

Semester 1 of 2					
Unit Number: Title Duration	Purpose	Priority Grade-Level Standards	Content Goals	Learner Outcomes	Resources and Materials
Unit 1: Think it Through: Expository Text, Realistic Fiction, and Argumentative Text  6 weeks	Introduces students to causal relationships using both expository and argumentative texts, as well as realistic fiction	<p>4.RL.9 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.</p> <p>4.RL.10 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</p> <p>4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> <li>• compare-and-contrast text structure</li> <li>• problem-and-solution text structure</li> <li>• the relationship between the main idea and details</li> <li>• rereading as a comprehension strategy</li> <li>• making predictions as a comprehension strategy</li> <li>• simple and complex sentence structure, accompanying punctuation, and errors such as fragments and run-ons</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• cite relevant evidence and make inferences to support understanding.</li> <li>• identify author's use of compare-and-contrast text structure.</li> <li>• identify the problem and solution in the plot of a story.</li> <li>• identify main ideas and details.</li> <li>• identify and use graphs and headings.</li> <li>• make predictions using context clues.</li> <li>• identify how dialogue is used in a story.</li> <li>• use diagrams and headings.</li> </ul>	<p>McGraw Hill Education: <i>Wonders</i>, Unit 1</p> <p>"Earthquakes"</p> <p>"Experts, Incorporated"</p> <p>"Kids in Business"</p>

		<p>4.RI.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.</p> <p>4.RI.10 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.</p> <p>4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>4.L.2 Demonstrate command of the conventions of standard English capitalization,</p>	<ul style="list-style-type: none"> <li>• the personal narrative writing process</li> <li>• the opinion essay writing process</li> </ul>	<ul style="list-style-type: none"> <li>• paraphrase and present information.</li> <li>• engage in collaborative conversations.</li> <li>• plan and draft a personal narrative.</li> <li>• plan and draft an opinion essay.</li> <li>• name the four types of sentences.</li> <li>• identify the subject and predicate in a sentence.</li> <li>• create compound sentences.</li> <li>• identify types of clauses in complex sentences.</li> <li>• identify and correct run-on sentences.</li> <li>• write responses that demonstrate understanding.</li> </ul>	
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		<p>punctuation, and spelling when writing.</p> <p>4.L.4 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.</p> <p>4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>4.SL.1 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</p>			
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		<p>4.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>4.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p>			
<p>Unit 2: Amazing Animals: Expository Text, Drama, and Poetry</p> <p>6 weeks</p>	<p>Explores the concept of animal adaptation through drama, poetry, and an expository text.</p>	<p>4.RL.9 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.</p> <p>4.RL.10 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</p> <p>4.RI.1 Refer to details and examples in a text when explaining what</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• theme</li> <li>• point of view</li> <li>• summarizing as a comprehension strategy</li> <li>• ask-and-answer questions as a comprehension strategy</li> <li>• nouns: common and proper; in a series; irregular, and possessive nouns</li> <li>• the compare-and-contrast essay writing process</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• summarize a text clearly and accurately.</li> <li>• use story details to determine theme.</li> <li>• analyze point of view.</li> <li>• identify meter and rhyme.</li> <li>• ask and answer questions to clarify understanding.</li> <li>• identify the structure of a drama.</li> <li>• identify and use photos, captions, and headings.</li> <li>• plan and draft a comparison essay.</li> </ul>	<p>McGraw Hill Education: <i>Wonders</i>, Unit 2</p> <p>“Spiders’</p> <p>“Ranita, The Frog Princess”</p> <p>“The Sandpiper”</p> <p>Grade 4 Wonders Literature Collection</p>

		<p>the text says explicitly and when drawing inferences from the text.</p> <p>4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text</p> <p>4.RI.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.</p> <p>4.RI.10 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.</p> <p>4.L.1 Demonstrate command of the conventions of</p>		<ul style="list-style-type: none"> <li>• plan and draft a lyric poem.</li> <li>• use irregular plural nouns correctly.</li> <li>• punctuate possessive nouns correctly.</li> <li>• identify common and proper nouns.</li> <li>• analyze the use of singular and plural nouns.</li> <li>• combine sentences to make logical connections from one idea to the next.</li> </ul>	
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		<p>standard English grammar and usage when writing or speaking.</p> <p>4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>4.L.4 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</p> <p>4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose,</p> <p>4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and</p>			
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		<p>teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>4.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>4.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p>			
<p>Unit 3: That's the Spirit! Realistic Fiction, Biography, and Argumentative Text</p> <p>6 weeks</p>	<p>Covers the benefits of becoming a community helper by reading a biography, realistic fiction, and an argumentative text.</p>	<p>4.RL.9 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.</p> <p>4.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> <li>author's point of view</li> <li>visualizing as a comprehension strategy</li> <li>verbs: tense; subject-verb agreement; main and helping verbs, irregular verbs; correct verb usage; linking verbs</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>visualize descriptive details to deepen understanding.</li> <li>reread to monitor comprehension.</li> <li>identify the sequence of events using timelines</li> <li>explain the author's use of flashback.</li> </ul>	<p>McGraw Hill Education: <i>Wonders</i>, Unit 3</p> <p>"Aguinaldo"</p> <p>"Delivering Justice: W. W. Law and the Fight for Civil Rights"</p> <p>"A New Kind of Corn"</p>

		<p>band proficiently, with scaffolding as needed at the high end of the range</p> <p>4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text</p> <p>4.RI.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.</p> <p>4.RI.10 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</p>	<ul style="list-style-type: none"> <li>the realistic fiction writing process</li> </ul>	<ul style="list-style-type: none"> <li>identify the use of maps and headings.</li> <li>plan, draft, revise, edit, and publish a realistic fictional narrative.</li> <li>plan and draft an opinion essay.</li> <li>identify and use irregular verbs.</li> <li>use main and helping verbs correctly.</li> <li>make linking verbs and subjects agree.</li> <li>identify action verbs.</li> <li>analyze the use of verb tenses.</li> </ul>	
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		<p>band proficiently, with scaffolding as needed at the high end of the range.</p> <p>4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>4.L.4 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</p> <p>4.W.4 Produce clear and coherent writing in which the development and organization are</p>			
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		<p>appropriate to task, purpose,</p> <p>4.SL.1 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.</p> <p>4.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>4.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p>			
<b>Semester 2 of 2</b>					
Unit Number: Title Duration	Purpose	Priority Grade-Level Standards	Content Goals	Learner Outcomes	Resources and Materials
Unit 4: Fact or Fiction? Narrative Nonfiction,	Introduces students to topics related to modern society: government,	4.RL.9 Compare and contrast the treatment of similar themes and topics and	Students will understand:	Students will be able to:	McGraw Hill Education: <i>Wonders</i> , Unit 4

<p>Historical Fiction, and Poetry</p> <p>6 weeks</p>	<p>technology, and social justice.</p>	<p>patterns of events in stories, myths, and traditional literature from different cultures.</p> <p>4.RL.10 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</p> <p>4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text</p> <p>4.RI.5 Describe the overall structure of events, ideas,</p>	<ul style="list-style-type: none"> <li>• cause and effect text structure</li> <li>• stanza and repetition</li> <li>• pronouns: subject and object pronouns, antecedents, pronoun-verb agreement; possessive pronouns</li> <li>• the narrative non-fiction essay writing process</li> <li>• the narrative poem writing process</li> </ul>	<ul style="list-style-type: none"> <li>• describe how cause and effect text structure contributes to the author’s purpose.</li> <li>• explain the author’s use of headings and pronunciations.</li> <li>• infer the theme in a poem using text evidence.</li> <li>• identify stanza and repetition in a poem.</li> <li>• identify and analyze elements of narrative poetry.</li> <li>• ask and answer questions about a text.</li> <li>• make, confirm, and revise predictions.</li> <li>• analyze how setting and dialogue develop plot.</li> <li>• plan, draft, revise, edit and publish a narrative nonfiction essay.</li> </ul>	<p>“See How They Run”</p> <p>“The Moon Over Star”</p> <p>“Swimming to the Rock”</p>
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		<p>concepts, or information in a text or part of a text.</p> <p>4.RI.10 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.</p> <p>4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>4.L.4 Determine or clarify the meaning of</p>		<ul style="list-style-type: none"> <li>• plan and draft a narrative poem.</li> <li>• identify and use pronouns and homophones.</li> <li>• use pronouns and antecedents correctly.</li> <li>• recognize different types of pronouns.</li> <li>• locate and punctuate possessive pronouns.</li> </ul>	
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		<p>unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies</p> <p>4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.</p> <p>4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>			
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		<p>4.SL.1 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.</p> <p>4.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>4.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p>			
<p>Unit 5: Figure it Out: Expository Text and Realistic Fiction</p> <p>6 weeks</p>	<p>Examines concepts within history: Connecting the past to the present and historical research.</p>	<p>4.RL.9 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.</p> <p>4.RL.10 By the end of the year, read and</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> <li>sequence text structure</li> <li>adjectives: comparative; articles; demonstrative; comparative (-er/-est and more/most)</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>evaluate the author's use of sequence text structure.</li> <li>identify the problem in a story and how it is solved.</li> </ul>	<p>McGraw Hill Education: <i>Wonders</i>, Unit 5</p> <p>"A Drop of Water"</p> <p>"Mama, I'll Give You the World"</p> <p>"Rediscovering Our Spanish Beginnings"</p>

		<p>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</p> <p>4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text</p> <p>4.RI.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.</p> <p>4.RI.10 By the end of year, read and comprehend informational texts,</p>	<ul style="list-style-type: none"> <li>• the expository essay writing process</li> <li>• the explanatory essay writing process</li> </ul>	<ul style="list-style-type: none"> <li>• visualize characters, events, or settings.</li> <li>• recognize an author’s use of literary elements, such as foreshadowing.</li> <li>• use sidebars and maps to better understand the main text.</li> <li>• plan, draft, revise, edit, and publish an explanatory essay.</li> <li>• plan, draft, revise, edit, and publish an expository essay.</li> <li>• identify and use adjectives correctly.</li> <li>• use comparative and superlative adjectives correctly.</li> <li>• use comparative and superlative adjectives with more and most correctly.</li> </ul>	
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		<p>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.</p> <p>4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>4.L.4 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</p>		<ul style="list-style-type: none"><li>• use the comparative adjectives good and bad.</li><li>• use articles before singular or plural nouns.</li></ul>	
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		<p>4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.</p> <p>4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>4.SL.1 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</p>			
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		<p>others' ideas and expressing their own clearly.</p> <p>4.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>4.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p>			
<p>Unit 6: Past, Present, and Future: Narrative Nonfiction, Historical Fiction, and Poetry</p> <p>6 weeks</p>	<p>Explores identity and traditions through free-verse poetry, fiction, and narrative non-fiction.</p>	<p>4.RL.9 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.</p> <p>4.RL.10 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</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> <li>• adverbs: good vs. well, comparing; negatives/double negatives</li> <li>• prepositions</li> <li>• the free verse poetry writing process</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• identify examples of imagery and personification.</li> <li>• determine literary elements of free verse.</li> <li>• identify and use adverbs correctly.</li> <li>• use adverbs to compare two or more actions.</li> <li>• plan, draft, revise, edit, and publish a narrative nonfiction essay.</li> <li>• plan and draft a free verse poem.</li> </ul>	<p>McGraw Hill Education: <i>Wonders</i>, Unit 6</p> <p>“Energy Island”</p> <p>“The Game of Silence”</p> <p>“The Drum”</p>

		<p>at the high end of the range</p> <p>4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text</p> <p>4.RI.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.</p> <p>4.RI.10 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</p>		<ul style="list-style-type: none"><li>• identify prepositions in sentences.</li><li>• use negative words correctly.</li><li>• use prepositions correctly.</li></ul>	
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		<p>at the high end of the range.</p> <p>4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>4.L.4 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</p> <p>4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task,</p>			
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		<p>purpose, and audience</p> <p>4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.</p> <p>4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>4.SL.1 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.</p> <p>4.RF.3 Know and apply grade-level phonics</p>			
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		and word analysis skills in decoding words  4.RF.4 Read with sufficient accuracy and fluency to support comprehension.			
End of Semester 2					