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| --- | --- | --- | --- | --- | --- | --- |
| **Common Core Strand** | **Cluster** | **Standard** | **Learning Targets**  4th Grade ELA Curriculum Map – 1st Quarter | **Resources** | **Vocabulary** | **Essential Questions** |
| **Reading Literature** | **Key Ideas and Details** | RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **On-Going** | I can define inference and explain how a reader uses details and examples from a text to reach a logical conclusion.  I can read closely and find answers explicitly in text.  I can read closely and find answers that require an inference.  I can analyze an author’s words and refer to details and examples needed to support both explicit and inferential questions. | Winn Dixie, The Power of WOW, Stormalong, Invasion from Mars, Me and Uncle Romie, Dear Mr. Winston, Jose…, The Earth Dragon Awakes, Antarctic Journal, Riding Freedom, Hercules' Quest, The World According to Humphrey, The Ever-Living Tree, The Fun They Had, The Girl Who Loved Spiders, Save Timber Woods, Mystery at Reed's Pond | Inference  Explicit | What do good readers do?  Am I clear about what I just read?  How do I know |
| **Reading Literature** | **Key Ideas and Details** | RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. **On-Going** | I can define theme  I can analyze details in a text to determine a theme.  I can define summary  I can write a summary using details from the text. | Winn Dixie, The Power of WOW, Stormalong, Invasion from Mars, Coming Distractions, Me and Uncle Romie, Dear Mr. Winston, Jose…, The Life and Times of the Ant, Riding Freedom, Hercules' Quest, Sacagawea, The World According to Humphrey, The Ever-Living Tree, The Fun They Had | Theme  summary | What do good readers do? Am I clear about what I just read?  How do I know? |
| **Reading Literature** | **Key Ideas and Details** | RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). **On-Going** | I can identify characters, setting, and events in a story or drama.  I can locate sections of a text where characters, settings, or events are described.  I can use specific details from the text to describe characters, settings, or events. | Winn Dixie, My Librarian is a Camel, The Power of WOW, Stormalong. Invasion from Mars, Me and Uncle Romie, Dear Mr. Winston, The Earth Dragon Awakes, The Life and Times of the Ant, Riding Freedom, Hercules' Quest, The World According to Humphrey, The Fun They Had, The Girl Who Loved Spiders, Save Timber Woods | Character  Setting  event | What do good readers do?  Am I clear about t what I just read?  How do I know? |
| **Reading Literature** | **Craft & Structure** | RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).  **On-Going** | I can use various strategies to determine the meaning of words and phrases.  I can recognize words in text that allude to characters found in mythology and use my knowledge of mythology to determine meaning. | Winn Dixie, The Power of WOW, Stormalong, Invasion from Mars, Me and Uncle Romie, Dear Mr. Winston, The Earth Dragon Awakes, Riding Freedom, Hercules' Quest, The World According to Humphrey, Owen and Mzee, The Fun They Had | Allude | Author’s choice: Why does it matter?  What makes a story a “great” story? |
| **Reading Literature** | **Craft & Structure** | RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.  **On-Going** | I can recognize that poems, drama, and prose use different structural elements.  I can identify common structural elements of poems and dramas.  I can refer to the structural elements of a poem or drama when explaining their differences. | The Power of WOW, Stormalong, Invasion from Mars, Dear Mr. Winston, Jose…, Ecology for Kids, Sacagawea, The Ever-Living Tree | Poem  Drama  Prose  Structural element | Author’s choice: Why does it matter?  What makes a story a “great” story? |
| **Reading Literature** | **Integration of Knowledge & Ideas** | RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. **On-Going** | I can recognize when a visual or oral presentation is based on a text.  I can identify where a text gives specific descriptions and directions that a visual or oral presentation uses.  I can determine similarities and differences between a written text and its visual or oral representation. | The Power of WOW, Stormalong, Invasion from Mars, Me and Uncle Romie, Dear Mr. Winston, The Earth Dragon Awakes, Riding Freedom, Hercules' Quest, The Fun They Had, The Girl Who Loved Spiders, Mystery at Reed's Pond | Visual presentation  Oral presentation | In what ways does creative choice impact an audience?  Whose story is it, and why does it matter? |
| **Reading Literature** | **Integration of Knowledge & Ideas** | RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. **On-Going** | I can define theme.  I can identify similar themes, topics, and patterns of events found in stories, myths, and traditional literature from different cultures.  I can compare how stories, myths, and traditional literature from different cultures treat the same theme, topic, or pattern of events.  I can contrast how stories, myths, and traditional literature from different cultures treat the same theme, topic, or pattern of events. | The Power of WOW, Stormalong, Me and Uncle Romie, The Life and Times of the Ant, Hercules' Quest, The World According to Humphrey, The Ever-Living Tree, The Fun They Had | Compare  Contrast  theme | In what ways does creative choice impact an audience?  Whose story is it, and why does it matter? |
| **Reading Literature** | **Range of Reading and Text Complexity** | RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. **On-Going** | I can closely read complex grade level texts.  I can reread a text to find more information or clarify ideas.  I can use reading strategies to help me understand difficult complex texts. | The Power of WOW, Stormalong, Invasion from Mars, Me and Uncle Romie, Dear Mr. Winston, Jose…, The Earth Dragon Awakes, The Life and Times of the Ant, Ecology for Kids, Riding Freedom, Hercules' Quest, Harvesting Hope..., Sacagawea, The World According to Humphrey, I Could Do That, The Ever-Living Tree, The Fun They Had, The Girl Who Loved Spiders, Save Timber Woods, Mystery at Reed's Pond | Reading strategy  Comprehension | What do good readers do?  Am I clear about what I just read?  How do I know? |
| **Reading- Informational Text** | **Key Ideas and Details** | RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **On-Going** | I can define inference and explain how a reader uses direct quotes from a text to reach a logical conclusion.  I can read closely and find answers explicitly in text.  I can read closely and find answers that require an inference.  I can analyze an author’s words and find details and examples to support both explicit and inferential questions. | My Librarian is a Camel, Invasion from Mars, Coming Distractions, Dear Mr. Winston, Jose…, Hurricanes, The Earth Dragon Awakes, Antarctic Journal, The Life and Times of the Ant, Ecology for Kids, Riding Freedom, The Right Dog for the Job, Hercules' Quest, Harvesting Hope..., Sacagawea, The World According to Humphrey, I Could Do That, The Ever-Living Tree, Owen and Mzee, The Fun They Had, Amphibian Alert!, Museums..., Save Timber Woods, Mystery at Reed's Pond | Inference  explicit | What do good readers do?  Am I clear about what I just read?  How do I know? |
| **Reading- Informational Text** | **Key Ideas and Details** | RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. **On-Going** | I can define main idea.  I can determine the main idea of a text.  I can identify key details in a text and explain how they support the main idea.  I can define summary.  I can write a summary stating they key points of a text. | Winn Dixie, My Librarian is a Camel, The Power of WOW, Invasion from Mars, Coming Distractions, Dear Mr. Winston, Jose…, Hurricanes, Antarctic Journal, The Life and Times of the Ant, Ecology for Kids, Riding Freedom, The Right Dog for the Job, Harvesting Hope..., Sacagawea, I Could Do That, The Ever-Living Tree, Owen and Mzee, The Fun They Had | Main idea  Key detail  Summary | What do good readers do?  Am I clear about what I just read?  How do I know? |
| **Reading- Informational Text** | **Key Ideas and Details** | RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.  **On-Going** | I can identify events, procedures, ideas, and/or concepts in different types of text.  I can use specific information in a text to explain events, procedures, ideas, and/or concepts, including what happened and why. | My Librarian is a Camel,  The Power of WOW, Invasion from Mars, Coming Distractions, Me and Uncle Romie, Dear Mr. Winston, Jose..., Hurricanes, Antarctic Journal, The Life and Times of the Ant, Ecology for Kids, Riding Freedom, The Right Dog for the Job, Harvesting Hope..., Sacagawea, I Could Do That, The Ever-Living Tree, Owen and Mzee, The Fun They Had | Event  Procedure  Idea  Concept | What do good readers do?  Am I clear about what I just read?  How do I know? |
| **Reading- Informational Text** | **Craft and Structure** | RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. **On-Going** | I can identify general academic words or phrases in a text  I can identify domain specific words or phrases in a text.  I can use various strategies to determine the meaning of general academic and domain-specific words and phrases in a text.  I can locate and use resources to assist me in determining the meaning of unknown words and phrases. | My Librarian is a Camel, Coming Distractions, Jose…, Hurricanes, Antarctic Journal, The Life and Times of the Ant, Ecology for Kids, The Right Dog for the Job, Harvesting Hope…, Sacagawea, I Could Do That, The Ever-Living Tree, Amphibian Alert!, Mystery at Reed's Pond | General academic words  Domain-specific words | Author’s choice: Why does it matter?  What makes a story a “great” story? |
| **Reading- Informational Text** | **Craft and Structure** | RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. **On-Going** | I can identify and explain different structures used in informational text.  I can determine the overall structure found in an informational text.  I can describe how events, ideas, concepts, or information are structured in a text. | My Librarian is a Camel, Coming Distractions, Me and Uncle Romie, Jose…, Hurricanes, Antarctic Journal, The Life and Times of the Ant, Ecology for Kids, The Right Dog for the Job, Harvesting Hope…, Sacagawea, I Could Do That, The Ever-Living Tree, Owen and Mzee | Text structure | Author’s choice: Why does it matter?  What makes a story a “great” story? |
| **Reading- Informational Text** | **Integration of Knowledge and Ideas** | RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.  **On-Going** | I can recognize that authors use various formats when presenting information.  I can identify information presented in formats other than words.  I can explain how various formats help a reader understand the text. | My Librarian is a Camel, The Power of WOW, Invasion from Mars, Coming Distractions, Me and Uncle Romie, Dear Mr. Winston, Jose…, Hurricanes, The Earth Dragon Awakes, Antarctic Journal, The Life and Times of the Ant, Riding Freedom, Harvesting Hope…, Sacagawea, The World According to Humphrey, I Could Do That, The Ever-Living Tree, Owen and Mzee, The Fun They Had | format | In what ways does creative choice impact an audience?  Whose story is it, and why does it matter? |
| **Reading- Informational Text** | **Integration of Knowledge and Ideas** | RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text. **On-Going** | I can locate the reasons and evidence used to support particular points in a text.  I can explain how the reasons and evidence support the particular points in a text. | My Brother Martin, My Librarian is a Camel, Coming Distractions, Jose…, Hurricanes, The Life and Times of the Ant, Ecology for Kids, Harvesting Hope…, I Could Do That, The Ever-Living Tree, Owen and Mzee | Reason  Evidence | In what ways does creative choice impact an audience?  Whose story is it, and why does it matter? |
| **Reading- Informational Text** | **Integration of Knowledge and Ideas** | RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. **On-Going** | I can locate information from two texts on the same topic.  I can determine which pieces of information best support my topic.  I can integrate information from two texts to display my knowledge of the topic when writing or speaking. | The Power of WOW, Invasion from Mars, Coming Distractions, Dear Mr. Winston, Hurricanes, Antarctic Journal, Ecology for Kids, The Right Dog for the Job, Harvesting Hope…, Owen and Mzee | integrate | In what ways does creative choice impact an audience?  Whose story is it, and why does it matter? |
| **Reading- Informational Text** | **Range of Reading and Level of Text Complexity** | RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. **On-Going** | I can closely read complex grade level texts.  I can reread a text to find more information or clarify ideas.  I can use reading strategies to help me understand difficulty complex text. | My Brother Martin, My Librarian is a Camel, The Power of WOW, Invasion from Mars, Coming Distractions, Dear Mr. Winston, Jose…, Hurricanes, The Earth Dragon Awakes, Antarctic Journal, The Life and Times of the Ant, Ecology for Kids, Riding Freedom, The Right Dog for the Job, Harvesting Hope..., The World According to Humphrey, I Could Do That, The Ever-Living Tree, Owen and Mzee, The Fun They Had, Amphibian Alert!, Museums... | Reading strategy  comprehension | What do good readers do?  Am I clear about what I just read?  How do I know? |
| **Reading – Foundational Skills** | **Phonics and Word Recognition** | RF.4.3 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 (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. **(See RF.3.3) On-Going** | I can recognize that letters and combinations of letters make different sounds.  I can use my knowledge of consonant blends, long-vowel patterns and short-vowel patterns to decode words.  I can analyze the structure of words by finding compound words, roots, prefixes, suffixes, and syllables.  I can use my analysis of word structure to help me decode unfamiliar multi-syllabic words. | My Librarian is a Camel, The Power of WOW, Stormalong, Invasion from Mars, Coming Distractions, Me and Uncle Romie, Dear Mr. Winston, Jose…, Hurricanes, The Earth Dragon Awakes, Antarctic Journal, The Life and Times of the Ant, Ecology for Kids, Riding Freedom, The Right Dog for the Job, Hercules' Quest, Harvesting Hope..., Sacagawea, The World According to Humphrey, I Could Do That, The Ever-Living Tree, Owen and Mzee, The Fun They Had, The Girl Who Loved Spiders, Amphibian Alert!, Museums..., Save Timber Woods, Mystery at Reed's Pond | Consonant blend  Long-vowel pattern  Short-vowel pattern  Root  Prefix  Suffix  syllable | How do sounds and letters create words?  When a word doesn’t make sense, what can I do? |
| **Reading – Foundational Skills** | **Fluency** | RF.4.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. **On-Going** | I can read grade-level text fluently and show comprehension through voice, timing, and expression.  I can recognize when a word I have read does not make sense within the text.  I can self-correct misread or misunderstood words using context clues.  I can reread with corrections when necessary  I can read fluently. | My Brother Martin, My Librarian is a Camel, The Power of WOW, Stormalong, Invasion from Mars, Coming Distractions, Me and Uncle Romie, Dear Mr. Winston, Jose…, Hurricanes, The Earth Dragon Awakes, Antarctic Journal, The Life and Times of the Ant, Ecology for Kids, Riding Freedom, The Right Dog for the Job, Hercules' Quest, Harvesting Hope..., Sacagawea, The World According to Humphrey, I Could Do That, The Ever-Living Tree, Owen and Mzee, The Fun They Had | Fluency  Context  Clue | What do good readers do?  Why does fluency matter? |
| **Reading – Foundational Skills** | **Fluency** | RF.4.4 Read with sufficient accuracy and fluency to support comprehension. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **On-Going** | I can read grade-level text fluently and show comprehension through voice, timing, and expression.  I can recognize when a word I have read does not make sense within the text.  I can self-correct misread or misunderstood words using context clues.  I can reread with corrections when necessary  I can read fluently. | My Librarian is a Camel, The Power of WOW, Stormalong, Invasion from Mars, Coming Distractions, Me and Uncle Romie, Dear Mr. Winston,Jose…, Hurricanes, The Earth Dragon Awakes, Antarctic Journal, The Life and Times of the Ant, Ecology for Kids, Riding Freedom, The Right Dog for the Job, Hercules' Quest, Harvesting Hope..., Sacagawea, The World According to Humphrey, I Could Do That, The Ever-Living Tree, Owen and Mzee, The Fun They Had, The Girl Who Loved Spiders, Amphibian Alert!, Museums..., Save Timber Woods, Mystery at Reed's Pond | Fluency  Context  Clue | What do good readers do?  Why does fluency matter? |
| **Reading – Foundational Skills** | **Fluency** | RF.4.4 Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **On-Going** | I can read grade-level text fluently and show comprehension through voice, timing, and expression.  I can recognize when a word I have read does not make sense within the text.  I can self-correct misread or misunderstood words using context clues.  I can reread with corrections when necessary  I can read fluently. | My Brother Martin, My Librarian is a Camel, Dear Mr. Winston, Ecology for Kids, Riding Freedom, Hercules' Quest, The World According to Humphrey, The Ever-Living Tree, Mystery at Reed's Pond | Fluency  Context  Clue | What do good readers do?  Why does fluency matter? |
| **Writing** | **Text Types and Purposes** | W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **On-Going** | I can define narrative and describe the basic parts of plot.  I can orient the reader by introducing the narrator, characters, and the event/situation that starts the story in motion.  I can sequence the events in my story so that one event logically leads to the next.  I can develop events and/or experiences and show how characters respond to situations using dialogue and description.  I can use concrete words and phrases as well as sensory details to help my reader understand the experiences and events.  I can signal changes in time and place by using transition words, phrases, and clauses. | The Power of WOW, Stormalong, Invasion from Mars, Riding Freedom, The Right Dog for the Job, Hercules' Quest, Harvesting Hope…, Sacagawea | Narrative  Narrator  Sequence concrete word  Sensory detail  Transition  Conclusion | What do good readers do?  What is my purpose and how do I develop it? |
| **Writing** | **Text Types and Purposes** | W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. **On-Going** | I can define narrative and describe the basic parts of plot.  I can orient the reader by introducing the narrator, characters, and the event/situation that starts the story in motion.  I can sequence the events in my story so that one event logically leads to the next.  I can develop events and/or experiences and show how characters respond to situations using dialogue and description.  I can use concrete words and phrases as well as sensory details to help my reader understand the experiences and events.  I can signal changes in time and place by using transition words, phrases, and clauses. | My Librarian is a Camel, Stormalong, Riding Freedom, The Right Dog for the Job, Hercules' Quest, Harvesting Hope…, Sacagawea | Narrative  Narrator  Sequence concrete word  Sensory detail  Transition  Conclusion | What do good readers do?  What is my purpose and how do I develop it? |
| **Writing** | **Text Types and Purposes** | W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. c. Use a variety of transitional words and phrases to manage the sequence of events. **On-Going** | I can define narrative and describe the basic parts of plot.  I can orient the reader by introducing the narrator, characters, and the event/situation that starts the story in motion.  I can sequence the events in my story so that one event logically leads to the next.  I can develop events and/or experiences and show how characters respond to situations using dialogue and description.  I can use concrete words and phrases as well as sensory details to help my reader understand the experiences and events.  I can signal changes in time and place by using transition words, phrases, and clauses. | Stormalong, Invasion from Mars, Riding Freedom, The Right Dog for the Job, Hercules' Quest, Sacagawea | Narrative  Narrator  Sequence concrete word  Sensory detail  Transition  Conclusion | What do good readers do?  What is my purpose and how do I develop it? |
| **Writing** | **Text Types and Purposes** | W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. **On-Going** | I can define narrative and describe the basic parts of plot.  I can orient the reader by introducing the narrator, characters, and the event/situation that starts the story in motion.  I can sequence the events in my story so that one event logically leads to the next.  I can develop events and/or experiences and show how characters respond to situations using dialogue and description.  I can use concrete words and phrases as well as sensory details to help my reader understand the experiences and events.  I can signal changes in time and place by using transition words, phrases, and clauses. | Stormalong, Me and Uncle Romie, Riding Freedom, Hercules' Quest, Harvesting Hope…, Sacagawea, The World According to Humphrey | Narrative  Narrator  Sequence concrete word  Sensory detail  Transition  Conclusion | What do good readers do?  What is my purpose and how do I develop it? |
| **Writing** | **Text Types and Purposes** | W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. e. Provide a conclusion that follows from the narrated experiences or events. **On-Going** | I can write a logical conclusion that provides a sense of closure. | Stormalong, Invasion from Mars, Jose…, The Right Dog for the Job, Hercules' Quest, Harvesting Hope…, Sacagawea | Narrative  Narrator  Sequence concrete word  Sensory detail  Transition  Conclusion | What do good readers do?  What is my purpose and how do I develop it? |
| **Writing** | **Production and Distribution of Writing** | W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **On-Going** | I can identify the writing style that best fits my task, purpose, and audience.  I can use organization/formatting structures to develop my writing ideas.  I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style. | The Power of WOW, Stormalong, Invasion from Mars, Coming Distractions, Dear Mr. Winston, Jose…, Antarctic Journal, The Life and Times of the Ant, Ecology for Kids, Riding Freedom, The Right Dog for the Job, Harvesting Hope…, Owen and Mzee, The Fun They Had | Writing style  Task  Propose  Audience | Writing clearly: what makes a difference?  Final product: what does it take? |
| W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 29.) **On-Going** | I can use prewriting strategies to formulate ideas.  I can recognize that a well-developed piece of writing requires more than one draft.  I can apply revision strategies with the help of others.  I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.  I can prepare multiple drafts using revisions and edits to develop and strengthen my writing. | The Power of WOW, Stormalong, Invasion from Mars, Coming Distractions, Me and Uncle Romie, Dear Mr. Winston, Jose…, The Life and Times of the Ant, Ecology for Kids, Harvesting Hope…, Sacagawea, The World According to Humphrey, I Could Do That, The Ever-Living Tree, Owen and Mzee, The Fun They Had | Revision strategy  Edit | Writing clearly: what makes a difference?  Final product: what does it take? |
| **Writing** | **Range of Writing** | W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **On-Going** | I can write for long or short periods of time depending on my task.  I can choose a writing structure to fit my task, purpose, and/or audience.  I can write for a variety of reasons. | My Brother Martin, My Librarian is a Camel, The Power of WOW, Stormalong, Invasion from Mars, Coming Distractions, Me and Uncle Romie, Dear Mr. Winston, Jose…, The Earth Dragon Awakes, Antarctic Journal, The Life and Times of the Ant, Ecology for Kids, Riding Freedom, The Right Dog for the Job, Hercules' Quest, Harvesting Hope..., Sacagawea, The World According to Humphrey, I Could Do That, The Ever-Living Tree, Owen and Mzee, The Fun They Had, Museums..., Mystery at Reed's Pond | Task  Purpose  Audience | Why write?  What do good writers do? |
| **Speaking & Listening** | **Comprehension & Collaboration** | SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. **On-Going** | I can read or study material(s) to be discussed.  I can list important information about the topic to be discussed.  I can list and follow the agreed upon rules for discussion and carry out assigned roles.  I can ask questions when I do not understand.  I can stay on topic by making comments about the information being discussed.  I can make connections between the comments of others.  I can explain my own ideas and tell what I’ve learned from a discussion. | My Librarian is a Camel, Stormalong, Coming Distractions, Me and Uncle Romie, Dear Mr. Winston, Jose…, Hurricanes, The Earth Dragon Awakes, Antarctic Journal, The Life and Times of the Ant, Ecology for Kids, Riding Freedom, The Right Dog for the Job, Harvesting Hope..., Sacagawea, The World According to Humphrey, I Could Do That, The Ever-Living Tree, Owen and Mzee, The Fun They Had, Save Timber Woods | Discussion  Connection | What makes collaboration meaningful?  Making meaning from a variety of sources: What will help? |
| **Speaking & Listening** | **Comprehension & Collaboration** | SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. b. Follow agreed-upon rules for discussions and carry out assigned roles. **On-Going** | I can read or study material(s) to be discussed.  I can list important information about the topic to be discussed.  I can list and follow the agreed upon rules for discussion and carry out assigned roles.  I can ask questions when I do not understand.  I can stay on topic by making comments about the information being discussed.  I can make connections between the comments of others.  I can explain my own ideas and tell what I’ve learned from a discussion. | Stormalong, Me and Uncle Romie, Jose…, Antarctic Journal, Ecology for Kids, The Right Dog for the Job, Sacagawea, The World According to Humphrey, Save Timber Woods | Discussion  Connection | What makes collaboration meaningful?  Making meaning from a variety of sources: What will help? |
| **Speaking & Listening** | **Comprehension & Collaboration** | SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.  **On-Going** | I can read or study material(s) to be discussed.  I can list important information about the topic to be discussed.  I can list and follow the agreed upon rules for discussion and carry out assigned roles.  I can ask questions when I do not understand.  I can stay on topic by making comments about the information being discussed.  I can make connections between the comments of others.  I can explain my own ideas and tell what I’ve learned from a discussion. | My Librarian is a Camel, The Power of WOW, Stormalong, Invasion from Mars, Coming Distractions, Me and Uncle Romie, Dear Mr. Winston, Jose…, Hurricanes, The Earth Dragon Awakes, Antarctic Journal, The Life and Times of the Ant, Ecology for Kids, Riding Freedom, The Right Dog for the Job, Hercules' Quest, Harvesting Hope..., Sacagawea, The World According to Humphrey, I Could Do That, The Ever-Living Tree, Owen and Mzee, The Fun They Had, Museums..., Save Timber Woods | Discussion  Connection | What makes collaboration meaningful?  Making meaning from a variety of sources: What will help? |
| **Speaking & Listening** | **Comprehension & Collaboration** | SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. **On-Going** | I can read or study material(s) to be discussed.  I can list important information about the topic to be discussed.  I can list and follow the agreed upon rules for discussion and carry out assigned roles.  I can ask questions when I do not understand.  I can stay on topic by making comments about the information being discussed.  I can make connections between the comments of others.  I can explain my own ideas and tell what I’ve learned from a discussion. | My Librarian is a Camel, Me and Uncle Romie, Dear Mr. Winston, Jose…, Hurricanes, The Earth Dragon Awakes, Antarctic Journal, The Life and Times of the Ant, Ecology for Kids, Riding Freedom, The Right Dog for the Job, Hercules' Quest, Harvesting Hope…, Sacagawea, The World According to Humphrey, I Could Do That, The Ever-Living Tree, Owen and Mzee, The Fun They Had, Amphibian Alert!, Save Timber Woods | Discussion  Connection | What makes collaboration meaningful?  Making meaning from a variety of sources: What will help? |
| **Speaking & Listening** | **Comprehension & Collaboration** | SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **On-Going** | I can indentify information from a text being read aloud.  I can identify information that is presented in different formats.  I can paraphrase the information gathered to determine the main idea and support details of a presentation. | The Power of WOW, Stormalong, Invasion from Mars, Coming Distractions, Me and Uncle Romie, Dear Mr. Winston, Jose…, The Earth Dragon Awakes, Antarctic Journal, The Life and Times of the Ant, Ecology for Kids, Riding Freedom, The Right Dog for the Job, Hercules' Quest, Harvesting Hope..., Sacagawea, The World According to Humphrey, I Could Do That, The Ever-Living Tree, Owen and Mzee, The Fun They Had, The Girl Who Loved Spiders, Museums... | Media  Format  Paraphrase  Supporting  Details | What makes collaboration meaningful?  Making meaning from a variety of sources: What will help? |
| **Speaking & Listening** | **Presentation of Knowledge and Ideas** | SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. **On-Going** | I can determine a logical order for presenting my topic, text, story, or experience.  I can present my topic, text, story, or experience with facts and relevant descriptive details that support the main idea or theme.  I can report my information by speaking clearly at an appropriate pace. | My Librarian is a Camel, The Power of WOW, Stormalong, Coming Distractions, Me and Uncle Romie, Dear Mr. Winston, Jose…, Hurricanes, The Earth Dragon Awakes, The Life and Times of the Ant, Ecology for Kids, Riding Freedom, The Right Dog for the Job, Hercules' Quest, Harvesting Hope..., Sacagawea, The World According to Humphrey, I Could Do That, The Ever-Living Tree, The Fun They Had, Amphibian Alert!, Museums... | Relevant  Main Idea  Theme  Pace | What makes a presentation “great”?  “What I say “ versus “how I say it”, does it really matter? |
| **Language** | **Conventions of Standard English** | L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). **On-Going** | I can recognize that multiple adjectives describing the same noun should be placed in a particular order. | Riding Freedom, The World According to Humphrey, I Could Do That, The Ever-Living Tree, Owen and Mzee | Adjective | Why do the rules of language matter?  Communicating clearly: What does it take? |
| L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. **On-Going** | I can recognize the difference between a complete sentence and a fragment and correct fragments when necessary.  I can recognize a run-on sentence and make corrections. | The Power of WOW, Invasion from Mars, Coming Distractions, Me and Uncle Romie, Jose…, Hercules' Quest, The Fun They Had | Fragment  Run-on sentence | Why do the rules of language matter?  Communicating clearly: What does it take? |
| **Language** | **Conventions of Standard English** | L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. g. Correctly use frequently confused words (e.g., to, too, two; there, their). **On-Going** | I can recognize that some words sound alike or nearly alike but are spelled and used differently.  I can identify and correctly use commonly confused words. | Hurricanes, The Earth Dragon Awakes, The Life and Times of the Ant, Sacagawea, Mystery at Reed's Pond |  | Why do the rules of language matter?  Communicating clearly: What does it take? |
| L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization.  **On-Going** | I can determine when to capitalize words | The Power of WOW, Stormalong, Dear Mr. Winston, Sacagawea, The Fun They Had, Museums… |  | Why do the rules of language matter?  Communicating clearly: What does it take? |
| **Language** | **Conventions of Standard English** | L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Spell grade-appropriate words correctly, consulting references as needed. **On-Going** | I can identify misspelled words and use resources to assist me in spelling correctly | The Power of WOW, Stormalong, Invasion from Mars, Coming Distractions, Me and Uncle Romie, Dear Mr. Winston, Jose…, Hurricanes, The Earth Dragon Awakes, Antarctic Journal, The Life and Times of the Ant, Ecology for Kids, Riding Freedom, The Right Dog for the Job, Hercules' Quest, Harvesting Hope..., Sacagawea, The World According to Humphrey, The Ever-Living Tree, The Fun They Had, The Girl Who Loved Spiders, Amphibian Alert!, Museums..., Save Timber Woods, Mystery at Reed's Pond |  | Why do the rules of language matter?  Communicating clearly: What does it take? |
| **Language** | **Vocabulary Acquisition and Use** | L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. **On-Going** | I can choose words and phrases carefully to make sure my ideas are clearly presented to my reader. | The Power of WOW, Invasion from Mars, Coming Distractions, Jose…, The Earth Dragon Awakes, The Life and Times of the Ant, Ecology for Kids, Riding Freedom, The Right Dog for the Job, Hercules' Quest, Sacagawea, Owen and Mzee, The Fun They Had |  | How does situation affect meaning?  How does author’s choice impact an audience? |
| **Language** | **Vocabulary Acquisition and Use** | L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. **On-Going** | I can determine the meaning of unknown words using context clues. | Winn Dixie, My Librarian is a Camel, The Power of WOW, Stormalong, Invasion from Mars, Coming Distractions, Dear Mr. Winston,Jose…, Hurricanes, Antarctic Journal, Ecology for Kids, Riding Freedom, The Right Dog for the Job, Hercules' Quest, The World According to Humphrey, I Could Do That, The Ever-Living Tree, Owen and Mzee, The Fun They Had, The Girl Who Loved Spiders, Amphibian Alert!, Museums..., Save Timber Woods, Mystery at Reed's Pond | Context clue | When a word doesn’t make sense, what can I do?  How do I use what I know to figure out what I don’t know? |
| **Language** | **Vocabulary Acquisition and Use** | L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).  **On-going** | I can recognize the difference between general academic words and phrases and domain-specific words and phrases.  I can acquire and use grade-appropriate academic and domain-spedcific words/phrases, including words that signal precise actions, emotions, or states of being and that are basic to a particular topic. | My Librarian is a Camel, The Power of WOW, Stormalong, Invasion from Mars, Coming Distractions, Me and Uncle Romie, Dear Mr. Winston, Jose…, Hurricanes, The Earth Dragon Awakes, Antarctic Journal, The Life and Times of the Ant, Ecology for Kids, Riding Freedom, The Right Dog for the Job, Hercules' Quest, Harvesting Hope..., Sacagawea, The World According to Humphrey, I Could Do That, The Ever-Living Tree, Owen and Mzee, The Fun They Had, The Girl Who Loved Spiders, Amphibian Alert!, Museums..., Save Timber Woods, Mystery at Reed's Pond |  | When a word doesn’t make sense, what can I do?  How do I use what I know to figure out what I don’t know? |