	urpo	ses:	Opi	nion					
Write opi	nion p	oieces	on to	pics	or te	kts, si	ıppor	ting a	a poin	t of v	iew with reasons and information. [w.4.1]
Lesson	1	2	3	4	5	6	7	8	9	10	
					-						ite an organizational structure in rpose. [w.4.1a]
Lesson	1	2	3	4	5	6	7		9	10	
Provide r	easo	ns tha	at are	sup	porte	ed by	facts	and	deta	ils. [v	V.4.1b]
Lesson	1	2	3	4	5	6	7	8	9	10	
Provide a	a con	cludir	ng sta	atem	ent o	r sec	tion r	relate	ed to	the o	pinion presented. [W.4.1d]
Lesson	1	2	3	4	5	6	7		9	10	

Text Types and Purposes: Informative/Explanatory Write informative/explanatory texts to examine a topic and convey ideas and information clearly. [w.4.2] Lesson 1 2 3 4 5 6 7 8 9 10







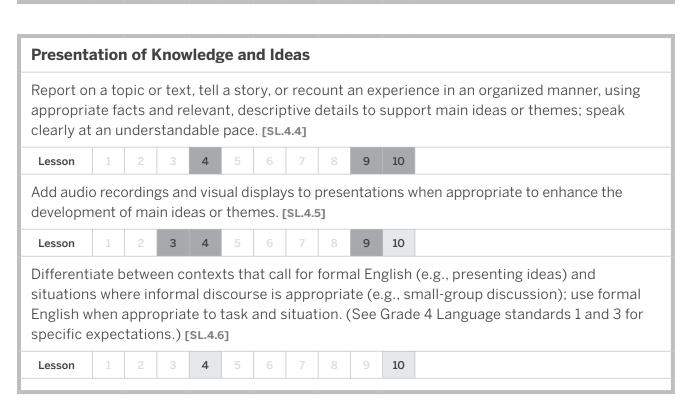
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. [w.4.10]

Lesson 1 2 3 4 5 6 7 8 9 10

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly. [sl.4.1] Lesson 1 2 3 4 5 6 7 8 9 10 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. [sl.4.1a] Lesson 1 2 3 4 5 6 7 8 9 10 Follow agreed-upon rules for discussions and carry out assigned roles. [sl.4.1b] Lesson 1 2 3 4 5 6 7 8 9 10

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. [SL.4.1c] 7 9 Lesson Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. [SL.4.1d] 1 3 4 Lesson 5 6 7 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [SL.4.2] 3 4 Lesson Identify the reasons and evidence a speaker or media source provides to support particular points. [SL.4.3] Lesson 7



LANGUAGE STANDARDS

Lesson 1 Produce compleand run-ons. [L. Lesson 1	king. [L.4. 2 3 ete sente .4.1f] 2 3 ommand	4 ences	5 s, reco	6 ogniz	7 zing a	8 and c	9 orrec	10 ting i	inappropriate fragments
Produce comple and run-ons. [L. Lesson 1 Demonstrate comple spelling when we have a spelling which we have a spelling when which we have a spelling which we have a spelling which we have a spelling when which we have a spe	ete sente .4.1f] 2 3 ommand	ences 4	5, rec	ogniz 6	zing a	and c	orrec 9	ting i	
and run-ons. [L. Lesson 1 Demonstrate cospelling when w	.4.1f] 2 3 ommand	4 I of th	5	6	7	8	9	10	
Demonstrate co	ommand	l of th							
spelling when w			ie cor	nvent	tions	of st	andai	rd En	
Lesson 1	viitiilg. LL	4.2]				0.00	arraar	IU EII	glish capitalization, punctuation, and
	2 3	4	5	6	7	8	9	10	
Use correct cap	oitalizatio	on. [L.	.4.2a]						
Lesson 1	2 3	4	5	6	7	8	9	10	
Spell grade-app	oropriate	word	ds co	rrect	ly, co	nsul	ing r	efere	nces as needed. [L.4.2d]
Lesson 1	2 3	4	5	6	7	8	9	10	

Knowle	dge o	of La	ngua	age							
Use know	vledge	e of la	ngua	ge an	ıd its	conv	entio	ns wh	en w	riting	g, speaking, reading, or listening. [L.4.3]
Lesson	1	2	3	4	5	6	7	8	9	10	
Choose v	vords	and _l	phras	ses to	con	vey ic	leas p	orecis	ely. [L.4.3a]
Lesson	1	2	3	4	5	6	7	8	9	10	
									_	•	e.g. presenting ideas) and situations discussion). [L.4.3c]
Lesson	1	2	3	4	5	6	7	8	9	10	

Unit 4

Vocabulary Acquisition and Use Determine or clarify the meaning of

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. [L.4.4]

Lesson 1 2 3 4 5 6 7 8 9 10

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. [L.4.4a]

Lesson 1 2 3 4 5 6 7 8 9 10

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. [L.4.4c]

Lesson 1 2 3 4 5 6 7 8 9 10

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, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). [L.4.6]

Lesson 1 2 3 4 5 6 7 8 9 10

Grade 4 | Unit 5

Common Core Alignment

- X Primary Focus: Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
- X Secondary Standards: Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS - LITERATURE

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [RL.4.1] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Determine a theme of a story, drama, or poem from details in the text; summarize the text. [RL.4.2] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 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). [RL.4.3] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Craft and Structure

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). (See Grade 4 Language standards 4–6 for additional expectations.) [RL.4.4]

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
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Integration of Knowledge and Ideas

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. [RL.4.7]

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. [RL.4.9]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14	15	
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Range of Reading and Level of Text Complexity

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. [RL.4.10]

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READING STANDARDS - INFORMATIONAL TEXT

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [RI.4.1] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Determine the main idea of a text and explain how it is supported by key details; summarize the text. [RI.4.2] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Explain events, precedures, ideas, or concepts in a historical, scientific, or technical text.

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. [RI.4.3]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Craft and Structure

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *Grade 4 topic or subject area*. (See Grade 4 Language standards 4–6 for additional expectations.) [RI.4.4]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

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. [RI.4.5]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

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. [RI.4.7] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Explain how an author uses reasons and evidence to support particular points in a text. [RI.4.8] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. [RI.4.9] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Range of Reading and Level of Text Complexity 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. [RI.4.10] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

READING STANDARDS - FOUNDATIONAL SKILLS

Phonics	and	Wor	d Re	cogr	nitio	1										
Know and	d app	ly gra	ade-le	evel p	honi	cs ar	ıd wo	rd ar	alysi	s skil	ls in	deco	ding	word	S. [R	F.4.3]
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Use comb morpholo and out o	gy (e	e.g., r	oots	and a								-				ns, and ds in context
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

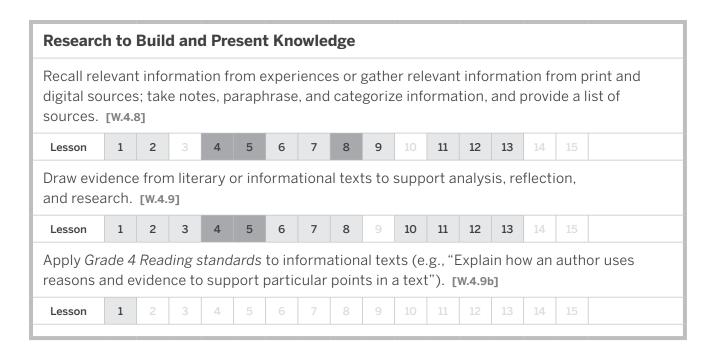
Fluency																
Read with	n suff	icien	t acc	uracy	y and	flue	ncy to	o sup	port	com	orehe	ensio	n. [R	F.4.4]		
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Read grad	de-le	vel te	xt wi	th pu	irpos	e and	d und	ersta	ndin	g. [R l	F .4.4 a]				
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Read grad					-	y ora	lly wi	th ac	cura	су, ар	prop	riate	rate,	and	expr	ession on
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Use conte as necess				or sel	f-cor	rect	word	reco	gnitio	on an	d un	derst	andir	ng, re	read	ing

WRITING STANDARDS

Text Typ	es a	nd P	urpo	ses:	Info	rma	tive	/Exp	lana	tory						
Write info	rmati	ve/ex	plana	tory	texts	to exa	amine	a top	ic and	d con	vey ic	leas a	ınd in	forma	ation	clearly. [w.4.2
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Introduc include f aiding co	orma	tting	(e.g.,	hea	dings											;
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
							S, CO	ncret	e det	ails, (quota	ations	s, or (other	info	rmation and
							s, col	ncret 8	e det	10	quota	ation:	13	other	info	rmation and
example:	s rela	ted to	o the	topic	C. [W.	4.2b]	7	8	9	10	11	12	13	14	15	rmation and
example:	s rela	ted to	o the	topic	C. [W.	4.2b]	7	8	9	10	11	12	13	14	15	
example: Lesson Use prec	s rela	enguag	o the 3 ge and 3	topio 4 d dor	5 main-	4.2b] 6 speci	7 fic vo	8 cabu 8	9 lary to	10 o info 10	11 orm a	12 bout	13 or ex	14 plain 14	15 the to	opic. [W.4.2d

Text Types and Purposes: Narrative Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [w.4.3] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Production and Distribution of Writing Produce clear and coherent writing (including multiple-paragraph texts) 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.) [w.4.4] 3 5 7 8 12 10 13 Lesson With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 4.) [W.4.5] Lesson 12



Range of Writing

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. [w.4.10]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on *Grade 4 topics and texts*, building on others' ideas and expressing their own clearly. **[SL.4.1]**

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. [SL.4.1d]

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LANGUAGE STANDARDS

Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [L.4.1]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). [L.4.1d]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. [L.4.1f]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Demonst spelling v					e cor	nvent	ions	of sta	anda	rd En	glish	capi	taliza	ition,	pund	ctuation, and
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Use corre	ect ca	apital	izatio	n. [L	4.2 a]											
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Use com	mas a	and q	uota	tion r	nark	s to r	nark	direc	t spe	ech a	and q	uota	tions	from	n a te	xt. [L.4.2b]
Lesson	1	2	3	4	5	6	7		9	10	11	12	13	14	15	
Spell gra	de-ap	prop	riate	word	ds co	rrect	ly, co	nsult	ing r	efere	nces	as ne	eede	d. [L.	4.2d]	
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

Knowled	dge c	of La	ngua	age													
Use know	vledge	e of la	ıngua	ge ar	nd its	conv	entio	ns wł	nen w	riting	, spe	aking	, reac	ding,	or list	ening. [L.4.3]
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
Choose w	vords	and	phras	ses to	con	vey id	leas p	orecis	sely.	[L.4.3	a]						
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		

Vocabul	ary A	cqu	isitio	on ar	nd Us	se										
Determir on Grade					_							_			•	rases based
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
lco cont	ovt (o	~ d	ofini	tions	OVO	mplor	ori	rocto	tomo	ntc ir	a toyt	.) 20.1	ء مايير	2 to t	ho m	caning of a
word or p	hrase	e. [L.	4.4a]			•										eaning of a
Jse cont word or p	`	_		tions 4	, exar	mples	s, or r	resta:	teme	nts ir	n text	as a	a clue	e to t	he m	eaning of a
word or p	nhrase 1 mon,	e. [L. 4 2 grade	4.4a] 3 e-app	4 propri	5	6 Greek	7 and	8 Latin	9 affix	10	11	12	13	14	15	eaning of a

Consult r digital, to and phra	find	the p	ronu													
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Demonst word mea				ding	of fig	gurati	ve la	ngua	ge, w	ord r	elatio	nshi	ps, ar	nd nu	iance	s in
Lesson	1	2	3	4	5	6	7		9	10	11	12	13	14	15	
Explain th	ne me	aning	g of si	mple	simil	es ar	id me	etaph	ors (e	e.g., a	s pre	tty as	a pic	ture)	in co	ntext. [L.4.5a]
Lesson	1	2	3	4	5	6	7		9	10	11	12	13	14	15	
Recogniz	e anc	l expl	ain th	ne m	eanir	ng of	comr	non i	diom	s, ad	ages	, and	prov	erbs.	[L.4.	5b]
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Demonst words wi				_			_	_					sites	(anto	onym	ns) and to
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
and phra	ses, ii whine	nclud ed, sta	ling t	hose ered)	that and	signa that	al pre are b	cise asic	actio to a p	ns, ei artic	motic cular	ons, c	or sta	tes o	f beii	ific words ng (e.g., conservation,
Lesson	1	2	3	4	5	ь	/	8	9	10	11	12	13	14	15	

Grade 4 | Unit 6

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Common Core Alignment

X Primary Focus: Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.

Secondary Standards: Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS - LITERATURE

Key Ideas & Details Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [RL.4.1] 7 Lesson 5 8 10 11 Determine a theme of a story, drama, or poem from details in the text; summarize the text. [RL.4.2] 2 10 Lesson 11 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). [RL.4.3] Lesson 11 10

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). (See Grade 4 Language standards 4–6 for additional expectations.) [RL.4.4] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narrations. [RL.4.6]

Lesson 1 2 3 4 5 6 7 **8 9** 10 11 12 13

Range of Reading and Level of Text Complexity

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. [RL.4.10]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13

READING STANDARDS - FOUNDATIONAL SKILLS

Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. [RF.4.3] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. [RF.4.3a] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13															
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. [RF.4.3a]	Know and	d app	ly gra	ade-l	evel p	ohoni	cs ar	nd wo	ord ar	nalysi	s skil	ls in	deco	ding	words. [RF.4.3]
morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. [RF.4.3a]	Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	
Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13	morpholo	ogy (e	e.g., r	oots	and a								-		· ·
	Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	

Fluency														
Read witl	n suff	icien	t acc	uracy	/ and	fluer	ncy to	sup	port	com	orehe	ensio	n. [R	F.4.4]
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	
Read gra	de-le	vel te	xt wi	th pu	rpos	e and	d und	ersta	ndin	g. [R l	F .4.4 a]]		
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	
Read gra successi					_	/ oral	lly wit	th ac	curac	су, ар	prop	riate	rate,	and expression on
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	
Use cont as neces				or sel	f-cor	rect	word	reco	gnitio	on an	d und	derst	andi	ng, rereading
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	

WRITING STANDARDS

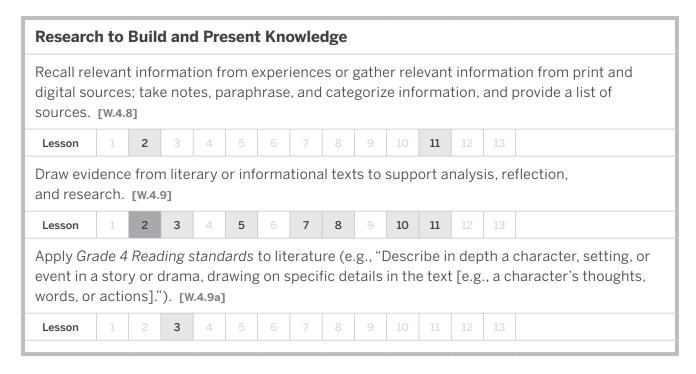
		id i	urpo	ses:	Opi	nion								
Write opini	on pi	eces	on to	pics	or tex	its, su	ippor	ting a	poin	t of vi	ew w	ith rea	asons	and information. [w.4.1]
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	
Introduce which rela					-							_		ional structure in
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	

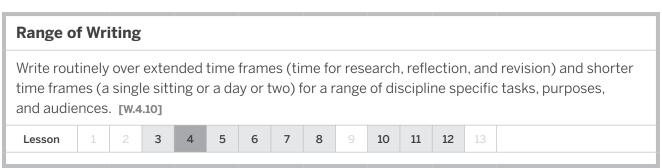
Provide reasons that are supported by facts and details. [w.4.1b]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13

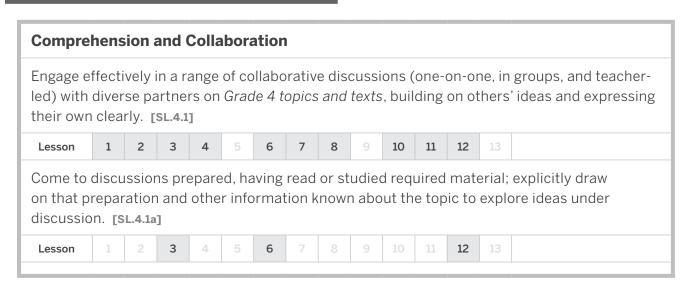
Text Types and Purposes: Narrative Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [W.4.3] 12 8 10 11 Lesson Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. [W.4.3a] Lesson 10 11 12 Use dialogue and description to develop experiences and events or show the responses of characters to situations. [W.4.3b] 8 9 Lesson 6 11 12 Use concrete words and phrases and sensory details to convey experiences and events precisely. [w.4.3d] 6 8 9 Lesson 3 5 11 12 Provide a conclusion that follows from the narrated experiences or events. [W.4.3e] Lesson 6 12

Production and Distribution of Writing Produce clear and coherent writing (including multiple-paragraph texts) 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.) [w.4.4] 1 2 3 6 8 Lesson 10 11 12 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 4.) [w.4.5] Lesson





SPEAKING AND LISTENING STANDARDS



Follow agreed-upon rules for discussions and carry out assigned roles. [SL.4.1b] Lesson 8 10 12 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. [SL.4.1c] 7 8 12 2 6 10 Lesson Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. [SL.4.1d] 1 12 Lesson

Presentation of Knowledge and Ideas

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. [SL.4.4]

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LANGUAGE STANDARDS

Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [L.4.1]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **[L.4.2]**

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13

Spell grade-appropriate words correctly, consulting references as needed. [L.4.2d]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13

Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.4.3] 2 10 Lesson 3 6 11 12 **Vocabulary Acquisition and Use** 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. [L.4.4] Lesson 1 2 3 5 7 8 9 10 11 Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. [L.4.4a] Lesson 10 11 Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and

7 10 Lesson 8 11 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.4.5] Lesson Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. [L.4.5a] Lesson Recognize and explain the meaning of common idioms, adages, and proverbs. [L.4.5b] Lesson 4 5 Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). [L.4.5c]

digital, to find the pronunciation and determine or clarify the precise meaning of key words

quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). [L.4.6]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13

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.,

Lesson

and phrases. [L.4.4c]

Grade 4 | Unit 7

Common Core Alignment

- X Primary Focus: Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
- X Secondary Standards: Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS - LITERATURE

Key Idea	s & l	Deta	ils														
Refer to d drawing ir								ı exp	lainir	ıg wh	at th	e text	say	s exp	licitly	/ and	when
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Determine	a th	eme	of a s	tory,	dran	na, or	poer	n fror	n det	ails ir	the	text; s	sumr	narize	e the	text.	[RL.4.2]
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Describe i the text (e						_						a, drav	wing	on sp	ecific	c deta	ails in
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

Craft and Structure 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). (See Grade 4 Language standards 4–6 for additional expectations.) [RL.4.4] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. [RL.4.5] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narrations. [RL.4.6] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17

Unit 7

Integration of Knowledge and Ideas

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. [RL.4.7]

 Lesson
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Range of Reading and Level of Text Complexity

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. [RL.4.10]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17

READING STANDARDS - INFORMATIONAL TEXT

Key Ideas & Details Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [RI.4.1] 5 6 7 8 9 10 11 12 Lesson 15 Determine the main idea of a text and explain how it is supported by key details; summarize the text. [RI.4.2] 2 3 4 5 6 8 9 15 Lesson 11 12 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. [RI.4.3] 2 11 12 13 15 16 Lesson

Craft and Structure Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area. (See Grade 4 Language standards 4–6 for additional expectations.) [RI.4.4] Lesson 11 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. [RI.4.5] 2 3 4 5 6 7 8 Lesson 1 9 11 16 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. [RI.4.6] 5 6 7 Lesson

Integrat	ion o	of Kn	owle	edge	and	ldea	as											
Interpret time lines contribut	s, anir	natio	ns, o	r inte	racti	ve ele	emen	ts on	Web	page	s) an	d exp	olain		_			
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Explain h	ow ar	n autl	nor u	ses r	easo	ns ar	nd evi	denc	e to s	supp	ort pa	articu	ılar p	oints	ina	text.	[RI.4.	8]
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Integrate subject k						xts o	n the	sam	e top	ic in	order	to w	rite o	or spe	eak a	bout	the	
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	

Range	of Re	adin	g and	d Lev	el o	f Tex	t Co	mple	exity							
science,	and t	echni	ical te	exts,	in the	e Gra	des 4	1–5 te	ext c	ompl	exity	_	-		udie	S,
Lesson	1	Reading and Level of Text Complexity of year, read and comprehend informational texts, including history/social studies, ditechnical texts, in the Grades 4–5 text complexity band proficiently, with as needed at the high end of the range. [RI.4.10]														

READING STANDARDS - FOUNDATIONAL SKILLS

Phonics	and	Wor	d Re	cogr	nitio	n												
Know and	d app	ly gra	ade-l	evel p	ohoni	ics ar	nd wo	rd ar	nalysi	is ski	lls in	deco	ding	word	ls. [RF	.4.3]		
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Use comboding morphological and out of the comboding of t	ogy (e	e.g., r	oots	and a					•			_						ext
Lesson	1	2	3	4	5	6	7		9	10	11	12	13	14	15	16	17	

Fluency																	
Read witl	n suff	icien	t acc	urac	y and	l fluer	ncy to	o sup	port	comp	orehe	ensio	n. [RF	.4.4]			
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Read gra	de-le	vel te	xt wi	th pu	ırpos	e and	d und	ersta	ndin	g. [RF	.4.4a]						
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Read gra successi						y oral	lly wi	th ac	curac	су, ар	prop	riate	rate,	and	expr	essio	n on
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Use cont as neces				or se	lf-cor	rect	word	reco	gnitio	on an	d und	derst	andir	ng, re	read	ing	

WRITING STANDARDS

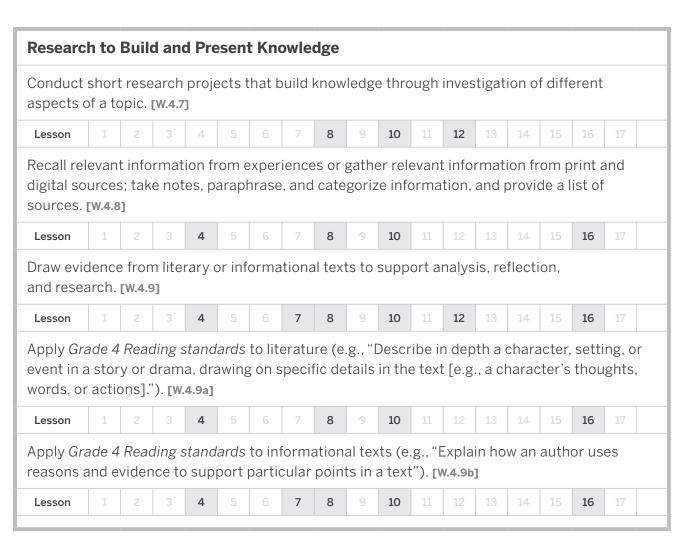
Text Typ	es a	nd P	urpo	ses:	Opi	nion												
Write opir	nion p	ieces	on to	pics	or te	kts, si	ıppor	ting a	a poin	it of v	iew w	ith re	ason	s and	infor	matio	n. [w. 4	4.1]
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Introduce which rel					-							_		tional	l stru	cture	e in	
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	

Provide re	easor	ns tha	at are	sup	porte	ed by	facts	and	deta	ils. [v	/.4.1b]	I					
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Link opinio	on an	d rea	sons	using	word	ds and	d phra	ases ((e.g., i	for ins	stanc	e, in c	rder	to, in a	additi	ion). [W.4.1c
Lesson	4			4	-		7	0		10	4.4	10	10	1.4	15	16	17

Write info	rmati	ve/ex	plana	tory t	texts t	to exa	mine	a top	ic and	d con	vey id	leas a	nd in	forma	ation (clearl	y. [W. 4	1.2
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Introduc include f aiding cc	orma	tting	(e.g.,	head	dings						_					;		
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Develop example:							s, cor	ncret	e det	ails, (quota	ations	s, or (other	intor	matı	on a	10
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Lesson Link idea	1 s with	hin ca	atego	•														οle
Lesson Link idea	1 s with	hin ca	atego	•														ole
Lesson Link idea also, bec Lesson	s with	hin ca	atego . 2c]	ries o	of info	orma 6	tion (using 8	word 9	ds an	d phi	ases	(e.g.	, ano	ther,	for e	xamı	
Lesson Link idea also, bec	s with	hin ca	atego . 2c]	ries o	of info	orma 6	tion (using 8	word 9	ds an	d phi	ases	(e.g.	, ano	ther,	for e	xamı	
Lesson Link idea also, bec Lesson Use prec	s with ause) 1 ise lar	hin ca b. [W.4 2 nguag	atego .2c] 3 ge and	ries (4 d don 4	of info	orma 6 speci	tion (7 fic vo	using 8 cabu	word 9 lary to	ds an 10 o info	d phi	rases 12 bout 6	(e.g. 13 or exp	, ano 14 olain	ther, 15 the to	for e. 16	17 [W.4.2	

Text Typ	es a	nd P	urpo	ses:	Nar	rativ	е											
Use dialo characte	_					evelo	p exp	perie	nces	and e	event	s or s	show	the r	espo	nses	of	
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	

Production and Distribution of Writing Produce clear and coherent writing (including multiple-paragraph texts) 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.) [w.4.4] 8 16 Lesson 10 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 4.) [w.4.5] Lesson 12 13 15 16



Range of Writing

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. [w.4.10]

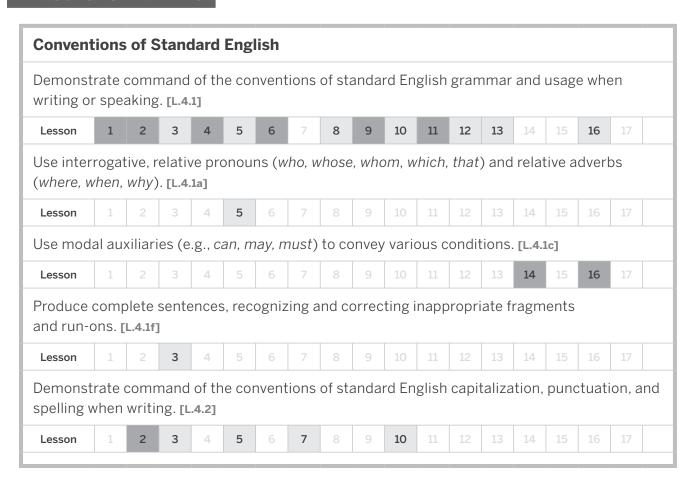
Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17

SPEAKING AND LISTENING STANDARDS

Compre	hens	sion a	and (Colla	bora	ation	1											
Engage e led) with their owr	diver	se pa	ırtneı	rs on										_				
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Come to preparati						_									_			nat
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Follow ag	reed-	upon	rules	for di	scus	sions	and o	carry	out a	ssign	ed ro	les. [s	L.4.1b]				
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Pose and					•			_										
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Review th				oress	ed ar	nd ex	plain	their	own	idea	s and	d und	ersta	ındin	g in l	ight c	of	
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Paraphra formats,												ed ir	ı dive	rse n	nedia	a and		
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Identify t points. [s			s and	evid	ence	a sp	eakeı	rorn	nedia	sour	се рі	ovide	es to	supp	ort p	artic	ular	
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	

Presentation of Knowledge and Ideas Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. [SL.4.4] 1 10 Lesson 16 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. [SL.4.5] Lesson 1 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Grade 4 Language standards 1 and 3 for specific expectations.) [SL.4.6] 2 Lesson

LANGUAGE STANDARDS



Use corre	ect ca	pital	izatio	on. [L	.4.2a]													
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Use com	mas a	and q	uota	tion r	mark	s to r	nark	direc	t spe	eech a	and q	uota	tions	from	n a te	xt. [L	4.2b]	
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Spell gra	de-ap	prop	riate	word	ds co	rrect	ly, co	nsult	ing r	efere	nces	as ne	eede	d. [L.4	1.2d]			
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	

Knowle	dge d	of La	ngua	age													
Use knov	vledge	e of la	ingua	ge ar	nd its	conv	entio	ns wł	nen w	riting	g, spe	aking	, reac	ding, (or list	ening	g. [L.4
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Choose	words	and	phras	ses to	con	vey ic	deas p	orecis	sely. _I	L.4.3a	1]						
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Lesson Different where in		etwe	en co	ntext	ts tha	at cal	l for f	orma	l Eng	lish (e.g. p	reser	nting	ideas			
		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

Vocabul	ary A	cqui	sitio	on ar	nd Us	se												
Use conte	•	_		tions	, exar	nples	5, or 1	esta	teme	nts ir	n text	i) as a	a clue	e to t	he m	eanir	ng of	а
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Use comr word (e.g	`									es an	d roo	ts as	clues	s to t	he m	eanin	g of	а
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
									,	10	11				10	10	17	
Consult r digital, to and phras	find	the p	ronu		` _			_	lossa	ries,	thesa	aurus	es), l	ooth	print	and		

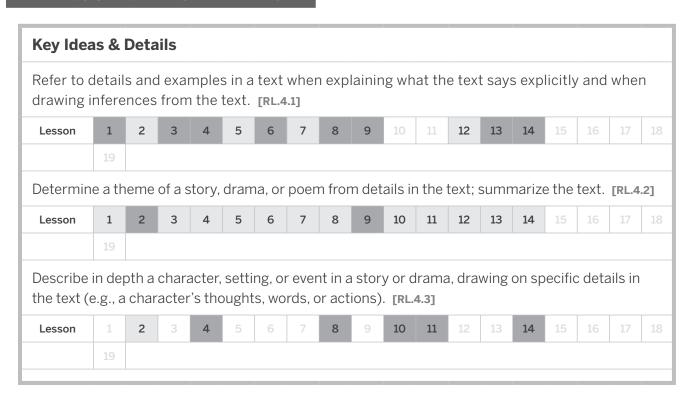
Demons word me				ding	of fig	gurati	ve la	ngua	ge, w	ord r	elatio	onshi	ps, aı	nd nu	iance	es in		
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Explain tl	ne me	aning	g of si	mple	simil	es ar	nd me	etaph	ors (e	e.g., a	s pre	tty as	a pic	ture)	in cc	ntext	t. [L.4.	5a]
Lesson	Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17																	
Recogniz	Recognize and explain the meaning of common idioms, adages, and proverbs. [L.4.5b]																	
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Demons words wi				_			_	_					sites	(anto	onym	ıs) ar	nd to	
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Acquire a and phra quizzed, and enda	ises, i whine	ncluc ed, sta	ling t amm	hose ered)	that and)	signa that	al pre are b	cise asic	actio to a p	ns, ei partic	motic cular	ons, c	or sta	tes o	f bei	ng (e	.g.,	on,
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	

Grade 4 | Unit 8

Common Core Alignment

- X Primary Focus: Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
- X Secondary Standards: Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS - LITERATURE



Craft and Structure

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). (See Grade 4 Language standards 4–6 for additional expectations.) [RL.4.4]

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	19																	

Range of Reading and Level of Text Complexity

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. [RL.4.10]

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	19																	

READING STANDARDS - FOUNDATIONAL SKILLS

Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words. [RF.4.3]

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	19																	

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. [RF.4.3a]

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	19																	

Fluency

Read with sufficient accuracy and fluency to support comprehension. [RF.4.4]

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	19																	

Read grade-level text with purpose and understanding. [RF.4.4a]

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	19																	

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [RF.4.4b]

Lesson	1	2	3	4	5	6	7	9	10	11	12	13	14	15	16	17	18
	19																

Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.4.4c]

Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

WRITING STANDARDS

147																		
Write nai							_				r eve	nts u	sing	ettec	tive t	echn	ique,	,
descripti	ve de	talis,	anu	ciear	ever	it sec	quenc	es. [W.4.3]	ı					_		
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	19																	
Orient th	e rea	der b	y est	ablis	hing	a situ	ıatior	n and	intro	duci	ng a i	narra	tor a	nd/o	r cha	racte	ers;	
organize			_		_						_							
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	19																	
Use dialo	_					evelo	p exp	perie	nces	and e	event	sors	show	the r	espo	nses	of	
characte	rs to	situa	tions	. [W.4	4.3b]													
		1	1					1										
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Lesson	1 19	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	19																17	18
Use a var	19	f tran	sitior	nal w	ords a	and p	hrase	es to I	mana	ge th	e sec	luenc	e of e	event	S. [W.	4.3c]		18
	19																17	
Use a var	19	f tran	sitior	nal w	ords a	and p	hrase	es to I	mana	ge th	e sec	luenc	e of e	event	S. [W.	4.3c]		18
Use a var	19 iety o	f tran	sitior 3	nal w	ords a	and p	hrase	es to 1	mana 9	ge th	e sec	juenc	e of 6	events	s. [W.	4.3c]	17	18
Use a var	19 iety o	f tran	sitior 3	nal w	ords a	and p	hrase	es to 1	mana 9	ge th	e sec	juenc	e of 6	events	s. [W.	4.3c]	17	18
Use a var Lesson Use conc	19 iety o	f tran	sitior 3	nal w	ords a	and p	hrase	es to 1	mana 9	ge th	e sec	juenc	e of 6	events	s. [W.	4.3c]	17	18
Use a var Lesson Use conc [W.4.3d]	iety o	f tran	sition 3	nal wo	ords a	and p	hrase 7	es to I	mana 9 iils to	ge th	e sec	jueno 12 perie	e of e	14 and 6	s. [w. 15	4.3c] 16 s pre	17	18
Use a var Lesson Use conc [W.4.3d] Lesson	iety o	f tran	asition 3	nal wo	ords a	and p	hrase 7 nsory	es to 1	mana 9 nils to	ge th	e sec	jueno 12 perie	nces	and 6	s. [w. 15	4.3c] 16 s pre	17	18
Use a var Lesson Use conc [W.4.3d] Lesson	iety o	f tran	asition 3	nal wo	ords a	and p	hrase 7 nsory	es to 1	mana 9 nils to	ge th	e sec	jueno 12 perie	nces	and 6	s. [w. 15	4.3c] 16 s pre	17	18
Use a var Lesson Use conc [W.4.3d]	iety o	f tran	asition 3	nal wo	ords a	and p	hrase 7 nsory	es to 1	mana 9 nils to	ge th	e sec	jueno 12 perie	nces	and 6	s. [w. 15	4.3c] 16 s pre	17	18

Produce	clear	and	cohe	rent v	vritin	ıg (in	cludi	ng m	ultipl	e-pai	ragra	ph te	xts)	in wh	nich t	he		
developn			_								•				e. (Gr	ade-s	speci [.]	fic
expectat	ions f	or wr	riting	type	s are	defir	ned ir	ı star	ndarc	ls 1–3	3 abo	ve.)	[W.4.4	1]				
Lesson	1	2	3	4	5	6	7		9	10	11	12	13	14	15	16	17	18
	19																	
With guic	lance	and	agus	ort fr	a mo	eers	and a	dults	s. dev	elop	and s	treng	then	writi	ing as	s nee	ded	
by planni												_			_			
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Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Lesson	1 19	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	19																	
With som	19 ne gui	danc	e anc	l sup	oort f	rom	adult	s, use	e tech	nnolo	gy, in	cludi	ng th	e Inte	ernet	, to p	rodu	
With som	19 ne gui	danc	e and	l supp	oort f	rom terac	adult t and	s, use	e tech	nnolo te wit	gy, in	cludi ners;	ng th	e Inte	ernet ate s	, to p	rodu	
With som	19 ne gui	danc	e and	l supp	oort f	rom terac	adult t and	s, use	e tech	nnolo te wit	gy, in	cludi ners;	ng th	e Inte	ernet ate s	, to p	rodu	
With som	19 ne gui	danc	e and	l supp	oort f	rom terac	adult t and	s, use	e tech	nnolo te wit	gy, in	cludi ners;	ng th	e Inte	ernet ate s	, to p	rodu	

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources. [w.4.8] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 Draw evidence from literary or informational texts to support analysis, reflection, and research. [w.4.9] Lesson 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

Range of Writing

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. [w.4.10]

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	19																	

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly. [SL.4.1] Lesson Follow agreed-upon rules for discussions and carry out assigned roles. [SL.4.1b] Lesson 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. [SL.4.1c] Lesson Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. [SL.4.1d] Lesson

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [SL.4.2]

Lesson 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
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Presentation of Knowledge and Ideas

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Grade 4 Language standards 1 and 3 for specific expectations.) [SL.4.6]

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	19																	

LANGUAGE STANDARDS

	tions	of S	tand	dard	Eng	lish												
Demons writing o					e cor	nvent	ions	of sta	andaı	rd En	glish	gran	nmar	and	usag	e whe	en	
Lesson	1 19	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Use inter (where, \	_				onou	ns (w	ho, w	/hose	e, who	om, w	hich	, that) and	d rela	tive a	adver	bs	
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	19																	
Use mod	lal aux	xiliari	es (e	.g., c	an, m	nay, n	nust)	to co	onvey	vari	ous c	ondi	tions	. [L.4	.1c]			
Lesson	1	2	3	4	5	6	7		9	10	11	12	13	14	15	16	17	18
	19																	
Produce and run-				ences	s, rec	ogniz	ing a	nd co	orrec	ting i	napp	ropri	ate f	ragm	ents			
Lesson	1	2	3	4	5	6	7		9	10	11	12	13	14	15	16	17	18
	19											,		,		,		
Correctly	y use	frequ	ently	/ con	fused	d wor	ds (e	.g., to	, too	, two:	; ther	e, the	eir).	[L.4.1 _§	3]			
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Lesson	_																	

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
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	19																	
Use corr	ect ca	pital	izatio	n. [L	4.2a]													
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	1
	19																	
Use com	mas a	ana a	uota	tion r	narks	s to n	nark	airec	t spe	ecn a	ana q	uotai	tions	Trom	i a te	XT. [L	.4.2b]	l
		•			_		_			10							4-	
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
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Lesson	1 19	2		-			-									16	17	13
Lesson Use a co	1 19 mma	2 befor	e a c	oord	inatir	ng co	njuno	ction	in a c	comp	ounc	l sent	ence	e. [L.4	l.2c]			
Lesson Use a co	1 19 mma 1 19	2 befor 2	re a c	oord 4	inatir 5	ng co	njuno	etion 8	in a (comp	ound	I sent	ence	2. [L.4	1.2c]			
Lesson Use a co	1 19 mma 1 19	2 befor 2	re a c	oord 4	inatir 5	ng co	njuno	etion 8	in a (comp	ound	I sent	ence	2. [L.4	1.2c]			

Knowled	lge o	of La	ngua	ige														
Use know	ledge	e of la	ngua	ge an	ıd its	conve	entio	ns wh	nen w	riting	, spe	aking	, reac	ding, (or list	ening	g. [L.4	1.3]
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	19																	
Choose w	ords/	and	ohras	ses to	con	/ey id	leas p	orecis	sely.	[L.4.3	a]							
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	19																	
Choose p	unctı	uation	n for	effec	t. [L.4	4.3b]												
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
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Determir	ne or (clarif	y the	mea	ning	of un	ıknov	vn an	d mu	Itiple	-mea	aning	word	ds an	d phr	ases	base	ed
on Grade			_		_							_						
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Use cont word or เ	•	_		tions	, exar	mples	s, or i	resta [.]	teme	nts ir	n text	:) as a	a clue	e to t	he m	eanir	ng of	а
word or p	hras	e. [L.	4.4a]			•												
	•	_		4	, exar	mple:	7	resta [.]	teme 9	nts ir	n text	12 as a	13	e to t	he m	eanir 16	ng of	
word or p	hras	e. [L.	4.4a]			•												a 18
word or p	hras 1	e. [L.	4.4a] 3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
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word or p Lesson Use com word (e.g	thrase 1 19 mon, g., tele	e. [L. 2 grade	4.4a] 3 e-app	4	5 iate G	6 Greek	7 and graph	8 Latin	9 affix 4.4b]	10 es an	11 d roc	12 ts as	13	14	15	16 eanir	17	a
word or publication with the Lesson Use com	ntase	e. [L.	4.4a] 3 e-app	4	5	6 Greek	7	8 Latin	9 affix	10	11	12	13	14	15	16	17	a
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word or p Lesson Use com word (e.g	thrase in the second se	e. [L. 2 grade grape 2	4.4a] 3 e-app h, pho	4 propri otogr	5 iate G aph, 6	6 Greek autog	and graph	8 Latin). [L.	9 affix 4.4b]	10 es an	11 d roc	12 ts as	13 clue:	14 s to t	15 he m	eanir	17	a

Demonstrate understanding of figurative language, word relationships, and nuances in

word meanings. [L.4.5]

Lesson

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	19								1									
Recogniz	ze and	l expl	ain tl	ne m	eanir	ng of	comr	mon i	diom	ıs, ad	ages	, and	prov	erbs.	[L.4.	5b]		
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	19																	
words wi	th sin	nilar I	out n	ot ide	entica	al me	eanin	gs (s)	ynon <u>y</u>	yms)	. [L.4	.5c]				,		
	th sin			_			-	_					sites	(ant	onym 15	ns) ar	nd to	
words wi	th sin	nilar I	out n	ot ide	entica	al me	eanin	gs (s)	ynon <u>y</u>	yms)	. [L.4	.5c]				,		
words wi Lesson Acquire a words ar	th sin 1 19 and us d phr	enilar l 2 se ac	out n 3 curat	ot ide	sthos	al me	ropriat sig	gs (sy 8 ate ge	ynony 9 enera recis	yms) 10 Il aca e act	. [L.4 11 dem ions,	.5c] 12 ic and emo	13 d dor	14 nain-	15 spec tates	ific of bo	17 eing	1
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Amplify Core Knowledge Language Arts



