

Fourth Grade 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> <ul style="list-style-type: none"> RF.4.3 RF.4.4 RL.4.1 RI.4.1 C.4.7 L.4.2 	<p>Prioritized Standards for 21-22</p> <ul style="list-style-type: none"> RF.4.3 RF.4.4 RL.4.1 RL.4.2 RL.4.3 RL.4.4 C.4.1 L.4.3 	<p>Prioritized Standards for 21-22</p> <ul style="list-style-type: none"> RF.4.4 RI.4.1 RI.4.2 RI.4.3 RI.4.4 RI.4.5 C.4.2 C.4.4 L.4.1 	<p>Prioritized Standards for 21-22</p> <ul style="list-style-type: none"> RF.4.4 RL.4.1 RL.4.4 RL.4.5 RL.4.6 RL.4.7 C.4.3 L.4.1 L.4.2 	<p>Prioritized Standards for 21-22</p> <ul style="list-style-type: none"> RF.4.4 RI.4.1 RI.4.4 RI.4.5 RI.4.7 RI.4.9 C.4.2 C.4.4 C.4.5 L.4.4 	<p>Prioritized Standards for 21-22</p> <ul style="list-style-type: none"> RF.4.4 RL.4.2 RL.4.3 RL.4.4 RL.4.5 RL.4.6 RL.4.9 RL.4.10 C.4.3 L.4.3 L.4.5 	<p>Prioritized Standards for 21-22</p> <ul style="list-style-type: none"> RF.4.4 RI.4.1 RI.4.4 RI.4.6 RI.4.8 RI.4.9 RI.4.10 C.4.1 C.4.5 C.4.6 L.4.5

2022-23 Focus Questions to collect evidence of throughout the year and reconsider at the end of the year:

- *Are there too many units for adequate time for instruction and assessment?*
- *Should the same writing unit cover two reading units? For example, should C.4.2 be the writing priority in Unit 1 and 2, C.4.3 be the writing priority for 3 and 4, and C.4.1 for 5 and 6 for adequate time?*
- *Has proficiency improved with RL.4.3 being a priority instead of supporting?*
- *Do RL/RI.4.5 need to stay a priority standard in as many units?*

Grade 4 Reading and Writing



Prioritized Standards and Instructional-Launching Workshop and Guided Reading

4th Grade Reading and Writing

Launch Workshop and Guided Reading

**This unit is designed to...

****Priority Standards will be summatively assessed. 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**

4.RF.3

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic words.

[Supporting Standard](#)

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.
- 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](#)

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.	

			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.	
			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	
When writing: a. Capitalize appropriate words in titles.	When writing: a. <i>Demonstrate appropriate use of CAPITALIZATION RULES.</i>	When writing: a. Use punctuation to separate items in a series. b. Use a	

- 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.

*b. Use **COMMAS AND QUOTATION MARKS TO INDICATE DIRECT SPEECH AND QUOTATIONS** for a text.*
*c. Use a **COMMA BEFORE A COORDINATING CONJUNCTION IN A COMPOUND SENTENCE.** d. Consult reference materials as needed to check and correct spellings.*

- 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. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

4.RF.3

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic words.

Supporting Standard

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.
- 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

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

			Supporting Standard
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 Revised for 2022-23
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	<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 and phrases	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.	

meaning.

shape meaning.

Supporting Standard
Revised for 2022-23

C.3.1

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.)
a. With guidance and support from adults, produce writing in which the development and 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.

C.4.1

Compose OPINIONS, using writing and digital resources, *on topics or texts*, **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.)
a. **Produce clear and coherent writing in which the development and organization are 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,**

C.5.1

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.)
a. Produce clear and coherent writing in which the development and organization are 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

	<i>editing and rewriting</i>	approach.	
			Supporting Standard
L.3.3	L.4.3	L.5.3	
<p>Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p>a. Choose words and phrases for effect.</p> <p>b. Recognize and observe differences between the conventions of spoken and written Standard English.</p>	<p><i>Use knowledge of language and its conventions when writing, speaking, reading or listening.</i></p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Choose punctuation for effect.</p> <p><i>c. Differentiate between FORMAL AND INFORMAL DISCOURSE PATTERNS based on context.</i></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p>a. Expand, combine and reduce sentences for meaning, reader/listener interest and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas or poems.</p>	

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.**

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.
- 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

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	<i>Determine the meaning of GENERAL ACADEMIC AND DOMAIN-SPECIFIC WORDS OR PHRASES in a GRADE LEVEL TEXT, and describe</i>	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words	

meaning	and explain how those words and phrases shape meaning.	and phrases shape meaning.	
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, <i>the author uses to organize the events, ideas, concepts or information.</i></i>	Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts.	Supporting Standard Revised for 2022-23
C.3.2	C.4.2	C.5.2	
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.) a. With guidance and support from adults, produce writing in which the development and	<i>Compose INFORMATIVE AND/OR EXPLANATORY TEXTS, using writing and digital resources, to examine a topic and convey ideas and information clearly.</i> (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	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.) a. Produce clear and coherent writing in which the development	Supporting Standard Revised for 2022-23

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

writing in which 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 adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

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.

			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 reg. and irreg.verbs. e. Use verb tenses. f. Ensure subject-verb and 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.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. <i>a. Use RELATIVE PRONOUNS AND RELATIVE ADVERBS.</i> <i>b. Use the PROGRESSIVE VERB TENSES.</i> <i>c. Use MODAL AUXILIARIES to convey various conditions, such as <i>can, may and must.</i></i> <i>d. Order ADJECTIVES within sentences according to conventional patterns.</i> <i>e. Use PREPOSITIONAL PHRASES.</i> <i>f. Produce COMPLETE SENTENCES, recognizing and correcting inappropriate frag & run-ons.</i> <i>g. Use FREQUENTLY CONFUSED WORDS, such as to, too, two; there, their, they're.</i>	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 conjunctions	

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. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

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.
- 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

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 and phrases shape meaning.	<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 and phrases shape meaning.	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.	
			Priority Standard Revised for 2022-23
RL.3.5	RL.4.5	RL.5.5	
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.	
			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 <i>of first and third person narrators and the effect they have on the reader.</i>	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	
			Supporting Standard Revised for 2022-23
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, 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,	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. 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	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. 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,	

<p>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 adults, develop and strengthen writing as needed by planning, revising and editing</p>	<p>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. <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>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 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>Supporting Standard</p>
<p>L.3.1</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</p>	<p>L.4.1</p> <p>When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. <i>a. Use RELATIVE PRONOUNS AND RELATIVE ADVERBS.</i> <i>b. Use the PROGRESSIVE VERB TENSES.</i></p>	<p>L.5.1</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.</p>	

<p>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 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>c. Use MODAL AUXILIARIES to convey various conditions, such as can, may and must.</i> <i>d. Order ADJECTIVES within sentences according 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>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 conjunctions</p>	<p>Supporting Standard</p>
<p>L.3.2</p> <p>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 reference materials as needed to check and correct spellings.</p>	<p>L.4.2</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 check and correct spellings.</i></p>	<p>L.5.2</p> <p>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 strategies and resources (print and electronic) to identify and correct spelling errors.</p>	

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.**

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.
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

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.

Supporting Standard
Revised for 2022-23

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</i> GENERAL ACADEMIC AND DOMAIN-SPECIFIC WORDS OR PHRASES in a GRADE LEVEL TEXT , and describe and explain how those words and phrases shape	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.

	meaning.		
			Priority Standard Revised for 2022-23
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, <i>the author uses to organize the events, ideas, concepts or information.</i></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	<i>Integrate information from TWO OR MORE TEXTS ON THE</i>	Integrate information from several texts on the same theme or topic.	

texts on the same theme or topic.	SAME THEME OR TOPIC.		
			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> <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 a topic, and group related information together; include illustrations when useful to aiding comprehension.</p> <p>c. Develop the topic with facts, definitions and details.</p> <p>d. Use grade-appropriate conjunctions to develop text structure within sentences.</p> <p>e. Use grade-appropriate transitions to develop text structure across paragraphs.</p> <p>f. . Provide a concluding section.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed</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 the development and organization are appropriate to task, purpose and audience.</p> <p><i>b. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.</i></p> <p>c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</p> <p><i>d. Use grade-appropriate</i> CONJUNCTIONS <i>to develop text structure within sentences.</i></p> <p><i>e. Use grade-appropriate</i></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 organization are appropriate to task, purpose and audience.</p> <p>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.</p> <p>c. Develop the topic with facts, definitions, concrete details quotations, or other information and examples related to the topic.</p> <p>d. Use grade-appropriate conjunctions to develop text structure within sentences.</p> <p>e. Use grade-appropriate transitions to develop text structure across paragraphs.</p> <p>f. Use precise</p>	

by planning, revising and editing	<p>TRANSITIONS to develop text structure across paragraphs.</p> <p><i>f. Use precise language and domain-specific vocabulary to inform about or explain the topic.</i></p> <p>g. Provide a concluding section.</p> <p><i>h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.</i></p>	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.							
<table border="1"> <thead> <tr> <th data-bbox="220 709 646 776">C.3.4</th> <th data-bbox="653 709 1073 776">C.4.4</th> <th data-bbox="1079 709 1503 776">C.5.4</th> </tr> </thead> <tbody> <tr> <td data-bbox="220 781 646 987">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="653 781 1073 987">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="1079 781 1503 987">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, use 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
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, use 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.							
<table border="1"> <thead> <tr> <th data-bbox="220 1094 646 1161">C.3.5</th> <th data-bbox="653 1094 1073 1161">C.4.5</th> <th data-bbox="1079 1094 1503 1161">C.5.5</th> </tr> </thead> <tbody> <tr> <td data-bbox="220 1166 646 1312">Conduct short research projects that build knowledge about a topic.</td> <td data-bbox="653 1166 1073 1312">Conduct short RESEARCH projects that build knowledge through investigation of different aspects of a topic.</td> <td data-bbox="1079 1166 1503 1312">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 that build knowledge through investigation of different aspects of a topic.	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 that build knowledge through investigation of different aspects of a topic.	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 phrases, including those that signal spatial and temporal relationships.</p>	<p><i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies.</i></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 ACTIONS and that are basic to a particular topic.</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>	

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.**

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.
 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

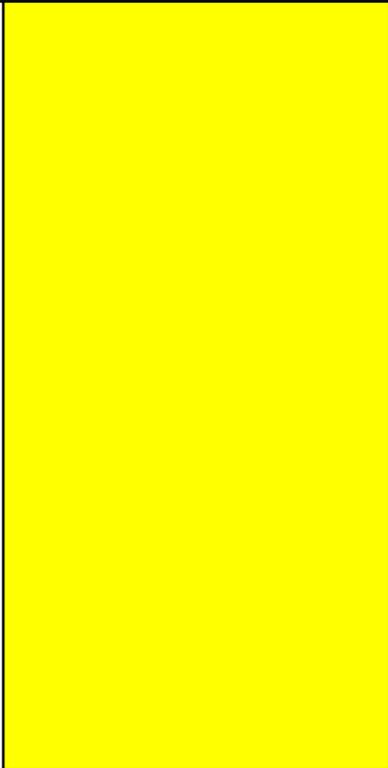
RL.3.2	RL.4.2	RL.5.2
Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.	Analyze how the THEME is reflected, and cite relevant implicit and explicit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

			Priority Standard Revised for 2022-23
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.	
			Supporting 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.	
			Priority Standard Revised for 2022-23
RL.3.5	RL.4.5	RL.5.5	
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,	<i>Analyze the overall STRUCTURE, in a text or part of the text, the author uses IN POEMS, STORIES AND DRAMAS, including but not</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.	

nonlinear and circular structures. limited to LINEAR, NONLINEAR AND CIRCULAR STRUCTURES.			
			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.	
			Priority 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,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing,	

<p>summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently</p>	<p><i>summarizing, synthesizing, using prior knowledge, determining importance)</i> to read, comprehend and analyze GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS independently and proficiently.</p>	<p>summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.</p>	<p style="text-align: center;">Priority Standard</p>
<p style="text-align: center;">C.3.3</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. (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</p>	<p style="text-align: center;">C.4.3</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. (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</p>	<p style="text-align: center;">C.5.3</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. (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</p>	

<p>of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>d. Use temporal words and phrases to signal event order.</p> <p>e. Create a sense of closure that follows the narrated experiences or events.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing</p>	<p>sequence that reflects linear, nonlinear or circular structure.</p> <p>c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p><i>d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.</i></p> <p><i>e. Use concrete words and phrases and sensory details to convey experiences and events precisely.</i></p> <p>f. Provide a conclusion that follows the narrated experiences or events.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.</p>	<p>as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>d. Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events.</p> <p>e. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>f. Provide a conclusion that follows the narrated experiences or events.</p> <p>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.3.3</p> <p>Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p>a. Choose words and phrases for effect.</p> <p>b. Recognize and observe differences between the conventions of spoken and written Standard English.</p>	<p><i>Use knowledge of language and its conventions when writing, speaking, reading or listening.</i></p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Choose punctuation for effect.</p> <p><i>c. Differentiate between FORMAL AND INFORMAL DISCOURSE</i></p>	<p>L.5.3</p> <p>Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p>a. Expand, combine and reduce sentences for meaning, reader/listener interest and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories,</p>	

		<i>PATTERNS based on context.</i>	dramas or poems.	
				Supporting Standard
L.3.5	L.4.5	L.5.5		
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.	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. a. Explain the meaning of simple SIMILES AND METAPHORS in context. b. <i>Recognize and explain the meaning of common IDIOMS, ADAGES AND PROVERBS.</i> c. Demonstrate understanding of words by relating them to their SYNONYMS and ANTONYMS.	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.		

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. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

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.
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

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 shape meaning.

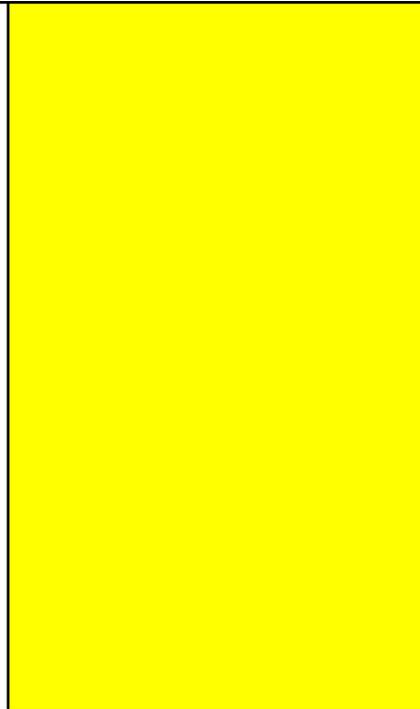
	words and phrases shape meaning.		
			Supporting Standard
RI.3.6	RI.4.6	RI.5.6	
Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text.	Compare/contrast the POINT OF VIEW of first and third person narrators 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 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
RI.3.10	RI.4.10	RI.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.	
			Priority Standard
C.3.1	C.4.1	C.5.1	
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.) a. With guidance and support from adults, produce writing in which the development and	Compose OPINIONS , using writing and digital resources, <i>on topics or texts, supporting an author's perspective with reasons and information.</i> (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	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.) a. Produce clear and coherent writing in which the development	

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.

development and organization are 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**

and organization are 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.



C.3.5

Conduct short research projects that build knowledge about a topic.

C.4.5

Conduct short RESEARCH projects that build knowledge through investigation of different aspects of a topic.

C.5.5

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Supporting Standard

C.3.6

Summarize information from

C.4.6

Summarize relevant information

C.5.6

Summarize relevant information

Supporting Standard

<p>experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories</p>	<p><i>from experiences, or gather relevant information from various print and digital sources; take notes, categorize information, and provide a list of sources.</i></p>	<p>from experiences or gather relevant information from multiple print and digital 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>	<p>Supporting Standard</p>