

The following CCSS's are embedded throughout the year, and are present in all units applicable:

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

CCSS.ELA-Literacy.SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

CCSS.ELA-Literacy.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-Literacy.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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

CCSS.ELA-Literacy.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.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)

Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Building A Reading Life	<p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>CCSS.ELA-Literacy.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).</p> <p>CCSS.ELA-Literacy.RL.4.4 Determine the</p>	<p>I can give evidence from the text when I retell and infer.</p> <p>I can find the theme of a text.</p> <p>I can use details from the text to explain what I read.</p>	<p><i>Units of Study for Teaching Reading</i> <u>Building A Reading Life</u> by Lucy Calkins Book 1</p> <p><u>Making Meaning: Strategies That Build Comprehension and Community</u> including Vocabulary component</p>	<p>Conferring notes Written responses</p>

<p>Following Characters Into Meaning</p>	<p>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).</p> <p>CCSS.ELA-Literacy.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</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>CCSS.ELA-Literacy.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).</p> <p>CCSS.ELA-Literacy.RL.4.6 Compare</p>	<p>I can figure out the meaning of words using context clues.</p> <p>I can explain the differences between poems, drama, and prose.</p> <p>I can give evidence from the text when I retell and infer.</p> <p>I can find the theme of a text.</p> <p>I can use details from the text to explain what I read.</p>	<p><i>Units of Study for Teaching Reading</i> <u>Following Characters Into Meaning</u> Lucy Calkins Books 1 and 2</p> <p><u>Making Meaning: Strategies That Build Comprehension and Community</u> including Vocabulary component</p>	<p>Conferring notes Written responses</p>
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<p>Fantasy and Myths</p>	<p>and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>CCSS.ELA-Literacy.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)</p> <p>CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as</p>	<p>I can compare and contrast points of view for different stories.</p> <p>I can make connections between texts and movies or plays.</p> <p>I can give evidence from the text when I retell and infer.</p> <p>I can find the theme of a text.</p> <p>I can use details from the text to explain what I read.</p> <p>I can figure out the meaning of words using context</p>	<p>Learning From the Elves Unit: Alternative Units of Study by Lucy Calkins</p> <p><u>Making Meaning: Strategies That Build Comprehension and Community including Vocabulary component</u></p>	<p>Conferring Notes and written responses</p>
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<p>Navigating Non-Fiction</p>	<p>they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a</p>	<p>clues.</p> <p>I can compare and contrast themes in different texts.</p> <p>I can give evidence from the text when I retell and infer.</p> <p>I can determine the main idea and supporting details.</p> <p>I can explain what my nonfiction text is about using specific information from the text.</p> <p>I can figure out the meaning</p>	<p>Navigating Non-Fiction Book 1 and Book 2 P.1-80 by Lucy Calkins</p> <p><u>Making Meaning: Strategies That Build Comprehension and Community including Vocabulary component</u></p>	<p>Conferring Notes and written responses</p>
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	<p>text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>CCSS.ELA-Literacy.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>of words using context clues.</p> <p>I can describe the structure of my nonfiction text.</p> <p>I can compare firsthand and secondhand accounts of the same event.</p> <p>I can explain how text features help me understand the text.</p> <p>I can explain how an author uses reasons and evidence to support particular points in a text.</p> <p>I can integrate information from two texts on the same topics.</p>		
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<p>Book Clubs</p>	<p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>CCSS.ELA-Literacy.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)</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines,</p>	<p>I can give evidence from the text when I retell and infer.</p> <p>I can find the theme of a text.</p> <p>I can use details from the text to explain what I read.</p> <p>I can give evidence from the text when I retell and infer.</p> <p>I can determine the main idea and supporting details.</p> <p>I can explain how text features help me understand the text.</p>	<p>Various Texts</p>	
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	animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.			
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