

Fourth Reading and Writing Units of Instruction 2021-2022



Launch Unit: Foundations 13 Days	UNIT 1: Opinion A 30 Days	UNIT 2: Informational A 22 Days	UNIT 3: Narrative A 21 Days	UNIT 4: Informational B 21 Days	UNIT 5: Narrative B 22 Days	UNIT 6: Opinion B 30 + 13 Flex
<p>Prioritized Standards for 21-22</p> <p>RL.4.1 RI.4.1</p> <p>RF.4.3 RF.4.4 C.4.7 L.4.2</p>	<p>Prioritized Standards for 21-22</p> <p>RL.4.1 RL.4.4 C.4.1</p> <p>RF.4.3 RF.4.4 RL.4.2 RL.4.3 L.4.3</p>	<p>Prioritized Standards for 21-22</p> <p>RI.4.1 RI.4.2 RI.4.4 C.4.2</p> <p>RF.4.4 RI.4.3 C.4.4 L.4.1</p>	<p>Prioritized Standards for 21-22</p> <p>RL.4.1 RL.4.4 C.4.3</p> <p>RF.4.4 RL.4.5 RL.4.6 RL.4.7 L.4.1 L.4.2</p>	<p>Prioritized Standards for 21-22</p> <p>RI.4.1 RI.4.4 RI.4.9 C.4.2</p> <p>RF.4.4 RI.4.5 RI.4.7 C.4.4 C.4.5 L.4.4</p>	<p>Prioritized Standards for 21-22</p> <p>RL.4.2 RL.4.4 RL.4.9 C.4.3</p> <p>RF.4.4 RL.4.3 RL.4.6 RL.4.10 L.4.3 L.4.5</p>	<p>Prioritized Standards for 21-22</p> <p>RI.4.1 RI.4.4 RI.4.9 C.4.1</p> <p>RF.4.4 RI.4.6 RI.4.8 RI.4.10 C.4.5 C.4.6 L.4.5</p>

Grade 4 Reading and Writing



Prioritized Standards and
Instructional-Launching Workshop and Guided Reading 1

4th Grade Reading and Writing Launch Workshop and Guided Reading

**This unit is designed to...

****Priority Standards will be summatively assessed throughout Quarter 1. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Multidimensionality

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

RL.3.1	RL.4.1	RL.5.1	Priority Standard
Ask and answer questions, and make and support logical inferences to construct meaning from the text.	REFER TO DETAILS AND EXAMPLES in a text when <i>explaining what the text says explicitly</i> and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	

RI.3.1	RI.4.1	RI.5.1	Priority Standard
Ask and answer questions, and make and support logical inferences in order to construct meaning from the text	REFER TO DETAILS AND EXAMPLES in a text when <i>explaining what the text says explicitly</i> and when drawing inferences from the	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	

	text.								
<p>4.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic words. 				Supporting Standard					
<p>4.RF.4-Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Fluently read grade-level prose and poetry orally on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary 			Supporting Standard						
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="210 980 632 1045" style="text-align: center;">C.3.7</th> <th data-bbox="632 980 1054 1045" style="text-align: center;">C.4.7</th> <th data-bbox="1054 980 1476 1045" style="text-align: center;">C.5.7</th> </tr> </thead> <tbody> <tr> <td data-bbox="210 1045 632 1265">Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.</td> <td data-bbox="632 1045 1054 1265" style="color: blue;">Compose routinely over extended time frames and shorter time frames <i>for a variety of tasks, purposes and audiences.</i></td> <td data-bbox="1054 1045 1476 1265">Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.</td> </tr> </tbody> </table>			C.3.7	C.4.7	C.5.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames <i>for a variety of tasks, purposes and audiences.</i>	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Supporting Standard
C.3.7	C.4.7	C.5.7							
Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames <i>for a variety of tasks, purposes and audiences.</i>	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.							

			Supporting Standard
L.3.2	L.4.2	L.5.2	
<p>When writing:</p> <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Use possessives. e. Use conventional spelling for high-frequency words where suffixes are added to base words. f. Use spelling patterns and generalizations in writing words. g. Consult reference materials as needed to check and correct spellings. 	<p>When writing:</p> <ul style="list-style-type: none"> a. <i>Demonstrate appropriate use of CAPITALIZATION RULES.</i> b. <i>Use COMMAS AND QUOTATION MARKS TO INDICATE DIRECT SPEECH AND QUOTATIONS for a text.</i> c. <i>Use a COMMA BEFORE A COORDINATING CONJUNCTION IN A COMPOUND SENTENCE.</i> d. <i>Consult reference materials as needed to check and correct spellings.</i> 	<p>When writing:</p> <ul style="list-style-type: none"> a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address. d. Use underlining, quotation marks or italics to indicate titles of works. e. Use strategies and resources (print and electronic) to identify and correct spelling errors. 	

Grade 4 Reading and Writing



Priority Standards and Instructional Unit 1

**4th Grade Reading and Writing
Unit 1: Opinion A**

**This unit is designed to...

****Priority Standards will be summatively assessed throughout Quarter 1. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

RL.3.1	RL.4.1	RL.5.1
Ask and answer questions, and make and support logical inferences to construct meaning from the text.	REFER TO DETAILS AND EXAMPLES in a text when <i>explaining what the text says explicitly</i> and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Priority Standards

RL.3.2	RL.4.2	RL.5.2
Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.	Analyze how the THEME is reflected , and <i>cite relevant implicit and explicit evidence</i> from the text, including but not limited to poems, stories and dramas.	Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.

Supporting Standard

			Supporting Standard
RL.3.3	RL.4.3	RL.5.3	
Describe characters in a story, including but not limited to their traits, motivations actions, or feelings, and how they affect the plot.	<i>Describe in depth a CHARACTER'S THOUGHTS, WORDS and/or ACTIONS, the SETTING or EVENT(S) IN A STORY OR DRAMA, drawing on specific details to analyze their interaction over the course of the text.</i>	Compare/contrast characters, settings, or events in a story or drama, using specific details to analyze their interaction over the course of the text.	
			Priority Standard
RL.3.4	RL.4.4	RL.5.4	
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.	<i>Determine the meaning of words and phrases as they are used in a text, including but not limited to FIGURATIVE LANGUAGE such as METAPHORS and SIMILES, and describe and explain how those words and phrases shape meaning.</i>	Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning.	

<p>4.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic words.</p>	Supporting Standard						
<p>4.RF.4-Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Fluently read grade-level prose and poetry orally on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	Supporting Standard						
<table border="1"> <thead> <tr> <th data-bbox="220 829 642 898">C.3.1</th> <th data-bbox="642 829 1064 898">C.4.1</th> <th data-bbox="1064 829 1486 898">C.5.1</th> </tr> </thead> <tbody> <tr> <td data-bbox="220 898 642 1476"> <p>Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.</p> <p>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, produce writing in which the development and</p> </td> <td data-bbox="642 898 1064 1476"> <p>Compose OPINIONS, using writing and digital resources, <i>on topics or texts</i>, supporting an author’s perspective with reasons and information.</p> <p>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development and organization are</p> </td> <td data-bbox="1064 898 1486 1476"> <p>Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer’s perspective with reasons and information.</p> <p>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development and organization are</p> </td> </tr> </tbody> </table>	C.3.1	C.4.1	C.5.1	<p>Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.</p> <p>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, produce writing in which the development and</p>	<p>Compose OPINIONS, using writing and digital resources, <i>on topics or texts</i>, supporting an author’s perspective with reasons and information.</p> <p>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development and organization are</p>	<p>Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer’s perspective with reasons and information.</p> <p>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development and organization are</p>	Priority Standard
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<p>Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.</p> <p>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, produce writing in which the development and</p>	<p>Compose OPINIONS, using writing and digital resources, <i>on topics or texts</i>, supporting an author’s perspective with reasons and information.</p> <p>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development and organization are</p>	<p>Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer’s perspective with reasons and information.</p> <p>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development and organization are</p>					

organization are appropriate to task and purpose.

b. Introduce the topic, followed by opinion statement, and create an organizational structure.

c. Provide reasons with elaborate details to support the opinion.

d. Use grade-appropriate transitions.

e. Provide a concluding section.

f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

appropriate to task, purpose and audience.

b. 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.

c. Provide reasons that are supported by facts and details.

d. Use grade-appropriate TRANSITIONS.

e. Provide a concluding section.

f. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising, editing and rewriting**

appropriate to task, purpose, and audience.

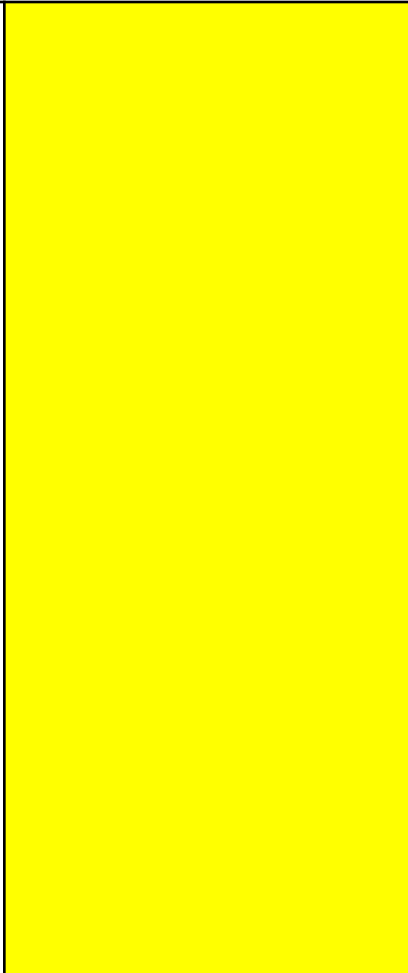
b. Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

c. Provide logically ordered reasons that are supported by facts and details.

d. Use grade-appropriate transitions.

e. Provide a concluding section.

f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.



L.3.3

Use knowledge of language and its conventions when writing, speaking, reading or listening.

a. Choose words and

L.4.3

Use knowledge of language and its conventions when writing, speaking, reading or listening.

a. Choose words and

L.5.3

Use knowledge of language and its conventions when writing, speaking, reading or listening.

a. Expand, combine and

Supporting Standard

phrases for effect.
b. Recognize and observe differences between the conventions of spoken and written Standard English.

phrases to convey ideas precisely.
b. Choose punctuation for effect.
c. Differentiate between FORMAL AND INFORMAL DISCOURSE PATTERNS based on context.

reduce sentences for meaning, reader/ listener interest and style.
b. Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas or poems.



Grade 4 Reading and Writing



Priority Standards and
Instructional Unit 2

4th Grade Reading and Writing Unit 2: Informational A

**This unit is designed to...

****Priority Standards will be summatively assessed throughout Quarter 1. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Priority Standard

RI.3.1	RI.4.1	RI.5.1
Ask and answer questions, and make and support logical inferences in order to construct meaning from the text	REFER TO DETAILS AND EXAMPLES in a text when <i>explaining what the text says explicitly</i> and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Priority Standard

RI.3.2	RI.4.2	RI.5.2
Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.	Analyze how the CENTRAL IDEAS are reflected in a text, and cite relevant implicit and explicit evidence from the text.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.

			Supporting Standard
RI.3.3	RI.4.3	RI.5.3	
Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.	<i>Explain the INDIVIDUALS, EVENTS, PROCEDURES, IDEAS OR CONCEPTS IN A HISTORICAL, SCIENTIFIC OR TECHNICAL TEXT, including what happened and why, based on specific information over the course of a text</i>	Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information over the course of a text.	
			Priority Standard
RI.3.4	RI.4.4	RI.5.4	
Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning	<i>Determine the meaning of GENERAL ACADEMIC AND DOMAIN-SPECIFIC WORDS OR PHRASES in a GRADE LEVEL TEXT, and describe and explain how those words and phrases shape meaning.</i>	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.	

<p>4.RF.4-Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Fluently read grade-level prose and poetry orally on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary 			Supporting Standard						
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="218 578 642 646" style="text-align: center;">C.3.2</th> <th data-bbox="642 578 1064 646" style="text-align: center;">C.4.2</th> <th data-bbox="1064 578 1484 646" style="text-align: center;">C.5.2</th> </tr> </thead> <tbody> <tr> <td data-bbox="218 646 642 1482"> <p>Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Introduce a topic, and group related information together; include illustrations when useful to </td> <td data-bbox="642 646 1064 1482"> <p><i>Compose</i> INFORMATIVE AND/OR EXPLANATORY TEXTS, using writing and digital resources, to examine a topic and convey ideas and information clearly. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. <i>Introduce a topic clearly, and group related information in paragraphs and sections; include</i> </td> <td data-bbox="1064 646 1484 1482"> <p>Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, </td> </tr> </tbody> </table>			C.3.2	C.4.2	C.5.2	<p>Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Introduce a topic, and group related information together; include illustrations when useful to 	<p><i>Compose</i> INFORMATIVE AND/OR EXPLANATORY TEXTS, using writing and digital resources, to examine a topic and convey ideas and information clearly. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. <i>Introduce a topic clearly, and group related information in paragraphs and sections; include</i> 	<p>Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, 	Priority Standard
C.3.2	C.4.2	C.5.2							
<p>Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Introduce a topic, and group related information together; include illustrations when useful to 	<p><i>Compose</i> INFORMATIVE AND/OR EXPLANATORY TEXTS, using writing and digital resources, to examine a topic and convey ideas and information clearly. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. <i>Introduce a topic clearly, and group related information in paragraphs and sections; include</i> 	<p>Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, 							

aiding comprehension.
c Develop the topic with facts, definitions and details.

d. Use grade-appropriate conjunctions to develop text structure within sentences.

e. Use grade-appropriate transitions to develop text structure across paragraphs.

f. . Provide a concluding section.

g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing

formatting, illustrations and multimedia when useful to aiding comprehension.

c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.

d. Use grade-appropriate CONJUNCTIONS to develop text structure within sentences.

e. Use grade-appropriate TRANSITIONS to develop text structure across paragraphs.

f. Use precise language and domain-specific vocabulary to inform about or explain the topic.

g. Provide a concluding section.

h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

illustrations and multimedia when useful to aiding comprehension.

c. Develop the topic with facts, definitions, concrete details quotations, or other information and examples related to the topic. d. Use

grade-appropriate conjunctions to develop text structure within sentences.

e. Use grade-appropriate transitions to develop text structure across

paragraphs. f. Use precise language and domain-specific vocabulary to inform about or explain the topic. g. Provide a

concluding section. h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

			Supporting Standard
C.3.4	C.4.4	C.5.4	
With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	With some guidance and support from adults, <i>use</i> DIGITAL RESOURCES to create and publish products as well as to interact and collaborate with others.	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	
			Supporting Standard
L.3.1	L.4.1	L.5.1	
When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text. b. Form and use regular and irregular plural nouns. c. Use abstract nouns. d. Form and use regular and irregular verbs. e. Use verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. <i>a. Use</i> RELATIVE PRONOUNS AND RELATIVE ADVERBS. <i>b. Use the</i> PROGRESSIVE VERB TENSES. <i>c. Use</i> MODAL AUXILIARIES <i>to convey various conditions, such as can, may and must.</i> <i>d. Order</i> ADJECTIVES <i>within sentences according to conventional patterns.</i> <i>e. Use</i> PREPOSITIONAL	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. a. Explain the function of conjunctions, prepositions and interjections in a grade-level text. b. Use the perfect verb tenses. c. Use verb tense to convey various times, sequences, states and conditions. d. Produce complete sentences recognizing and correcting inappropriate shifts in verb tense. e. Use correlative	

<p>comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound and complex sentences.</p>	<p>PHRASES. <i>f. Produce COMPLETE SENTENCES, recognizing and correcting inappropriate fragments and run-ons.</i> <i>g. Use FREQUENTLY CONFUSED WORDS, such as to, too, two; there, their, they're.</i></p>	<p>conjunctions</p>	
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Grade 4 Reading and Writing



Priority Standards and
Instructional Unit 3

4th Grade Reading and W

Unit 3: Narrative A

**This unit is designed to...

****Priority Standards will be summatively assessed throughout Quarter 2. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

			Priority Standard
RL.3.1	RL.4.1	RL.5.1	
Ask and answer questions, and make and support logical inferences to construct meaning from the text.	REFER TO DETAILS AND EXAMPLES in a text when <i>explaining what the text says explicitly</i> and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
			Priority Standard
RL.3.4	RL.4.4	RL.5.4	
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words	<i>Determine the meaning of words and phrases</i> as they are used in a text, including but not limited to FIGURATIVE LANGUAGE such as METAPHORS and SIMILES , and describe and explain how those words	Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning.	

and phrases shape meaning.	and phrases shape meaning.		
RL.3.5	RL.4.5	RL.5.5	Supporting Standard
Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.	Analyze <i>the overall STRUCTURE, in a text or part of the text, the author uses IN POEMS, STORIES AND DRAMAS, including but not limited to LINEAR, NONLINEAR AND CIRCULAR STRUCTURES.</i>	Analyze and explain the overall structure of poems, stories, and dramas in two or more texts including but not limited to linear, nonlinear and circular structures.	
RL.3.6	RL.4.6	RL.5.6	Supporting Standard
Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text.	Compare/contrast the POINT OF VIEW <i>of first and third person narrators</i> and the effect they have on the reader.	Describe how a narrator's or speaker's perspective influences how events are described.	

			Supporting Standard
RL.3.7	RL.4.7	RL.5.7	
Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to creating mood, character and setting.	Make connections between the TEXT OF A STORY OR DRAMA AND A VISUAL OR ORAL PRESENTATION, including making connections with what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts	
<p>4.RF.4-Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Fluently read grade-level prose and poetry orally on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>			Supporting Standard
			Priority Standard
C.3.3	C.4.3	C.5.3	
Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique,	Compose NARRATIVES, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique,	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique,	

descriptive details and clear sequences.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

b. Establish a situation, and introduce a narrator and/ or characters; organize an event sequence that reflects linear, nonlinear or circular structure.

c. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

d. Use temporal words and phrases to signal event order.

e. Create a sense of closure that follows the narrated experiences or events.

f. With guidance and support from peers and

descriptive details and clear sequences.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

a. Produce clear and coherent writing in which the development and organization are *appropriate to task, purpose and audience.*

b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.

c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.

e. Use concrete words and phrases and sensory details

descriptive details and clear sequences.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

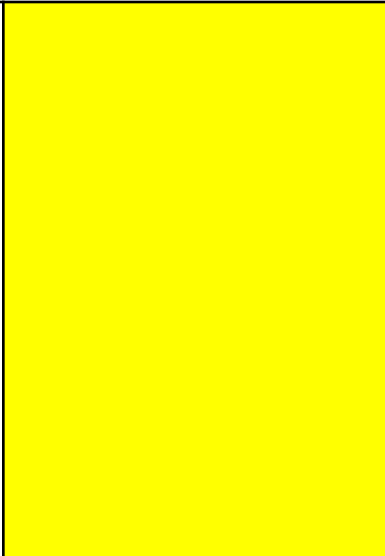
a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.

c. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.

d. Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events.

e. Use concrete words and phrases and sensory details

<p>adults, develop and strengthen writing as needed by planning, revising and editing</p>	<p><i>to convey experiences and events precisely.</i> f. Provide a conclusion that follows the narrated experiences or events. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.</p>	<p>to convey experiences and events precisely. f. Provide a conclusion that follows the narrated experiences or events. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p>	
<p>L.3.1</p>	<p>L.4.1</p>	<p>L.5.1</p>	<p>Supporting Standard</p>
<p>When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text. b. Form and use regular and irregular plural nouns. c. Use abstract nouns. d. Form and use regular and irregular verbs. e. Use verb tenses. f. Ensure subject-verb and</p>	<p>When writing or speaking, <i>demonstrate command of the conventions of standard English grammar and usage.</i> a. Use RELATIVE PRONOUNS AND RELATIVE ADVERBS. b. Use the PROGRESSIVE VERB TENSES. c. Use MODAL AUXILIARIES <i>to convey various conditions, such as can, may and must.</i> d. Order ADJECTIVES <i>within sentences according</i></p>	<p>When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. a. Explain the function of conjunctions, prepositions and interjections in a grade-level text. b. Use the perfect verb tenses. c. Use verb tense to convey various times, sequences, states and conditions. d. Produce complete sentences recognizing and</p>	

<p>pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound and complex sentences.</p>	<p><i>to conventional patterns.</i> <i>e. Use PREPOSITIONAL PHRASES.</i> <i>f. Produce COMPLETE SENTENCES, recognizing and correcting inappropriate fragments and run-ons.</i> <i>g. Use FREQUENTLY CONFUSED WORDS, such as to, too, two; there, their, they're.</i></p>	<p>correcting inappropriate shifts in verb tense. e. Use correlative conjunctions</p>	<p>Supporting Standard</p>
<p>L.3.2 When writing: a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Use possessives. e. Use conventional spelling for high-frequency words where suffixes are added to base words. f. Use spelling patterns and generalizations in writing words. g. Consult</p>	<p>When writing: <i>a. Demonstrate appropriate use of CAPITALIZATION RULES.</i> <i>b. Use COMMAS AND QUOTATION MARKS TO INDICATE DIRECT SPEECH AND QUOTATIONS for a text.</i> <i>c. Use a COMMA BEFORE A COORDINATING CONJUNCTION IN A COMPOUND SENTENCE.</i> <i>d. Consult reference materials as needed to</i></p>	<p>L.5.2 When writing: a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address. d. Use underlining, quotation marks or italics to indicate titles of works. e. Use</p>	

reference materials as needed to check and correct spellings.

check and correct spellings.

strategies and resources (print and electronic) to identify and correct spelling errors.



Grade 4 Reading and Writing



Priority Standards and
Instructional Unit 4

4th Grade Reading and Writing Unit 4: Informational B

**This unit is designed to...

****Priority Standards will be summatively assessed throughout Quarter 2. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

			Priority Standard
RI.3.1	RI.4.1	RI.5.1	
Ask and answer questions, and make and support logical inferences in order to construct meaning from the text	REFER TO DETAILS AND EXAMPLES in a text when <i>explaining what the text says explicitly</i> and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
			Priority Standard
RI.3.4	RI.4.4	RI.5.4	
Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning	<i>Determine the meaning of GENERAL ACADEMIC AND DOMAIN-SPECIFIC WORDS OR PHRASES in a GRADE LEVEL TEXT,</i> and describe and explain how those	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases	

	words and phrases shape meaning.	shape meaning.	
			Supporting Standard
RI.3.5	RI.4.5	RI.5.5	
Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	<i>Describe the overall STRUCTURE, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.</i>	Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts.	
			Supporting Standard
RI.3.7	RI.4.7	RI.5.7	
Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.	<i>Interpret information presented in PRINT AND NON-PRINT FORMATS and explain how the information contributes to an understanding of the text in which it appears.</i>	Analyze information from multiple print and non-print formats, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	

			Priority Standard
RI.3.9	RI.4.9	RI.5.9	
Explain the relationship between information from two or more texts on the same theme or topic.	<i>Integrate information</i> from TWO OR MORE TEXTS ON THE SAME THEME OR TOPIC.	Integrate information from several texts on the same theme or topic.	
<p>4.RF.4-Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Fluently read grade-level prose and poetry orally on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>			Supporting Standard
			Priority Standard
C.3.2	C.4.2	C.5.2	
<p>Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.</p> <p>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, produce writing in which the</p>	<p><i>Compose</i> INFORMATIVE AND/OR EXPLANATORY TEXTS, using writing and digital resources, to examine a topic and convey ideas and information clearly.</p> <p>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which</p>	<p>Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.</p> <p>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development and</p>	

development and organization are appropriate to task and purpose.

b. Introduce a topic, and group related information together; include illustrations when useful to aiding comprehension.

c. Develop the topic with facts, definitions and details.

d. Use grade-appropriate conjunctions to develop text structure within sentences.

e. Use grade-appropriate transitions to develop text structure across paragraphs.

f. . Provide a concluding section.

g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing

the development and organization are appropriate to task, purpose and audience.

*b. Introduce a topic clearly, and group related information in paragraphs and sections; **include formatting, illustrations and multimedia when useful to aiding comprehension.***

*c. **Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.***

*d. Use grade-appropriate **CONJUNCTIONS** to develop text structure within sentences.*

*e. Use grade-appropriate **TRANSITIONS** to develop text structure across paragraphs.*

f. Use precise language and domain-specific vocabulary to inform about or explain the topic.

g. Provide a concluding section.

h. With guidance and support from peers and

organization are appropriate to task, purpose and audience.

b. Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.

c. Develop the topic with facts, definitions, concrete details quotations, or other information and examples related to the topic.

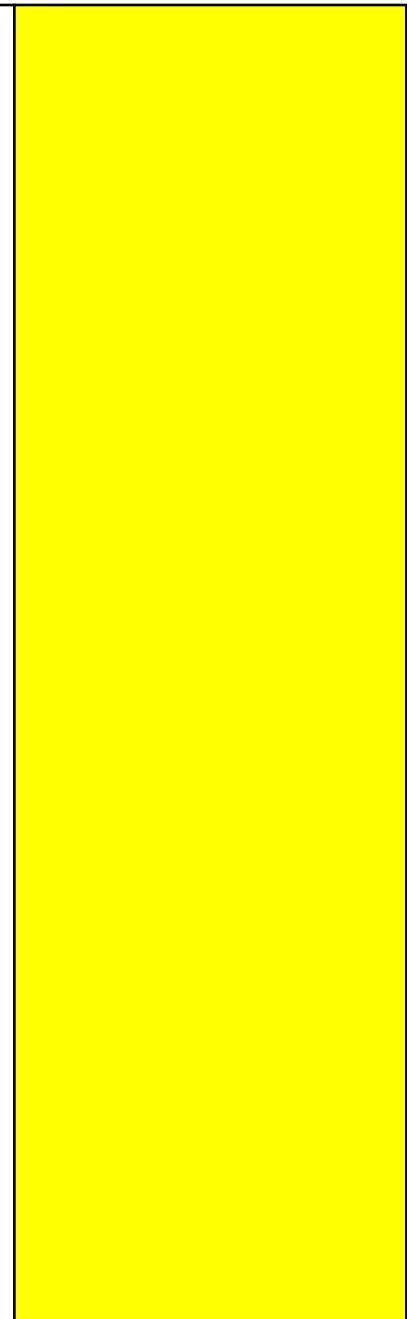
d. Use grade-appropriate conjunctions to develop text structure within sentences.

e. Use grade-appropriate transitions to develop text structure across paragraphs.

f. Use precise language and domain-specific vocabulary to inform about or explain the topic.

g. Provide a concluding section.

h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.



	<i>adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.</i>								
<table border="1"> <thead> <tr> <th data-bbox="220 529 646 597">C.3.4</th> <th data-bbox="646 529 1073 597">C.4.4</th> <th data-bbox="1073 529 1503 597">C.5.4</th> </tr> </thead> <tbody> <tr> <td data-bbox="220 597 646 852"> With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others. </td> <td data-bbox="646 597 1073 852"> With some guidance and support from adults, <i>use DIGITAL RESOURCES</i> to create and publish products as well as <i>to interact and collaborate with others.</i> </td> <td data-bbox="1073 597 1503 852"> With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others. </td> </tr> </tbody> </table>				C.3.4	C.4.4	C.5.4	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	With some guidance and support from adults, <i>use DIGITAL RESOURCES</i> to create and publish products as well as <i>to interact and collaborate with others.</i>	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.
C.3.4	C.4.4	C.5.4							
With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	With some guidance and support from adults, <i>use DIGITAL RESOURCES</i> to create and publish products as well as <i>to interact and collaborate with others.</i>	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.							
<table border="1"> <thead> <tr> <th data-bbox="220 961 646 1029">C.3.5</th> <th data-bbox="646 961 1073 1029">C.4.5</th> <th data-bbox="1073 961 1503 1029">C.5.5</th> </tr> </thead> <tbody> <tr> <td data-bbox="220 1029 646 1247"> Conduct short research projects that build knowledge about a topic. </td> <td data-bbox="646 1029 1073 1247"> Conduct short RESEARCH projects <i>that build knowledge through investigation of different aspects of a topic.</i> </td> <td data-bbox="1073 1029 1503 1247"> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. </td> </tr> </tbody> </table>			C.3.5	C.4.5	C.5.5	Conduct short research projects that build knowledge about a topic.	Conduct short RESEARCH projects <i>that build knowledge through investigation of different aspects of a topic.</i>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Supporting Standard
C.3.5	C.4.5	C.5.5							
Conduct short research projects that build knowledge about a topic.	Conduct short RESEARCH projects <i>that build knowledge through investigation of different aspects of a topic.</i>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.							

L.3.4	L.4.4	L.5.4	Supporting Standard
<p>Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word.</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.</p> <p>e. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and</p>	<p><i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases</i> based on grade 4 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use context (e.g., DEFINITIONS, EXAMPLES OR RESTATEMENTS in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common AFFIXES AND ROOTS as clues to the meaning of a word.</p> <p><i>c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</i></p> <p>d. Acquire and use accurately GRADE-APPROPRIATE GENERAL ACADEMIC AND DOMAIN-SPECIFIC words and phrases, including THOSE THAT SIGNAL PRECISE</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common affixes and roots as clues to the meaning of a word.</p> <p>c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.</p>	

phrases, including those that signal spatial and temporal relationships.

ACTIONS and that are basic to a particular topic.



Grade 4 Reading and Writing



Priority Standards and
Instructional Unit 5

4th Grade Reading and Writing Unit 5: Narrative B

**This unit is designed to...

****Priority Standards will be summatively assessed throughout Quarter 3. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

RL.3.2	RL.4.2	RL.5.2
Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.	Analyze how the THEME is reflected , and <i>cite relevant implicit and explicit evidence</i> from the text, including but not limited to poems, stories and dramas.	Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.

Priority Standard

RL.3.3	RL.4.3	RL.5.3
Describe characters in a story, including but not limited to their traits, motivations actions, or	<i>Describe in depth a CHARACTER'S THOUGHTS, WORDS and/or ACTIONS, the</i>	Compare/contrast characters, settings, or events in a story or drama, using specific details to

Supporting Standard

feelings, and how they affect the plot.	<i>SETTING or EVENT(S) IN A STORY OR DRAMA, drawing on specific details to analyze their interaction over the course of the text.</i>	analyze their interaction over the course of the text.							
<table border="1"> <thead> <tr> <th data-bbox="222 534 648 602">RL.3.4</th> <th data-bbox="653 534 1073 602">RL.4.4</th> <th data-bbox="1077 534 1503 602">RL.5.4</th> </tr> </thead> <tbody> <tr> <td data-bbox="222 605 648 1013">Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.</td> <td data-bbox="653 605 1073 1013"><i>Determine the meaning of words and phrases as they are used in a text, including but not limited to FIGURATIVE LANGUAGE such as METAPHORS and SIMILES, and describe and explain how those words and phrases shape meaning.</i></td> <td data-bbox="1077 605 1503 1013">Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning.</td> </tr> </tbody> </table>				RL.3.4	RL.4.4	RL.5.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.	<i>Determine the meaning of words and phrases as they are used in a text, including but not limited to FIGURATIVE LANGUAGE such as METAPHORS and SIMILES, and describe and explain how those words and phrases shape meaning.</i>	Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning.
RL.3.4	RL.4.4	RL.5.4							
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.	<i>Determine the meaning of words and phrases as they are used in a text, including but not limited to FIGURATIVE LANGUAGE such as METAPHORS and SIMILES, and describe and explain how those words and phrases shape meaning.</i>	Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning.							
<table border="1"> <thead> <tr> <th data-bbox="222 1127 648 1195">RL.3.6</th> <th data-bbox="653 1127 1073 1195">RL.4.6</th> <th data-bbox="1077 1127 1503 1195">RL.5.6</th> </tr> </thead> <tbody> <tr> <td data-bbox="222 1198 648 1494">Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text.</td> <td data-bbox="653 1198 1073 1494">Compare/contrast the POINT OF VIEW of first and third person narrators and the effect they have on the reader.</td> <td data-bbox="1077 1198 1503 1494">Describe how a narrator's or speaker's perspective influences how events are described.</td> </tr> </tbody> </table>			RL.3.6	RL.4.6	RL.5.6	Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text.	Compare/contrast the POINT OF VIEW of first and third person narrators and the effect they have on the reader.	Describe how a narrator's or speaker's perspective influences how events are described.	Supporting Standard
RL.3.6	RL.4.6	RL.5.6							
Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text.	Compare/contrast the POINT OF VIEW of first and third person narrators and the effect they have on the reader.	Describe how a narrator's or speaker's perspective influences how events are described.							

			Supporting Standard
RL.3.9	RL.4.9	RL.5.9	
Explain the relationship between information from two or more texts on the same theme or topic.	Integrate information from TWO OR MORE TEXTS ON THE SAME THEME OR TOPIC.	Integrate information from several texts on the same theme or topic.	
			Supporting Standard
RL.3.10	RL.4.10	RL.5.10	
By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently	By the end of the year, flexibly use a variety of comprehension strategies (i.e., <i>questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance</i>) to read, comprehend and analyze GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS independently and proficiently.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	

C.3.3	C.4.3	C.5.3	Priority Standard
<p>Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>b. Establish a situation, and introduce a narrator and/ or characters; organize an event sequence that reflects linear, nonlinear or circular structure.</p> <p>c. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to</p>	<p>Compose NARRATIVES, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.</p> <p>c. Use dialogue and description to develop experiences and events or</p>	<p>Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.</p> <p>c. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the</p>	

<p>situations. d. Use temporal words and phrases to signal event order. e. Create a sense of closure that follows the narrated experiences or events. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing</p>	<p>show the responses of characters to situations. <i>d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.</i> <i>e. Use concrete words and phrases and sensory details to convey experiences and events precisely.</i> f. Provide a conclusion that follows the narrated experiences or events. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.</p>	<p>responses of characters to situations. d. Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events. e. Use concrete words and phrases and sensory details to convey experiences and events precisely. f. Provide a conclusion that follows the narrated experiences or events. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p>	
<p style="text-align: center;">L.3.3</p> <p>Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases for effect. b. Recognize and observe</p>	<p style="text-align: center;">L.4.3</p> <p><i>Use knowledge of language and its conventions when</i> writing, speaking, reading or listening. a. Choose words and phrases to convey ideas precisely.</p>	<p style="text-align: center;">L.5.3</p> <p>Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Expand, combine and reduce sentences for meaning, reader/ listener</p>	Supporting Standard

<p>differences between the conventions of spoken and written Standard English.</p>	<p>b. Choose punctuation for effect. <i>c. Differentiate between FORMAL AND INFORMAL DISCOURSE PATTERNS based on context.</i></p>	<p>interest and style. b. Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas or poems.</p>	<p>Supporting Standard</p>
<p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Demonstrate understanding of words by relating them to their synonyms and antonyms. c. Distinguish shades of meaning among related words that describe degrees of certainty.</p>	<p>L.4.5 Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. a. Explain the meaning of simple SIMILES AND METAPHORS in context. b. Recognize and explain the meaning of common IDIOMS, ADAGES AND PROVERBS. c. Demonstrate understanding of words by relating them to their SYNONYMS and ANTONYMS.</p>	<p>L.5.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages and proverbs. c. Demonstrate understanding of words by relating them to their synonyms and antonyms.</p>	

Grade 4 Reading and Writing



Priority Standards and
Instructional Unit 6

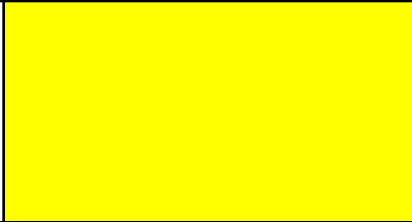
4th Grade Reading and Writing Unit 6: Opinion B

**This unit is designed to...

****Priority Standards will be summatively assessed throughout Quarter 3. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

			Priority Standard
RI.3.1	RI.4.1	RI.5.1	
Ask and answer questions, and make and support logical inferences in order to construct meaning from the text	REFER TO DETAILS AND EXAMPLES in a text when <i>explaining what the text says explicitly</i> and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
			Priority Standard
RI.3.4	RI.4.4	RI.5.4	
Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning	<i>Determine the meaning of GENERAL ACADEMIC AND DOMAIN-SPECIFIC WORDS OR PHRASES in a GRADE LEVEL TEXT,</i> and describe and explain how those	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases	

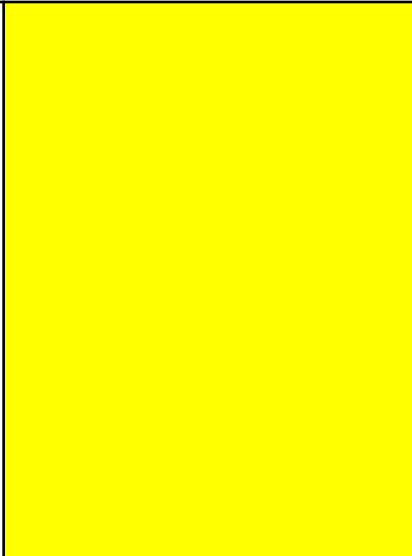
	words and phrases shape meaning.	shape meaning.	
			Supporting Standard
RI.3.6	RI.4.6	RI.5.6	
Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text.	Compare/contrast the POINT OF VIEW of first and third person narrators and the effect they have on the reader.	Describe how a narrator's or speaker's perspective influences how events are described.	
			Supporting Standard
RI.3.8	RI.4.8	RI.5.8	
Describe how reasons and evidence support specific claims the author makes in a text.	Explain how an author uses REASONS and EVIDENCE to support particular CLAIMS the author makes in a text.	Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim (s)	
			Priority Standard
RI.3.9	RI.4.9	RI.5.9	
Explain the relationship	Integrate information from	Integrate information from	

<p>between information from two or more texts on the same theme or topic.</p>	<p>TWO OR MORE TEXTS ON THE SAME THEME OR TOPIC.</p>	<p>several texts on the same theme or topic.</p>	
<p>RI.3.10</p>	<p>RI.4.10</p>	<p>RI.5.10</p>	<p>Supporting Standard</p>
<p>By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently</p>	<p>By the end of the year, flexibly use a variety of comprehension strategies (i.e., <i>questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance</i>) to read, comprehend and analyze GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS independently and proficiently.</p>	<p>By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.</p>	
<p>4.RF.4-Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension. a. Read grade-level text with purpose and understanding.</p>			

b. Fluently read grade-level prose and poetry orally on successive readings. **c.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Priority Standard

C.3.1	C.4.1	C.5.1
<p>Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>b. Introduce the topic, followed by opinion statement, and create an organizational structure.</p> <p>c. Provide reasons with elaborate details to support the opinion.</p> <p>d. Use grade-appropriate</p>	<p>Compose OPINIONS, using writing and digital resources, <i>on topics or texts</i>, supporting an author’s perspective with reasons and information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p><i>b. 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.</i></p> <p>c. Provide reasons that are supported by facts</p>	<p>Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer’s perspective with reasons and information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>b. Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>c. Provide logically ordered reasons that are supported</p>

<p>transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	<p><i>and details.</i> <i>d. Use grade-appropriate TRANSITIONS.</i> e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting</p>	<p>by facts and details. d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p>	
<p>C.3.5</p>	<p>C.4.5</p>	<p>C.5.5</p>	<p>Supporting Standard</p>
<p>Conduct short research projects that build knowledge about a topic.</p>	<p>Conduct short RESEARCH projects <i>that build knowledge through investigation of different aspects of a topic.</i></p>	<p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	
<p>C.3.6</p>	<p>C.4.6</p>	<p>C.5.6</p>	<p>Supporting Standard</p>
<p>Summarize information from experiences or gather information from print and digital sources; take brief notes on information from</p>	<p><i>Summarize relevant information from experiences, or gather relevant information from various print and digital</i></p>	<p>Summarize relevant information from experiences or gather relevant information from multiple print and digital</p>	

<p>various print/digital sources, and analyze by sorting into appropriate categories</p>	<p><i>sources; take notes, categorize information, and provide a list of sources.</i></p>	<p>sources; summarize or paraphrase applicable information in notes and finished work, and provide a list of sources.</p>	<p>Supporting Standard</p>
<p>L.3.5</p>	<p>L.4.5</p>	<p>L.5.5</p>	
<p>Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Demonstrate understanding of words by relating them to their synonyms and antonyms. c. Distinguish shades of meaning among related words that describe degrees of certainty.</p>	<p>Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. a. Explain the meaning of simple SIMILES AND METAPHORS in context. b. Recognize and explain the meaning of common IDIOMS, ADAGES AND PROVERBS. c. Demonstrate understanding of words by relating them to their SYNONYMS and ANTONYMS.</p>	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages and proverbs. c. Demonstrate understanding of words by relating them to their synonyms and antonyms.</p>	