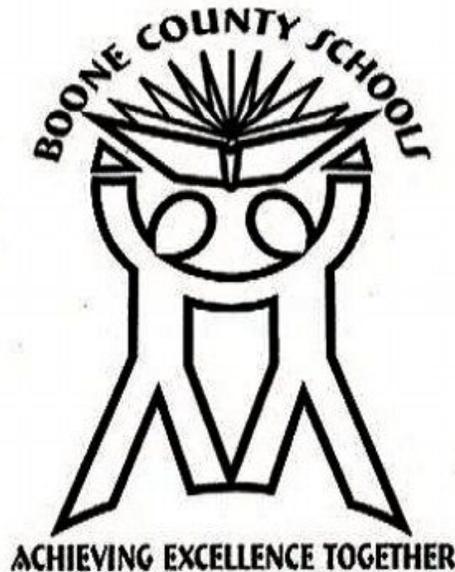


# Fourth Reading and Writing Units of Instruction 2019-2020



# Grade 4 Reading and Writing



## Priority Standards and Instructional Unit 1

## 4th Grade Reading and Writing Unit 1:

**This unit is designed to...	
<b>**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.</b>	
<b>Reading Literature</b>	
<b>4.RL.1</b> -Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (focus on highlighted section)	Priority Standard
<b>4.RL.6</b> -Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.	Priority Standard
<b>Reading Informational</b>	
<b>4.RI.1</b> -Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (focus on highlighted section)	Supporting Standard
<b>Composition (3 weeks)</b>	
Introduction of the modes of writing; Launch Writer's Workshop; Pre-assessments	
<b>4.C.1</b> -Compose opinions, using writing and digital resources, on topics or	Priority Standard

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, editing and rewriting.

**4.C.2-**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 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.

Priority Standard

- 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.

**4.C.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. 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 a 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.

Priority Standard

# Grade 4 Reading and Writing



Priority Standards and  
Instructional Unit 2

**4th Grade Reading and Writing  
Unit : 2**

\*\*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.**

**Reading Literature**

<b>4.RL.1</b> -Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (focus on highlighted section)	Priority Standard
--	-------------------

<b>4.RL.2</b> - 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. (Introduction only) (focus on highlighted section)	Priority Standard
---	-------------------

<b>4.RL.3</b> -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. (focus on highlighted section)	Priority Standard
--	-------------------

**Language**

<b>4.L.2</b> -When writing: a. Demonstrate appropriate use of capitalization rules. b. Use commas and quotation marks to indicate direct speech and quotations for a text.	Priority Standard
--	-------------------

## Composition (4 weeks)

**4.C.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. 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 a 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.

Priority Standard

# Grade 4 Reading and Writing



Priority Standards and  
Instructional Unit 3

## 4th Grade Reading and Writing Unit : 3

\*\*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.**

### Reading Informational

<b>4.RI.1</b> -Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (focus on highlighted section)	Supporting Standard
--	---------------------

<b>4.RI.2</b> -Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text. (Identify central ideas; cite explicit evidence)	Priority Standard
--	-------------------

<b>4.RI.3</b> - Explain the individuals, events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happens and why, based on specific information over the course of a text	Supporting Standard
---	---------------------

### Language

<b>4.L.2</b> -When writing: <ul style="list-style-type: none"> <li>a. Demonstrate appropriate use of capitalization rules.</li> <li>b. Use commas and quotation marks to indicate direct speech and quotations for a text.</li> </ul>	Priority Standard
---	-------------------

c. Use a comma before a coordinating conjunction in a compound sentence.

**Composition**

**4.C.2-**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 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.

Priority  
Standard

# Grade 4 Reading and Writing



Priority Standards and  
Instructional Unit 4

**4th Grade Reading and Writing  
Unit : 4**

\*\*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.***

**Reading Literature**

<p><b>4.RL.1</b>-Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Priority Standard</p>
---	--------------------------

<p><b>4.RL.2</b>-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.</p>	<p>Priority Standard</p>
--	--------------------------

<p><b>4.RL.4</b>-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.</p>	<p>Supporting Standard</p>
---	----------------------------

<p><b>4.RL.5</b> - Analyze the overall structure, in a text or part of a text, the author uses in poems, stories, and dramas, including but not limited to linear, nonlinear, and circular structure</p>	<p>Priority Standard</p>
--	--------------------------

<p><b>4.RL.6</b>-Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.</p>	<p>Priority Standard</p>
---	--------------------------

<p><b>4.RL.7</b>-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.</p>	<p>Supporting Standard</p>
<p><b>Language</b></p>	
<p><b>4.L.5</b>- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Explain the meaning of simple similes and metaphors in context</li> <li>b. Recognize and explain the meaning of common idioms adages and proverbs</li> <li>c. Demonstrate understanding of words by relating them to their synonyms and antonyms</li> </ul>	<p>Priority Standard</p>
<p><b>Composition (5 weeks)</b></p>	
<p><b>4.C.1</b>-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.)</p> <ul style="list-style-type: none"> <li>a. Produce clear and coherent writing in which the development a organization are appropriate to task, purpose and audience.</li> <li>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.</li> <li>c. Provide reasons that are supported by facts and details.</li> <li>d. Use grade-appropriate transitions.</li> </ul>	<p>Priority Standard</p>

- 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.

**4.C.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. 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 a 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.

Priority Standard

# Grade 4 Reading and Writing



Priority Standards and  
Instructional Unit 5

## 4th Grade Reading and Writing Unit : 5

\*\*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.**

### Reading Informational

**4.RI.1**-Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Supporting  
Standard

**4.RI.2**-Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.

Priority Standard

**4.RI.8** - Explain how an author uses reasons and evidence to support particular claims the author makes in a text

Priority Standard

### Language

**4.L.2**-When writing:

- a. Demonstrate appropriate use of capitalization rules.
- 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.

Priority Standard

## Composition (4 weeks)

**4.C.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, editing and rewriting.

Priority Standard

**4.C.2**-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 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.

Priority Standard

- 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.

# Grade 4 Reading and Writing



Priority Standards and  
Instructional Unit 6

## 4th Grade Reading and Writing Unit : 6

\*\*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.**

### Reading Literature

4.RL.1-Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Priority Standard
---	-------------------

4.RL.2-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.	Priority Standard
--	-------------------

4.RL.3-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.	Priority Standard
---	-------------------

4.RL.9-Compare/contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures.	Supporting Standard
---	---------------------

### Language

4.L.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly	Priority Standard
--	-------------------

from an array of strategies.

- a. Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common affixes and roots as clues to the meaning of a word.
- c. Consult print and digital reference materials to find the pronunciation, and determine or clarify the precise meaning of key words and phrases.
- 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.

### **Composition (4 weeks)**

**4.C.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.

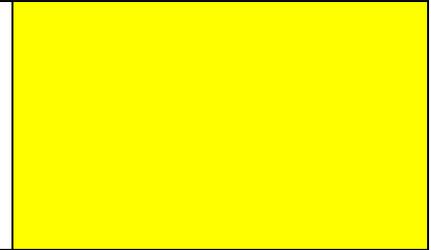
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. 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 a 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 to convey

Priority Standard

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 and rewriting.



# Grade 4 Reading and Writing



Priority Standards and  
Instructional Unit 7

## 4th Grade Reading and Writing Unit : 7

\*\*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.**

### Reading Informational

**4.RI.1**-Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Supporting  
Standard

**4.RI.2**-Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.

Priority Standard

**4.RI.4** - 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.

Priority Standard

### Language

**4.L.4**-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies.

- e. Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.
- f. Use common affixes and roots as clues to the meaning of a word.

Priority Standard

- g.** Consult print and digital reference materials to find the pronunciation, and determine or clarify the precise meaning of key words and phrases.
- h.** 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.

**Composition (4 weeks)**

**4.C.2-**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 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

Priority Standard

strengthen writing as needed by planning, revising, editing and rewriting.



# Grade 4 Reading and Writing



Priority Standards and  
Instructional Unit 8

**4th Grade Reading and Writing  
Unit : 8**

\*\*This unit is designed to...

**\*\**Priority Standards will be summatively assessed throughout Quarter 4. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.***

**Reading Literature**

**4.RL.1**-Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Priority Standard

**4.RL.2**-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.

Priority Standard

**4.RL.5** - Analyze the overall structure, in a text or part of a text, the author uses in poems, stories, and dramas, including but not limited to linear, nonlinear, and circular structure

Priority Standard

**4.RL.6**-Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.

Priority Standard

**4.RL.7**-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.

Supporting Standard

<b>Language</b>	
<p><b>4.L.2</b>-When writing:</p> <ul style="list-style-type: none"> <li>a. Demonstrate appropriate use of capitalization rules.</li> <li>b. Use commas and quotation marks to indicate direct speech and quotations for a text.</li> <li>c. Use a comma before a coordinating conjunction in a compound sentence.</li> <li>d. Consult reference materials as needed to check and correct spellings.</li> </ul>	Priority Standard
<p><b>4.L.5</b>-Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Explain the meaning of simple similes and metaphors in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages and proverbs.</li> <li>c. Demonstrate understanding of words by relating them to their synonyms and antonyms.</li> </ul>	Priority Standard
<b>Composition</b>	
<p><b>4.C.1</b>-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.)</p> <ul style="list-style-type: none"> <li>a. Produce clear and coherent writing in which the development a organization are appropriate to task, purpose and audience.</li> <li>b. Introduce a topic or text clearly, state an opinion and create an</li> </ul>	Priority Standard

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.

**4.C.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. 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 a 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.

# Grade 4 Reading and Writing



Priority Standards and  
Instructional Unit 9

**4th Grade Reading and Writing  
Unit : 9**

**This unit is designed to...	
<b>** Priority Standards will be summatively assessed throughout Quarter 4. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.</b>	
<b>Reading Informational</b>	
<b>4.RI.1</b> -Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Supporting Standard
<b>4.RI.2</b> -Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.	Priority Standard
<b>4.RI.8</b> -Explain how an author uses reasons and evidence to support particular claims the author makes in a text.	Priority Standard
<b>4.RI.9</b> -Integrate information from two or more texts on the same theme or topic.	Priority StandardP
<b>Composition (4 weeks)</b>	
<b>4.C.1</b> -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.)	Priority Standard

- 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, editing and rewriting.

**4.C.2-**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 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

Priority Standard

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.