

# Fourth Reading and Writing Units of Instruction 2020-2021



# Grade 4 Reading and Writing



Priority Standards and  
Instructional-Launching Workshop and Guided Reading

## 4th Grade Reading and Writing Launch Workshop and Guided Reading

**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 Foundational</b>	
<b>4.RF.3</b> -Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic words.</li> </ul>	Priority Standard
<b>4.RF.4</b> -Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension. <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Fluently read grade-level prose and poetry orally on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul>	Priority Standard
<b>Writing Workshop Launching</b>	
<b>4.C.7</b> -Compose routinely over extended time frames and shorter time frames	Supporting Standard

for a variety of tasks, purposes and audiences.	
<b>Language</b>	
<b>4.L.2a</b> -When writing: a. Demonstrate appropriate use of capitalization rules.	Priority Standard

# Grade 4 Reading and Writing



## Priority Standards and Instructional Unit 1

## 4th Grade Reading and Writing Unit 1:

\*\*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 Foundational

**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.

Spiral

**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

Spiral

### 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. (focus on

Priority Standard

highlighted section)	
<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.	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.	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>Language</b>	
<p><b>4.L.1</b>-When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</p> <ul style="list-style-type: none"> <li>a. Use relative pronouns and relative adverbs.</li> <li>b. Use the progressive verb tenses.</li> <li>c. Use modal auxiliaries to convey various conditions, such as can, may and must.</li> <li>d. Order adjectives within sentences according to conventional patterns.</li> <li>e. Use prepositional phrases.</li> <li>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>g. Use frequently confused words, such as to, too, two; there, their, they're.</li> </ul>	Supporting Standard
<b>Writing Workshop Opinion Writing</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.</p> <ul style="list-style-type: none"> <li>a. Produce clear and coherent writing in which the development and 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> <li>e. Provide a concluding section.</li> <li>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.</li> </ul>	<p>Priority Standard</p>
<p><b>4.C.4-</b>With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.</p>	<p>Supporting Standard</p>
<p><b>4.C.5-</b>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>Supporting Standard</p>
<p><b>4.C.6-</b>Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources</p>	<p>Supporting Standard</p>
<p><b>4.C.7-</b>Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.</p>	<p>Supporting Standard</p>

# 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 Foundational

**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.

Spiral

**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

Spiral

### Reading Informational

**4.RI.1**-Ask and answer questions, and make and support logical inferences in order to construct meaning from the text.

Priority Standard

<p><b>4.RI.2-</b>Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.</p>	<p>Priority Standard</p>
<p><b>4.RI.3-</b>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.</p>	<p>Priority Standard</p>
<p><b>4.RI.5-</b>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.</p>	<p>Priority Standard</p>
<p><b>4.RI.7-</b>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.</p>	<p>Supporting Standard</p>
<p><b>Language</b></p>	
<p><b>4.L.1-</b>When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</p> <ul style="list-style-type: none"> <li>a. Use relative pronouns and relative adverbs.</li> <li>b. Use the progressive verb tenses.</li> <li>c. Use modal auxiliaries to convey various conditions, such as can, may and must.</li> <li>d. Order adjectives within sentences according to conventional patterns.</li> <li>e. Use prepositional phrases.</li> <li>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>g. Use frequently confused words, such as to, too, two; there, their,</li> </ul>	<p>Priority Standard</p>

they're.	
<b>Writing Workshop      Informational Writing</b>	
<p><b>4.C.2-</b>Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</li> <li>b. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.</li> <li>c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</li> <li>d. Use grade-appropriate conjunctions to develop text structure within sentences.</li> <li>e. Use grade-appropriate transitions to develop text structure across paragraphs.</li> <li>f. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>g. Provide a concluding section.</li> <li>h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.</li> </ul>	Priority Standard
<p><b>4.C.4-</b>With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.</p>	Supporting Standard
<p><b>4.C.5-</b>Conduct short research projects that build knowledge through</p>	Supporting Standard

investigation of different aspects of a topic.	
<b>4.C.6</b> -Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources	Supporting Standard
<b>4.C.7</b> -Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Supporting 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 2. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

### Reading Foundational

**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.

Spiral

**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

Spiral

### 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.

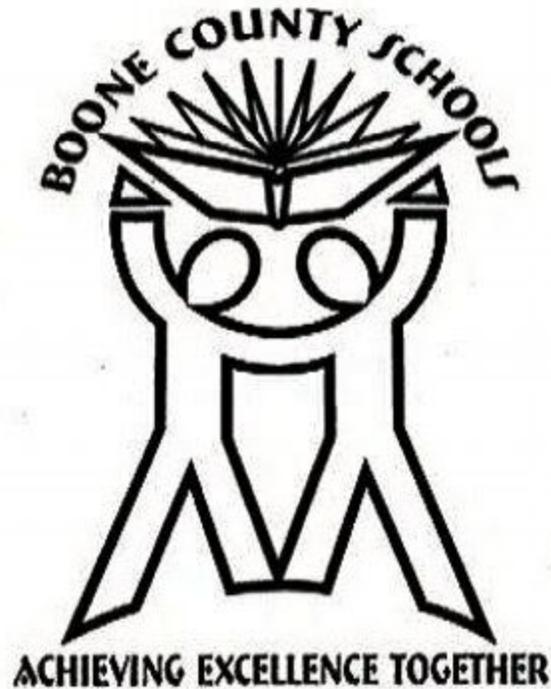
Priority Standard

<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.5-</b>Analyze 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.</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.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.7-7</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.1-4.L.1-</b>When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</p> <ul style="list-style-type: none"> <li>a. Use relative pronouns and relative adverbs.</li> <li>b. Use the progressive verb tenses.</li> <li>c. Use modal auxiliaries to convey various conditions, such as can, may and must.</li> <li>d. Order adjectives within sentences according to conventional patterns.</li> </ul>	<p>Priority Standard</p>

<ul style="list-style-type: none"> <li>e. Use prepositional phrases.</li> <li>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>g. Use frequently confused words, such as to, too, two; there, their, they're.</li> </ul>	
<p><b>4.L.4-</b>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.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common affixes and roots as clues to the meaning of a word.</li> <li>c. Consult print and digital reference materials to find the pronunciation, and determine or clarify the precise meaning of key words and phrases.</li> <li>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.</li> </ul>	Priority Standard
<b>Writing Workshop    Narrative Writing</b>	
<p><b>4.C.3-</b>Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <ul style="list-style-type: none"> <li>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</li> <li>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.</li> <li>c. Use dialogue and description to develop experiences and events or show</li> </ul>	Priority Standard

<p>the responses of characters to situations.</p> <ul style="list-style-type: none"> <li>d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.</li> <li>e. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>f. Provide a conclusion that follows the narrated experiences or events.</li> <li>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting</li> </ul>	
<p><b>4.C.4</b>-With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.</p>	Supporting Standard
<p><b>4.C.6</b>-Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.</p>	Supporting Standard
<p><b>4.C.7</b>-Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.</p>	Supporting Standard
<p><b>4.L.2b</b>-When writing:</p> <ul style="list-style-type: none"> <li>b. Use commas and quotation marks to indicate direct speech and quotations for a text.</li> </ul>	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 Foundational**

**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.

Spiral

**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

Spiral

**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.

Spiral

**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

<p><b>4.RI.8</b>-Explain how an author uses reasons and evidence to support particular claims the author makes in a text.</p>	<p>Priority Standard</p>
<p><b>Language</b></p>	
<p><b>4.L.1</b>- When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</p> <ul style="list-style-type: none"> <li>a. Use relative pronouns and relative adverbs.</li> <li>b. Use the progressive verb tenses.</li> <li>c. Use modal auxiliaries to convey various conditions, such as can, may and must.</li> <li>d. Order adjectives within sentences according to conventional patterns.</li> <li>e. Use prepositional phrases.</li> <li>e. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>f. Use frequently confused words, such as to, too, two; there, their, they're.</li> </ul>	<p>Spiral</p>
<p><b>Writing Workshop Informational Writing</b></p>	
<p><b>4.C.2</b>-Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</li> <li>b. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.</li> <li>c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</li> <li>d. Use grade-appropriate conjunctions to develop text structure within sentences.</li> </ul>	<p>Priority Standard</p>

<ul style="list-style-type: none"> <li>e. Use grade-appropriate transitions to develop text structure across paragraphs.</li> <li>f. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>g. Provide a concluding section.</li> <li>h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.</li> </ul>	
<p><b>4.C.4-</b>With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.</p>	Supporting Standard
<p><b>4.C.5-</b>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	Supporting Standard
<p><b>4.C.6-</b>Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources</p>	Supporting Standard
<p><b>4.C.7-</b>Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.</p>	Supporting Standard
<p><b>4.L.2c-</b>When writing:Use a comma before a coordinating conjunction in a compound sentence.</p>	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...	
<b>**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.</b>	
<b>Reading Foundational</b>	
<b>4.RF.3</b> -Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic words.</li> </ul>	Spiral
<b>4.RF.4</b> -Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension. <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Fluently read grade-level prose and poetry orally on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul>	Spiral
<b>Reading Literature</b>	
<b>4.RL.9</b> -Compare/contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures.	Priority Standard

<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>	Spiral
<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>	Spiral
<p><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.</p>	Spiral
<p><b>Language</b></p>	
<p><b>4.L.3</b>-Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ul style="list-style-type: none"> <li>a. Choose words and phrases to convey ideas precisely.</li> <li>b. Choose punctuation for effect.</li> <li>c. Differentiate between formal and informal discourse patterns based on context.</li> </ul>	Priority Standard
<p><b>Writing Workshop Narrative Writing</b></p>	
<p><b>4.C.3</b>-Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <ul style="list-style-type: none"> <li>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</li> <li>b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear,</li> </ul>	Priority Standard

<p>nonlinear or circular structure.</p> <ul style="list-style-type: none"> <li>c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.</li> <li>e. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>f. Provide a conclusion that follows the narrated experiences or events.</li> <li>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.</li> </ul>	
<p><b>4.C.4-</b>With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.</p>	Supporting Standard
<p><b>4.C.6-</b>Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.</p>	Supporting Standard
<p><b>4.C.7-</b>Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.</p>	Supporting Standard

# Grade 4 Reading and Writing



## Priority Standards and Instructional Unit 6

**4th Grade Reading and Writing  
Unit : 6**

**This unit is designed to...	
<b>**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.</b>	
<b>Reading Informational</b>	
<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.4</b> -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
<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.	Spiral
<b>4.RI.6</b> -Compare/contrast a firsthand and secondhand account of the same event or topic.	Spiral
<b>Language</b>	
<b>4.L.5</b> -Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Explain the meaning of simple similes and metaphors in context.	Priority Standard

<ul style="list-style-type: none"> <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><b>4.L.1</b>-When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</p> <ul style="list-style-type: none"> <li>a. Use relative pronouns and relative adverbs.</li> <li>b. Use the progressive verb tenses.</li> <li>c. Use modal auxiliaries to convey various conditions, such as can, may and must.</li> <li>d. Order adjectives within sentences according to conventional patterns.</li> <li>e. Use prepositional phrases.</li> <li>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>g. Use frequently confused words, such as to, too, two; there, their, they're.</li> </ul>	Spiral
<b>Writing Workshop Opinion Writing</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.</p> <ul style="list-style-type: none"> <li>a. Produce clear and coherent writing in which the development and 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> </ul>	Priority Standard

<ul style="list-style-type: none"> <li>d. Use grade-appropriate transitions.</li> <li>e. Provide a concluding section.</li> <li>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.</li> </ul>	
<p><b>4.C.4</b>-With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.</p>	Supporting Standard
<p><b>4.C.5</b>-Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	Supporting Standard
<p><b>4.C.6</b>-Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources</p>	Supporting Standard
<p><b>4.C.7</b>-Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.</p>	Supporting Standard
<p><b>4.L.2d</b>-Consult reference materials as needed to check and correct spellings.</p>	Priority Standard

# Grade 4 Reading and Writing



## Priority Standards and Instructional Unit 7

**4th Grade Reading and Writing  
Unit : 7**

**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.	Spiral
<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 Standard
<b>4.RI.10</b> -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.	Supporting Standard

<b>Language</b>	
<p><b>4.L.1-</b>When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</p> <ul style="list-style-type: none"> <li>a. Use relative pronouns and relative adverbs.</li> <li>b. Use the progressive verb tenses.</li> <li>c. Use modal auxiliaries to convey various conditions, such as can, may and must.</li> <li>d. Order adjectives within sentences according to conventional patterns.</li> <li>e. Use prepositional phrases.</li> <li>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>g. Use frequently confused words, such as to, too, two; there, their, they're.</li> </ul>	Spiral
<p><b>4.L.4-</b>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.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common affixes and roots as clues to the meaning of a word.</li> <li>c. Consult print and digital reference materials to find the pronunciation, and determine or clarify the precise meaning of key words and phrases.</li> <li>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.</li> </ul>	Priority Standard
<b>Writing Workshop Informative/Explanatory Writing</b>	

<p><b>4.C.2-</b>Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> <li>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</li> <li>b. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.</li> <li>c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</li> <li>d. Use grade-appropriate conjunctions to develop text structure within sentences.</li> <li>e. Use grade-appropriate transitions to develop text structure across paragraphs.</li> <li>f. Use precise language and domain-specific vocabulary to inform about or explain the topic</li> <li>g. Provide a concluding section.</li> <li>h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.</li> </ul>	<p>Priority Standard</p>
<p><b>4.C.4-</b>With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.</p>	<p>Supporting Standard</p>
<p><b>4.C.5-</b>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>Supporting Standard</p>

<b>4.C.6</b> -Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources	Supporting Standard
<b>4.C.7</b> -Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Supporting Standard

# Grade 4 Reading and Writing



## Priority Standards and Instructional Unit 8

## 4th Grade Reading and Writing Unit : 8

**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 Literature</b>	
<b>4.RL.5</b> -Analyze 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.	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>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.	Supporting Standard
<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.	Spiral
<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.	Spiral

<p><b>4.RL.10</b>-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 literary texts independently and proficiently.</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>Writing Workshop Opinion Writing</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.</p> <ul style="list-style-type: none"> <li>a. Produce clear and coherent writing in which the development and 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>

<p>e. Provide a concluding section.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.</p>	
<p><b>4.C.4-</b>With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.</p>	Supporting Standard
<p><b>4.C.5-</b>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	Supporting Standard
<p><b>4.C.6-</b>Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources</p>	Supporting Standard
<p><b>4.C.7-</b>Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.</p>	Supporting Standard