

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.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening

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).

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
Unit 1 The Arc of Story (Writing Realistic Fiction)	<p>CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. • CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by 	<p>I can write a narrative piece.</p> <p>I can produce clear and coherent writing.</p> <p>I can plan, revise, and edit with guidance.</p>	<p><u>The Arc of Story Writing Units of Study by Lucy Calkins</u></p> <p><u>Vocabulary for Making Meaning</u></p>	<p>Pre and Post on demand</p>

<p>Unit 2 Boxes and Bullets (Personal and Persuasive</p>	<p>planning, revising, and editing.</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. • CCSS.ELA-Literacy.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. • CCSS.ELA-Literacy.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. • CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 	<p>I can use technology to produce and publish writing.</p> <p>I can gather information from print and digital resources.</p> <p>I can build writing stamina by writing for varying amounts of time.</p> <p>I can write an opinion piece.</p>	<p><u>Boxes and Bullets</u> Units of Study by Lucy Calkins</p>	<p>Pre and Post On Demand</p>
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Essays)	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. • CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. • CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. • CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. 	<p>I can write organized paragraphs.</p> <p>I can include narrative passages as support.</p> <p>I can produce clear and coherent writing.</p> <p>I can plan, revise, and edit with guidance.</p> <p>I can use technology to produce and publish writing.</p>	<p><u>Vocabulary for Making Meaning</u></p>	
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<p>Unit 3 Bringing History to Life (Information)</p>	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. • CCSS.ELA-Literacy.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. • CCSS.ELA-Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. • CCSS.ELA-Literacy.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.) 	<p>I can gather information from print and digital resources.</p> <p>I can build writing stamina by writing for varying amounts of time.</p> <p>I can write an informative/explanatory piece</p> <p>I can include narrative passages as support.</p> <p>I can produce clear and coherent writing.</p>	<p><u>Bringing History To Life</u> Units of Study by Lucy Calkins <u>Vocabulary for Making Meaning</u></p>	<p>Pre and Post On Demand</p>
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	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.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 here.) • CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. • CCSS.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. • CCSS.ELA-Literacy.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. • CCSS.ELA-Literacy.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 	<p>I can plan, revise, and edit with guidance.</p> <p>I can use technology to produce and publish writing.</p> <p>I can do research to learn about a topic.</p> <p>I can gather information from print and digital resources.</p> <p>I can get evidence from texts to support my research.</p>		
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<p>Unit 4 The Literary Essay (Writing About Fiction: Opinion)</p>	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.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. • CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. • CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. • CCSS.ELA-Literacy.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.) • CCSS.ELA-Literacy.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 	<p>I can build writing stamina by writing for varying amounts of time.</p> <p>I can write an opinion piece.</p> <p>I can include narrative passages as support.</p> <p>I can produce clear and coherent writing.</p> <p>I can plan, revise, and edit with guidance.</p>	<p><u>The Literary Essay Units of Study by Lucy Calkins</u></p> <p><u>Vocabulary for Making Meaning</u></p>	<p>Pre and Post On Demand</p>
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	<p>Language standards 1-3 up to and including grade 4 here.)</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. • CCSS.ELA-Literacy.W.4.9a Apply <i>grade 4 Reading standards</i> to literature (e.g., “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].”). • CCSS.ELA-Literacy.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. 	<p>I can gather information from print and digital resources.</p> <p>I can describe in depth a character, setting, or event from my story.</p> <p>I can build writing stamina by writing for varying amounts of time.</p>		
Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment