

**Standards Curriculum Map  
Bourbon County Schools**

**Level: 4th grade**

**Grade and/or Course: ELA**

**Updated/Created: August 2019 March 2020**

**Realistic Fiction and  
Personal Narrative Piece**

<b>Days: 1-30</b>	<b>KAS:</b> Tested standards in bold	<b>Skills/Targets:</b>	<b>Vocabulary:</b>	<b>Strategies:</b>	<b>Resources:</b>
<p><b>Unit 1</b></p> <p><b>Genres- Realistic Fiction And Narratives</b></p>	<p><b>RL 4.3 - Describe in depth a character's thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text. RI.</b></p> <p><b>RI 4.4 Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning. (ONGOING STANDARD)</b></p> <p>L 4.2 a and b</p>	<p>Sequencing (RL.4.3)</p> <p>Sentences (L.4.1f)</p> <p>Problem and Solution (RL.4.3)</p> <p>Subjects and Predicates (L.4.1f)</p>	<ul style="list-style-type: none"> <li>• Analyze</li> <li>• Interaction</li> <li>• In-depth</li> <li>• Sequencing (text structure)</li> <li>• Context clues</li> <li>• Predicting</li> <li>• Inferencing</li> <li>• Synonyms</li> <li>• Antonyms</li> <li>• Complete sentence</li> <li>• Fragments</li> <li>• Run-ons</li> <li>• Capitalization</li> <li>• Quotations</li> <li>• Compose</li> <li>• Firsthand</li> <li>• Secondhand</li> </ul>	<p>Inferencing/ making predictions (RL.4.10)</p> <p>Context Clues (Synonyms) (L.4.5c)</p>	<ul style="list-style-type: none"> <li>• <b>Reading Wonders Unit 1</b></li> <li>• <b>Personal Narrative Writing Prompts for fourth grade found on TPT</b></li> <li>• <b>This link has multiple lesson plans and activities for small group and whole group realistic fiction book studies.</b></li> </ul>

	<p>a. Demonstrate appropriate use of capitalization rules.</p> <p>b. Use commas and quotation marks to indicate direct speech and quotations for a text.</p> <p>L 4.3 a, b, c</p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Choose punctuation for effect.</p> <p>c. Differentiate between formal and informal discourse patterns based on context.</p> <p>L 4.4 d</p> <p>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. (ONGOING STANDARD)</p> <p>C 4.7 Compose routinely over extended time frames</p>				<p><a href="#">WASHINGTON TOWNSHIP PUBLIC SCHOOLS 4TH GRADE GENRE UNIT: REALISTIC FICTION TEACHER RESOURCE GUIDE</a> Written by: <a href="#">Fourth Grade Gen</a></p> <ul style="list-style-type: none"><li>● IXL D4</li><li>● IXL H1</li><li>● IXL H2</li><li>● IXL H3</li><li>● IXL H4</li><li>● IXL H5</li><li>● IXL AA1</li><li>● IXL AA2</li><li>● IXL AA3</li><li>● IXL AA4</li><li>● IXL AA5</li><li>● IXL AA6</li></ul>
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and shorter time frames for a variety of tasks, purposes and audiences. (ONGOING STANDARD)

RL 4.10 - 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.

**L 4.5c. - Demonstrate understanding of words by relating them to their synonyms and antonyms**

**L. 4.1. F. - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.**

**Main Composition Piece:**  
Personal Narrative (C.4.3)  
**C.4.3 - Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.**

	<p><b>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.</b></p> <p><b>L 4.5 b. Recognize and explain the meaning of common idioms, adages, and proverbs.</b></p> <p><b>Main Composition Piece:</b> Personal Narrative (C.4.3)</p> <p><b>C.4.3 - Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</b></p> <p><b>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.</b></p> <p><b>RI 4.5 Describe the overall structure, in a text or part of the text, the author uses to</b></p>				
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	<p>organize the events, ideas, concepts or information.</p> <p><b>RI 4.6 Compare/contrast a firsthand and secondhand account of the same event or topic.</b></p> <p>RI 4.7 Interpret information, presented in print and non-print formats and explain how the information contributes to an understanding of the text in which it appears.</p>				
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**HOT Questions:**

- **What characteristics help you know the genre of these stories?**
- **Could the characters in this story exist in real life, if so why do you think that?**
- **What are the important events in this story?**
- **What was the problem in this story and how did the problem get resolved?**
- **Was the author trying to persuade, inform or entertain the reader? How do you know?**
- **What does the author want you to understand after you have finished reading the story?**

## Elements and Types of Poetry and Poetry Piece

Days: 31-60	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
<p>Unit 2</p> <p>Genres- Poetry Biography Autobiography</p>	<p>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>RL4.2 Analyze how the theme is reflected, and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas.</p> <p>RL 4.5 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>L4.4c Consult print and digital reference materials to find the pronunciation, and determine or clarify the precise meaning of key words and phrases.</p> <p>L4.1a Use relative pronouns and relative adverbs</p> <p>L4.5c Demonstrate understanding of words by</p>	<p>Theme (RL.4.2)</p> <p>Common and Proper Nouns (L.4.1a)</p>	<ul style="list-style-type: none"> <li>• Analyze</li> <li>• Theme</li> <li>• Explain</li> <li>• Details</li> <li>• Explicit/Implicit</li> <li>• Inference</li> <li>• Cite</li> <li>• Poem</li> <li>• Linear/nonlinear/Circular structures</li> <li>• Relative Pronouns</li> <li>• Relative Adverbs</li> <li>• Analyze</li> <li>• Progressive verb tenses</li> <li>• Context</li> <li>•</li> </ul> <p>Stanza, Meter, Rhyme, Figurative Language, Repetition, Tempo, simile, metaphor</p> <ul style="list-style-type: none"> <li>• Analyze</li> </ul>	<p>Ask/Answer Questions (RL.4.1)</p> <p>Root Words (L.4.4c)</p>	<ul style="list-style-type: none"> <li>• Reading Wonders Unit 2</li> <li>• Poetry project and 6 week poetry unit found on TPT</li> <li>• Poetry books written by authors like Shel Silverstein and Jack Prelutsky.</li> <li>• This link has many useful resources for teaching the basics of poetry as well as manipulatives for you to use when introducing poetry, <a href="https://mrswarnerarlington.weebly.com/poetry.html">https://mrswarnerarlington.weebly.com/poetry.html</a></li> </ul>

	<p>relating them to their synonyms and antonyms.</p> <p><b>L4.1b Use the progressive verb tenses.</b></p> <p><b>RI 4.2 Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.</b></p> <p><b>L 4.1b Use the progressive verb tenses.</b></p> <p><b>L 4.4a Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase</b></p> <p><b>L 4.2d Consult reference materials as needed to check and correct spellings.</b></p> <p><b>L4.4b . Use common affixes and roots as clues to the meaning of a word.</b></p> <p><b>RL4.6 Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.</b></p> <p><b>L4.1 When writing or speaking, demonstrate command of the conventions</b></p>		<ul style="list-style-type: none"> <li>● Text structure</li> <li>● Poems</li> <li>● Linear/Nonlinear structures</li> <li>● Circular structures</li> <li>● Compare</li> <li>● Contrast</li> <li>● First/Third person narratives</li> <li>● Relative pronouns</li> <li>● Relative adverbs</li> <li>● Progressive verb tenses</li> <li>● Reference materials</li> </ul>		<ul style="list-style-type: none"> <li>● IXL X1</li> <li>● IXL X2</li> <li>● IXL X3</li> <li>● IXL X4</li> <li>● IXL X5</li> <li>● IXL A1</li> <li>● IXL A2</li> <li>● IXL G1</li> <li>● IXL G2</li> <li>● IXL G3</li> <li>● IXL H4</li> <li>● IXL MM1</li> <li>● IXL MM2</li> <li>● IXL MM3</li> <li>● IXL MM4</li> <li>● IXL L1</li> <li>● IXL L2</li> </ul>
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<p>of standard English grammar and usage.</p> <p>RL4.5 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><b>RL 4.4 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.</b></p> <p>L4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L4.2c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>L4.5a. Explain the meaning of simple similes and metaphors in context.</p> <p><b>Main Composition Piece:</b> Poetry</p>				
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**HOT Questions: Here are some question stems for higher order thinking.**

- How would you identify the problem and solution in this poem?
- Who were the main characters in this poem?
- How would you describe the main character?
- What was the main idea of the poem?
- How would you develop the character more?
- How would you solve the main character's problem?
- How would you improve the poem?
- Predict the outcome of the poem?
- What changes would you make to revise this poem?
- What was your opinion of this poem, and why?

## Realistic Fiction And Poetry and On-Demand Writing Piece

Days: <b>61-90</b>	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
<p>Unit 3</p> <p>Genres- Realistic Fiction, Poetry, Persuasive</p>	<p><b>RL 4.3</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> <p><b>RL4.6</b> Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.</p> <p><b>L 4.1</b> When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</p> <p><b>L 4.4a</b> Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.</p> <p><b>L 4.1b</b> Use the progressive verb tenses.</p> <p><b>L 4.4a</b> Use context (e.g., definitions, examples or restatements in text) as a</p>	<p>Point of View (RL.4.6)</p> <p>Action Verbs (L.4.1d, L.4.1e)</p>	<ul style="list-style-type: none"> <li>● Analyze</li> <li>● Describe</li> <li>● In depth</li> <li>● Character</li> <li>● Details</li> <li>● Analyze</li> <li>● Compare</li> <li>● Contrast</li> <li>● Point of view</li> <li>● First/Third person Narratives</li> <li>● Context</li> <li>● Explain</li> <li>● Synonyms</li> <li>● Antonyms</li> <li>● Modal auxiliaries</li> <li>● Theme</li> </ul>	<p>Visualize (RL.4.3)</p> <p>Context Clues: Paragraph Clues (L.4.4a)</p>	<p>(**Denotes Reading Wonders passage)</p> <ul style="list-style-type: none"> <li>● “Food Fight” (RWW)**</li> <li>● “A New Kind of Corn” (LA)**</li> <li>● Reading Wonders Unit 3</li> <li>● “Compare and contrast point of view” from TPT</li> <li>● This is the link to the Carter County writing prompts and manipulatives they use to ensure high levels of engagement and growth in their on-demand writing <a href="https://www.cartercountyschools.org/writing-resources">https://www.cartercountyschools.org/writing-resources</a></li> <li>● IXL FF1</li> <li>● IXL FF2</li> <li>● IXL FF3</li> <li>● IXL FF4</li> <li>● IXL B1</li> <li>● IXL KK4</li> <li>● IXL KK5</li> <li>● IXL FF1</li> <li>● IXL FF2</li> </ul>

<p>clue to the meaning of a word or phrase.</p> <p>RI 4.3 Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text.</p> <p><b>RI 4.9 Integrate information from two or more texts on the same theme or topic.</b></p> <p>RI 4.8 Explain how an author uses reasons and evidence to support particular claims the author makes in a text.</p> <p>L4.5c Demonstrate understanding of words by relating them to their synonyms and antonyms.</p> <p>L4.1c Use modal auxiliaries to convey various conditions, such as can, may and must. (main and helping verbs)</p> <p>L 4.4b. Use common affixes and roots as clues to the meaning of a word. Main</p>				<ul style="list-style-type: none"><li>● IXL FF3</li><li>● IXL M2</li></ul>
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	<p><b>Composition Piece: Poetry (C.4.3)</b></p> <p><b>L 4.4b. Use common affixes and roots as clues to the meaning of a word. Main Composition Piece: Poetry (C.4.3)</b></p> <p><b>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.</b></p> <p><b>RI 4.7 Interpret information presented in print and non-print formats and explain how the information contributes to an understanding of the text in which it appears.</b></p> <p><b>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.</b></p> <p><b>RI 4.7 Interpret information presented in print and non-print formats and explain how the information contributes to an understanding of the text in which it appears.</b></p>				
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	<b>Main Composition Piece:</b> Poetry (C.4.3)				
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**HOT Questions:** Here are some question stems for higher order thinking.

- How would you identify the main character's traits?
- How would you identify the problem and solution in this poem?
- Who were the main characters in this poem?
- How would you describe the main character?
- What was the main idea of the poem?
- How would you develop the character more?
- How would you solve the main character's problem?
- How would you improve the poem?
- Predict the outcome of the poem?
- What changes would you make to revise this poem?
- What was your opinion of this poem, and why?
- Who was the target audience?
- If you were the main character how would you solve the problem?
- If you were the author what changes would you make, and why?

Narrative Nonfiction **And Persuasive Writing Piece/ 4-H Piece**

Days: <b>91-120</b>	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
<p>Unit 4</p> <p>Genres- Narrative Nonfiction, Fantasy, Myths, Drama</p>	<p><b>RI 4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI 4.5</b> Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.</p> <p><b>RI 4.10</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.</p> <p><b>L3.1 f.</b> Ensure subject-verb and pronoun-antecedent agreement.</p>	<p>Cause and Effect (RI.4.5)</p> <p>Pronouns and Antecedents (L.3.1f)</p>	<ul style="list-style-type: none"> <li>• Analyze</li> <li>• Roots</li> <li>• Subject/ Verb agreement</li> <li>• Pronoun agreement</li> <li>• Antecedent agreement</li> <li>• Details</li> <li>• Explicitly</li> <li>• Inferences</li> <li>• Text structure</li> <li>• Events</li> <li>• Ideas</li> <li>• Concepts</li> <li>• Questioning</li> <li>• Monitoring</li> <li>• Visualizing</li> <li>• Inferencing</li> <li>• Summarizing</li> <li>• Synthesizing</li> <li>• Informational text</li> <li>• Prior knowledge</li> <li>• Sources</li> <li>• Summarize</li> <li>• Informative</li> <li>• explanatory</li> </ul>	<p>Ask and Answer Questions (RI.4.1)</p> <p>Latin Roots (L.4.4b)</p>	<ul style="list-style-type: none"> <li>• Reading Wonders Unit 4</li> <li>• This link for ReadWriteThink has many different ways to introduce the importance of persuasive writing as well as writing prompts. <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/convince-developing-persuasive-writing-56.html?tab=4">http://www.readwritethink.org/classroom-resources/lesson-plans/convince-developing-persuasive-writing-56.html?tab=4</a></li> <li>• IXL D1</li> <li>• IXL D2</li> <li>• IXL D3</li> <li>• IXL D4</li> <li>• IXL D5</li> <li>• IXL DD1</li> <li>• IXL DD2</li> </ul>

<p><b>L4.4 b. Use common affixes and roots as clues to the meaning of a word.</b></p> <p><b>C 4.5 Conduct short research projects that build knowledge through investigation of different aspects of a topic. (ONGOING THROUGH THE NEXT 9 WEEKS)</b></p> <p><b>C 4.6 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. (ONGOING THROUGH THE NEXT 9 WEEKS)</b></p> <p><b>C 4.2 Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. (ONGOING THROUGH THE NEXT 9 WEEKS)</b></p> <p><b>L4.4a Use context (e.g., definitions, examples or restatements in text) as a</b></p>		<ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li> <li>• Theme</li> </ul>		<ul style="list-style-type: none"> <li>• IXL DD3</li> <li>• IXL DD4</li> <li>• IXL DD5</li> <li>• IXL Q1</li> <li>• IXL BB1</li> <li>• IXL BB2</li> <li>• IXL BB3</li> <li>•</li> </ul>
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<p>clue to the meaning of a word or phrase.</p> <p>L 3.1 a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.</p> <p>L 4.5 b. Recognize and explain the meaning of common idioms, adages and proverbs</p> <p><b>RL 4.9 Compare/contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures.</b></p> <p>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>RL 4.6 Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.</p> <p>RL 4.7 Make connections between the text of a story or drama and a visual or oral presentation, including making connections with what they “see” and “hear” when reading the text to what</p>				
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	<p><b>they perceive when they listen or watch</b></p> <p><b>L 4.5 c. Demonstrate understanding of words by relating them to their synonyms and antonyms.</b></p> <p><b>RL 4.2 Analyze how the theme is reflected, and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas.</b></p> <p><b>L.4.1 g. Use frequently confused words, such as to, too, two; there, their, they're.</b></p> <p><b>Main Composition Piece: 4-H Speeches/ Opinion Essay or Letter (C.4.1)</b></p> <p><b>RI 4.2 Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.</b></p> <p><b>L 4.1 When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</b></p> <p><b>L 4.5 Demonstrate understanding of figurative language, word relationships</b></p>				
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	and nuances in word meanings.				
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**HOT Questions:** Here are some question stems for higher order thinking.

- How would you identify the problem in the story?
- How would you describe the characters in your own words?
- What is the main idea of this story?
- Could you restate the problem and solution in this story?
- How would you solve the problem in this text?
- In your own words how would you describe the main characters?

Expository texts/**Short Story**  
**Writing**

<b>Days:</b> <b>121-150</b>	<b>KAS:</b>	<b>Skills/Targets:</b>	<b>Vocabulary:</b>	<b>Strategies:</b>	<b>Resources:</b>
Unit 5  <b>Genres-</b> <b>Expository Text,</b> <b>Biography,</b>	RI 4.2 Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.  RI 4.5 Describe the overall structure, in a text or part of the text, the author uses to	Text Structure: Problem and Solution (RI.4.5)  Adjectives (L.4.1d)	<ul style="list-style-type: none"> <li>● Analyze</li> <li>● Implicit evidence</li> <li>● Explicit evidence</li> <li>● Describe</li> <li>● Text structure</li> <li>● Events</li> </ul>	Summarize (RI.4.2)  Greek Roots (L.4.4b)	<ul style="list-style-type: none"> <li>● Reading Wonders Unit 5</li> <li>● Here is a list of great printable expository texts for fourth grade</li> </ul>

<p>Autobiography, Folk Tales, Tall Tales</p>	<p>organize the events, ideas, concepts or information.</p> <p>L4.4 b. Use common affixes and roots as clues to the meaning of a word.</p> <p>L 4.1 d Order adjectives within sentences according to conventional patterns.</p> <p>L4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies.</p> <p>L 3.1 g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>RI 4.3 Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text.</p> <p>L 4.2 c <b>Differentiate between formal and</b></p>		<ul style="list-style-type: none"> <li>● Ideas</li> <li>● Concepts</li> <li>● Affixes</li> <li>● Roots</li> <li>● Adjectives</li> </ul>		<p>as well as comprehension questions that go along with the texts</p> <p><a href="http://reading-sage.blogspot.com/2014/07/4th-grade-expository-reading-passages.html">http://reading-sage.blogspot.com/2014/07/4th-grade-expository-reading-passages.html</a></p> <ul style="list-style-type: none"> <li>● IXL OO1</li> <li>● IXL OO2</li> <li>● IXL OO3</li> <li>● IXL OO4</li> <li>● IXL D1</li> <li>● IXL D2</li> <li>● IXL D3</li> <li>● IXL H3</li> <li>● IXL H4</li> <li>● IXL CC1</li> <li>● IXL CC2</li> <li>● IXL CC3</li> <li>● IXL J1</li> <li>● IXL M1</li> </ul>
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**informal discourse  
patterns based on context.**

**L 4.5 b. Recognize and explain the meaning of common idioms, adages and proverbs.**

**Main Composition Piece:** On Demand Writing - Persuasive Letter (C.4.1, C.4.4)

**RL 4.1 When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.**

**RL 4.3 Describe in depth a character's thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text.**

**RL 4.10 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**

<p>texts independently and proficiently.</p> <p><b>L 4.1 When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</b></p> <p><b>L 4.2 Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</b></p> <p><b>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 an array of strategies.</b></p> <p><b>Main Composition Piece:</b> Fictional Narratives (Short Stories) (C.4.3)</p>				
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**HOT Questions:** Here are some question stems for higher order thinking.

- What characteristics tell us that this is a fictional text?
- How would you identify the problem and solution in this text?
- Who were the main characters in this fictional text?
- How would you describe the main character?
- What was the main idea of this text?
- How would you develop the character more?
- How would you solve the main character's problem?
- How would you improve the fictional narrative?

- Predict the outcome of this text
- What changes would you make to revise this story?
- What was your opinion of the story, and why?
- Who was the target audience?
- If you were the main character how would you solve the problem?

### Historical Fiction

Days: 151-180	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 6  Genres- Historical Fiction, Narrative Nonfiction	<p>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>RL 4.10 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>L 4.1 When writing or speaking, demonstrate command of the conventions</p>	<p>Theme (RL.4.2)</p> <p>Adverbs (L.4.1)</p>	<ul style="list-style-type: none"> <li>● Figurative Language</li> </ul>	<p>Reread (RL.4.1)</p> <p>Connotation and Denotation (L.4.5)</p>	<ul style="list-style-type: none"> <li>● Reading Wonders Unit 6</li> <li>● This link by Scholastic provides multiple differentiated historical fiction passages as well as comprehension questions that go along with it.  <a href="https://www.scholastic.com/teachers/collections/teaching-content/historical-fiction-genre-study/">https://www.scholastic.com/teachers/collections/teaching-content/historical-fiction-genre-study/</a> </li> </ul>

	<p>of standard English grammar and usage.</p> <p><b>L 4.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings</b></p> <p><b>RL 4.2 Analyze how the theme is reflected, and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas.</b></p> <p><b>L 4.1 a. Use relative pronouns and relative adverbs.</b></p> <p><b>L 4.4a Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.</b></p> <p><b>Main Composition Piece:</b> Fictional Narratives (Short Stories) (C.4.3)</p> <p><b>RI 4.2 Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.</b></p> <p><b>RI 4.3 Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text,</b></p>				<ul style="list-style-type: none"> <li>● IXL T1</li> <li>● IXL T2</li> <li>● IXL T3</li> <li>● IXL EE1</li> <li>● IXL EE2</li> <li>● IXL EE3</li> <li>● IXL O1</li> <li>● IXL O2</li> <li>● IXI O3</li> <li>● IXL J1</li> <li>● IXL J2</li> <li>● IXL F4</li> <li>● IXL OO5</li> <li>● IXL OO6</li> <li>● IXL OO7</li> <li>● IXL OO8</li> <li>● IXL OO9</li> <li>● IXL OO10</li> <li>● IXL OO11</li> <li>● IXL OO12</li> <li>● IXL OO13</li> <li>● IXL NN1</li> <li>● IXL NN2</li> <li>● IXL JJ1</li> <li>● IXL JJ2</li> <li>● IXL JJ3</li> <li>● IXL JJ4</li> <li>● IXI JJ5</li> </ul>
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<p>including what happened and why, based on specific information over the course of a text.</p> <p><b>RI 4.10</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.</p> <p><b>L 3.1 a</b> Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.</p> <p><b>L 4.4 b</b> Use common affixes and roots as clues to the meaning of a word.</p> <p><b>L 4.1e</b> Use prepositional phrases.</p> <p><b>L 4.5b</b> Recognize and explain the meaning of common idioms, adages and proverbs</p> <p><b>C4.4</b> With some guidance and support from adults, use digital resources to create and publish</p>				
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	products as well as to interact and collaborate with others.				
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**HOT Questions:** Here are some question stems for higher order thinking.

- What characteristics tell us that this is a fictional text?
- How would you identify the problem and solution in this text?
- Who were the main characters in this fictional text?
- How would you describe the main character?
- What was the main idea of this text?
- How would you develop the character more?
- How would you solve the main character's problem?
- How would you improve the fictional narrative?
- Predict the outcome of this text
- What changes would you make to revise this story?
- What was your opinion of the story, and why?
- Who was the target audience?
- If you were the main character how would you solve the problem?