



Lowndes County
PUBLIC SCHOOLS

4th Grade English Language Arts Curriculum Guide

Curriculum Overview

[The 2021 Alabama Course of Study: English Language Arts](#) provides the framework for the K-12 study of English Language Arts in Alabama's public schools. Content standards in this document are minimum and required, fundamental and specific, but not exhaustive. The standards set high expectations for student learning in all grades by requiring more attention to foundational reading, explicitly teaching comprehension skills for all text genres, and encouraging the development of advanced reading through increasing levels of complexity in literary and informational texts.

Here are definitions to help understand this curriculum guide:

- **Units of Study:** A series of lessons, experiences, and assessments aligned to standards that may last two to six weeks.
- **Priority Standards:** These are the standards students must know and be able to do to be prepared for the next grade level or course.
- **Supporting Standards:** These standards support, connect to, or enhance priority standards.
- **Knowledge:** What students should know related to the standard.
- **Skills:** What students should be able to do related to the standard.
- **Bloom's Taxonomy:** This hierarchy helps describe the complexity and requirements of a standard.
- **Quad:** This framework has four parts that help determine the rigor and relevance of a standard: Acquisition, Application, Assimilation, Adaptation.
- **ACT:** This refers to ACT standards alignment.
- **Key Understandings:** Essential ideas students need to understand about the standard.
- **Key Vocabulary:** Keywords that should be taught to ensure understanding of the standard.
- **Formative Assessment:** Frequent and ongoing checks for understanding teachers can use throughout the unit.
- **Summative Assessment:** How students will be assessed at the end of a unit to demonstrate their level of mastery of the standards.
- **Activities & Resources:** Specific examples, lessons, and/or resources that may be used to support implementation of the standard.
- **RTI:** Response to Intervention - additional supports/resources teachers can use for students who need them.
- **Extensions:** Additional activities and resources to extend the learning experience, especially for accelerated students.

4th Grade Curriculum At A Glance - Pacing Calendar

Quarter	# Weeks	Unit Name	Priority Standards	Supporting Standards
1st	1	Launch Week	Pre Assessments/Comprehensive Review	Previous grade level standards
1st	6	Unit 1: Networks	4.2, 4.10a, 4.10c, 4.19, 4.21, 4.35, 4.38, 4.38ce	4.1, 4.9, 4.22, 4.27, 4.32, 4.33abc, 4.38
1st-2nd	6	Unit 2: Adaptations	4.2, 4.8, 4.10b, 4.15, 4.15abc, 4.17ab, 4.23ab, 4.38ace	4.9, 4.10, 4.17, 4.20, 4.20ab, 4.33abc 4.38, 4.38f
2nd-3rd	6	Unit 3: Diversity	4.2, 4.15b, 4.16b, 4.18ab, 4.35, 4.38b, 4.39bc	4.9, 4.16a, 4.18, 4.25, 4.33abc, 4.38, 4.38f, 4.39,
4th	6	Unit 4: Impacts	4.2, 4.3, 4.10b, 4.16c, 4.26, 4.37, 4.39a	4.9, 4.11, 4.19ab, 4.33abc, 4.38, 4.38ef
4th	6	Unit 5: Features	4.20cd, 4.24a, 4.26, 4.38ef, 4.40	4.9, 4.10a, 4.20ab, 4.33abc

Recurring Standards

These standards are integral to ELA and are emphasized in multiple grade levels. Students must utilize these necessary skills daily as they build their knowledge base, strengthen existing abilities, and strive to master each grade level's standards.

UNIT 1: Networks

DURATION: 6 Weeks

CONTENT STANDARDS

PRIORITY STANDARDS

- **4.2-Decode words with more than one syllable using their knowledge of common syllable types: open, closed, vowel-consonant-*e*, *r*-controlled, vowel teams, consonant-*l**e*, odd, and *schwa* syllables.**
- **4.10-Interpret words and phrases, including figurative language, as they are used in a text.**
 - **a. Explain how specific word choices shape meaning or tone.**
 - **c. Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.**
- **4.19-Compare and contrast the treatment of similar themes in stories, myths, and traditional literature from different cultures.**
 - **a. Determine and state an implied theme, explicit theme, or life lesson from a myth, story, or other traditional literature.**
 - **b. Analyze a common or shared theme and its development in stories, myths, and/or traditional literature.**
- **4.21-Explain how relevant details support the implied or explicit main idea of a text.**
 - **a. Determine the central idea or theme of a text.**
 - **b. Explain the difference between implied and explicit details.**
 - **c. Summarize the key supporting details by citing evidence from a text.**
- **4.35-Write personal or fictional narratives using a logical plot, transitional words and phrases, sensory details, and dialogue, and providing a sense of closure.**

SUPPORTING STANDARDS

- 4.1-Determine and use the correct syllable type(s) to decode unfamiliar multisyllabic words, including open, closed, vowel-consonant-*e*, *r*-controlled, vowel team (including diphthongs), consonant-*l**e*, and "leftovers" including odd and schwa syllables.
- 4.9-Accurately interpret general academic and domain-specific words and phrases.
- 4.22-Analyze events, procedures, ideas, or concepts in informational texts, including what happened and why, based on specific information in the text.
- 4.27-Identify the reasons and evidence a speaker provides to support particular points.
- 4.32-Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, both independently and with support, demonstrating grade-level proficiency.
- 4.33-Use research to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
 - a. Introduce a research topic clearly and group related ideas.
 - b. Integrate and cite evidence to present research findings in written form.
 - c. Paraphrase portions of texts or information presented in diverse media and formats.
- 4.38-Compose complete sentences with correct subject-verb agreement, punctuation, and usage.

- **4.38-Compose complete sentences with correct subject verb agreement, punctuation, and usage.**
 - c. Recognize and correct sentence fragments and run-on sentences.
 - e. Use correct capitalization, including familial relations and proper adjectives.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Theme is the main, recurring idea in a text.		Remembering	A	
	Determine the central idea or theme of a text.	Applying	B	
An author can directly state details; or an author can include details that require the reader to make inferences.		Understanding	A	
	Identify implied and explicit details and explain how they are different	Understanding	A	
A summary is a short statement explaining the main point or most important details of a text.		Understanding	A	
	Cite evidence from the text to create a summary of a text's most important details.	Applying	B	
An implied theme is not directly stated in the text, while an explicit theme is directly stated in the text. Myths, stories, and other types of traditional literature were often written with the purpose of teaching a life lesson.		Remembering	A	
	Identify an implied theme, explicit theme, or life lesson from a myth, story, or another type of traditional literature.	Analyzing	C	

	State the implied theme, explicit theme, or life lesson from a myth, story, or another type of traditional literature.			
An author develops a theme by including specific details in the text to help the reader identify and understand the theme. There are common, or universal, themes that frequently appear in literary text.		Creating	D	
	Identify the common theme in various types of traditional literature. Analyze how the author developed the theme throughout the literature.	Analyzing	C	
A complete sentence has at least one subject and one predicate. A subject and its verb must both be singular or both plural. A complete sentence ends with an ending punctuation mark and there are other punctuation marks that may need to be included.		Remembering	A	
A sentence fragment is an incomplete sentence that is missing either its subject or its main verb. A run-on sentence occurs when multiple complete sentences are joined incorrectly without using a coordinating conjunction or appropriate punctuation.		Understanding	A	
Certain words in the English language are capitalized (proper nouns, first words in sentences)		Remembering	A	
A narrative is a piece of writing that tells a story. A personal narrative tells about an event that was personally experienced by the author, while a fictional narrative tells a made up story. Narrative transitions indicate when and where the story is occurring.		Understanding	A	

<p>Sensory details use descriptions of the five senses. Dialogue is a conversation between two or more people</p>				
	<p>Write a personal narrative that recalls a personal experience or a fictional narrative with a made-up story. Write a narrative with a logical sequence of events and sensory details. Use appropriate transitional words and phrases in narrative writing. Include dialogue in narrative writing. Write a narrative that ends with a sense of closure.</p>	<p>Creating</p>	<p>D</p>	
<p>Syllable types are patterns of phoneme-grapheme correspondences that help divide words into parts with one vowel sound which can be easily decoded.</p>		<p>Understanding</p>	<p>A</p>	
	<p>Write complete sentences with correct subject-verb agreement and appropriate punctuation and word usage.</p>	<p>Applying</p>	<p>B</p>	
	<p>Recognize sentence fragments and run-on sentences. Correct sentence fragments and run-on sentences.</p>	<p>Understanding/Analyzing</p>	<p>A/C</p>	
	<p>Use correct capitalization, including familial relations and proper adjectives.</p>	<p>Applying</p>	<p>B</p>	
	<p>Decode words with more than one syllable using their knowledge of common syllable types: open, closed, vowel-consonant-e, r-controlled, vowel teams, consonant-le, odd, and schwa syllables.</p>	<p>Applying</p>	<p>B</p>	

KEY COMPONENTS

<p>LEARNING TARGETS (incremental learning target by week)</p> <p>Week 1 and Week 2:</p> <ul style="list-style-type: none"> • I can learn more about narrative nonfiction by analyzing the author’s purpose in an autobiography. • I can use language to make connections between reading and writing. • I can use elements of narrative nonfiction writing to write a personal narrative. <p>Week 3 and Week 4:</p> <ul style="list-style-type: none"> • I can learn more about theme Networks by analyzing the text structure of a magazine article. • I can develop knowledge about language to make connections between reading and writing • I can use elements of narrative nonfiction writing to write a personal narrative. <p>Week 5:</p> <ul style="list-style-type: none"> • I can learn more about narrative nonfiction by analyzing text structure in a biography. • I can use language to make connections between reading and writing. • I can use elements of narrative nonfiction writing to write a personal narrative. 	<p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • exposed • pursued • treacherous • remarkable • assembled • determination • independence • specialized • struggled • confidence • contributed • habit • severe • significant • poverty • identical • radiation • duplicate • comparison • DNA • chromosomes • endurance • excel • capacity • motivation • drive • descent • interment • desolate • diverted • spectators 	<p>ACADEMIC VOCABULARY</p> <ul style="list-style-type: none"> • Related words • Synonyms and antonyms • Context clues • Figurative language • Parts of speech
<p>ESSENTIAL QUESTION(S)</p> <ul style="list-style-type: none"> • Unit 1: How can a place affect how we live? 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> • 2nd and 3rd grade ELA standards • IReady Standards Mastery Test-Form A • Aimsweb Plus 	
<p>FORMATIVE ASSESSMENT</p>	<p>SUMMATIVE ASSESSMENT</p>	

The following assessments are available on SavvasRealize.com:

- Progress Check-Ups
- Cold Reads
- Weekly Standards Practice for Language and Conventions
- Weekly Standards Practice for Word Study
- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks

- Unit Test
- Projects
- Exams
- Weekly Unit Quizzes

ACTIVITIES & RESOURCES

www.savvasrealize.com
<https://login.i-ready.com/>
<https://quizlet.com/login>
<https://kahoot.com/>
<https://aptv.pbslearningmedia.org/>
<https://www.readworks.org/>
<https://quizizz.com/?lng=en>
<https://edulastic.com/>
https://www.alabamaachievers.org/wp-content/uploads/2022/01/ASMT_2022110_G4ELA2021ACAPSummativeItemSpecs_V1.0.pdf
https://www.alabamaachievers.org/wp-content/uploads/2022/02/AMST_2022224_2022-ACAP-Summative-Instructional-Supports-ELA-Grade-4_V1.0.pdf

RTI

Accommodations

- Teach Note-taking skills
- Provide a Copy of Notes
- Activity Breaks
- Simplify & Shorten
- Break Instructions/Narrative into Sections
- Do 3: See Me
- Provide Word Banks
- Modify Seating, Classroom Setting
- Vary Volume and Length of Oral Instruction

EXTENSION OPPORTUNITIES

[Florida Center for Reading Research \(Additional Activities\)](#)

The following extension activities are available on SavvasRealize.com under the Resource Download Center:

Unit Extension Activities (Whole Group and Small Group)

CONTENT STANDARDS

PRIORITY STANDARDS

- 4.2-Decode words with more than one syllable using their knowledge of common syllable types: open, closed, vowel-consonant-*e*, *r*-controlled, vowel teams, consonant-*le*, odd, and *schwa* syllables.
- 4.8-Write routinely and independently in response to text.
- 4.10a-Explain how specific word choices shape meaning or tone.
- 4.10b-Explain how figurative language contributes to the meaning of text, including simile, metaphor, alliteration, personification, hyperbole, and idioms.
- 4.10c-Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.
- 4.15-Analyze in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
 - a. Identify and explain attitudes and influences of multiple characters within a text.
 - b. Explain how the main character changes throughout the story, using explicit evidence from the text.
 - c. Make an inference about a character's behavior, the setting, and/or specific events, using explicit details from the story.
- 4.17a-Explain the difference between first person and third person narration, including omniscient and third person limited.
- 4.17b-State an opinion of the author's use of narration, supporting reasoning with examples from the text.
- 4.23a-Identify and describe the structures within a text, including description, comparison and contrast, sequence, problem and solution, and cause and effect.
- 4.23b-Interpret information from text features in both print and digital formats.
- 4.38-Compose complete sentences with correct subject-verb agreement, punctuation, and usage.
 - a. Order adjectives within sentences according to conventional patterns.
 - c. Recognize and correct sentence fragments and run-on sentences.

SUPPORTING STANDARDS

- 4.9-Accurately interpret general academic and domain-specific words and phrases.
- 4.10-Interpret words and phrases, including figurative language, as they are used in a text.
- 4.14-Demonstrate comprehension of literary and informational text by utilizing its content when discussing or writing in response to the text.
- 4.17-Identify the narrator's point of view in a literary text and explain how it differs from a character's perspective.
- 4.20-Use details and examples from a text to indicate what the text explicitly states.
 - a. Interpret facts from an informational article, using details and examples from the text to explain the interpretation.
 - b. List the main questions answered by an informational article.
- 4.33a-Introduce a research topic clearly and group related ideas.
- 4.33b-Integrate and cite evidence to present research findings in written form.
- 4.33c-Paraphrase portions of texts or information presented in diverse media.
- 4.38-Compose complete sentences with correct subject-verb agreement, punctuation, and usage.
- 4.38f-Spell grade-appropriate words correctly, consulting references as needed.

- e. Use correct capitalization, including familial relations and proper adjectives.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
<p>Informational text often follows a particular text structure and understanding the types of text structure can improve comprehension.</p> <p>A text that follows a description structure will provide facts and details about a topic.</p> <p>A text that follows a comparison and contrast structure will describe how two or more things are alike or different. A text that follows a sequence text structure will describe events that occurred in chronological order. Problem and solution text structure describes a problem and how the problem was solved or could be solved. Cause and effect text structure describes an event (the cause) and the consequence or result of the event (the effect).</p>		Understanding	A	
	<p>Identifying the type of text structure a text follows.</p> <p>Describe characteristics of the text structure.</p>	Understanding/Analyzing	A/C	
<p>Text features are items like charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages.</p> <p>Text features can provide additional information or enhance understanding of the text.</p>		Understanding	A	
	<p>Identify text features in print and digital formats.</p> <p>Explain the meaning of text features in print and digital formats.</p>	Understanding	A	

<p>Characters are any person, animal, or figure that affect the events of the story. Characters in text are described as having certain attributes, like attitude. Characters in text can be influenced by other characters or events in the text.</p>		Understanding	A	
<p>The main character is the focus of the plot and often displays changes in attitude or beliefs during the story. Explicit evidence refers to direct quotations from the text.</p>		Understanding	A	
	<p>Identify attitudes and influences of multiple characters within a text. Explain the reasoning behind characters' attitudes and influences.</p>	Understanding	A	
<p>Making an inference requires using observation and background knowledge to reach a logical conclusion. Inferences can be drawn by using information from the text.</p>		Remembering/Applying	A/C	
<p>The features of different narration styles, including first person, third person omniscient, and third person. Pronouns used by the author can indicate the narrator's point of view.</p>		Understanding	A	
	<p>Identify the main character in a story. Use explicit evidence from text to explain how the main character changed in the story.</p>	Understanding	A	
<p>State an opinion of the author's use of narration, supporting reasoning with examples from the text.</p>		Remembering	A	
<p>Explain how specific word choices shape meaning or tone.</p>		Understanding	A	
	<p>Use explicit details from a story to support inferences about a character's</p>	Applying	B	

	behavior, the story's setting, and/or specific events.			
Explain how figurative language contributes to the meaning of text, including simile, metaphor, alliteration, personification, hyperbole, and idioms.		Understanding	A	
Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.		Applying	B	
	Explain how first person, third person, omniscient and third person limited narration styles differ in literary texts.	Understanding	A	
The English language orders adjectives within a sentence according to conventional patterns.		Understanding	A	
	Identify the author's use of narration. Form and state a personal opinion about the author's use of narration. Support their opinion with evidence from the text.	Understanding	A	
A sentence fragment is an incomplete sentence that is missing either its subject or its main verb. A run-on sentence occurs when multiple complete sentences are joined incorrectly without using a coordinating conjunction or appropriate punctuation.		Understanding	A	
	Interpret words and phrases, including figurative language, as they are used in a text.	Applying	B	
Certain words in the English language are capitalized.		Understanding	A	
Routinely means on a consistent basis, and independently means without help from others.		Remembering	A	

	Appropriate order adjectives within a sentence according to standard English convention.	Applying	B	
Syllable types are patterns of phoneme-grapheme correspondences that help divide words into parts with one vowel sound which can be easily decoded.		Understanding	A	
	Recognize sentence fragments and run-on sentences. Correct sentence fragments and run on sentences.	Understanding	A	
	Respond to text in writing on a consistent basis without support from others.	Applying	B	
	Decode words with more than one syllable using their knowledge of common syllable types: open, closed, vowel-consonant-e, r-controlled, vowel teams, consonant-le, odd, and schwa syllables.	Understanding	A	

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)	KEY VOCABULARY	ACADEMIC VOCABULARY
Week 1: <ul style="list-style-type: none"> I can learn more about main ideas and details in informational text. I can develop knowledge about language to make connections between reading and writing. I can use elements of informational text to write an article. Week 3: <ul style="list-style-type: none"> I can learn about informational text by analyzing cause-and-effect text structure. I can develop knowledge about language to make connections between reading and writing. I can use elements of informational text to write an article. Week 4: <ul style="list-style-type: none"> I can learn more about poetry and read a text that helps me analyze structure, rhythm, rhyme, and meter. 	<ul style="list-style-type: none"> prey brittle system bristle contour mimicry species environment arranged habitat survive classified sufficient defense acquire rapids 	<ul style="list-style-type: none"> Related words Synonyms and Antonyms Context Clues Analyze Analogies Parts of Speech

<ul style="list-style-type: none"> • I can develop knowledge about language to make connections between reading poetry and writing poetry. • I can use elements of informational text to write a travel article. <p>Week 5:</p> <ul style="list-style-type: none"> • I can learn more about informational text by integrating information from multiple sources. • I can develop knowledge about language to make connections between reading and writing. • I can use elements of informational text to write a travel article. 	<ul style="list-style-type: none"> • shimmering • desire • shallow • deserted • tender • steeped • excreted • vessels • ultraviolet • monotremes • unique • adaptations • burrow 	
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<p>ESSENTIAL QUESTION(S)</p> <ul style="list-style-type: none"> • Unit 2: How do living things adapt to the world around them? 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> • Narrative Nonfiction • Analyzing the Text • Use Correct Capitalization
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FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
<p>The following assessments are available on SavvasRealize.com:</p> <ul style="list-style-type: none"> • Progress Check-Ups • Cold Reads • Weekly Standards Practice for Language and Conventions • Weekly Standards Practice for Word Study • Weekly Standards Practice for Academic Vocabulary • Practice Tests • Test Banks 	<ul style="list-style-type: none"> • Unit Test • Projects • Exams • Weekly Unit Quizzes

ACTIVITIES & RESOURCES
<p> www.savvasrealize.com https://login.i-ready.com/ https://quizlet.com/login https://kahoot.com/ https://aptv.pbslearningmedia.org/ https://www.readworks.org/ https://quizizz.com/?lng=en https://edulastic.com/ </p>

https://www.alabamaachievers.org/wp-content/uploads/2022/01/ASMT_2022110_G4ELA2021ACAPSummativeItemSpecs_V1.0.pdf
https://www.alabamaachievers.org/wp-content/uploads/2022/02/AMST_2022224_2022-ACAP-Summative-Instructional-Supports-ELA-Grade-4_V1.0.pdf

RTI

Accommodations

- Teach Note-taking skills
- Provide a Copy of Notes
- Activity Breaks
- Simplify & Shorten
- Break Instructions/Narrative into Sections
- Do 3: See Me
- Provide Word Banks
- Modify Seating, Classroom Setting
- Vary Volume and Length of Oral Instruction

EXTENSION OPPORTUNITIES

[Florida Center for Reading Research \(Additional Activities](#)

The following extension activities are available on SavvasRealize.com under the Resource Download Center:

Unit Extension Activities (Whole Group and Small Group)

UNIT 3: Diversity

DURATION: [6 weeks]

CONTENT STANDARDS

PRIORITY STANDARDS

- 4.2-Decode words with more than one syllable using their knowledge of common syllable types: open, closed, vowel-consonant-*e*, *r*-controlled, vowel teams, consonant-*le*, odd, and *schwa* syllables.
- 4.15-Analyze in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
 - b. Explain how the main character changes throughout the story, using explicit evidence from the text.
- 4.16-Describe how authors use literary devices and text features to convey meaning in prose, poetry, and drama.
 - b. Apply prior knowledge to textual clues to draw conclusions about the author's meaning.
- 4.18-Identify the point of view in a narrative and describe how the narrative would be different if told from the perspective of a different character or narrator.
 - a. Compare and contrast firsthand and secondhand accounts of the same event or topic, describing the differences in focus and the information provided.
 - b. Compare the perspectives of different characters within a text.
- 4.35-Write personal or fictional narratives using a logical plot, transitional words and phrases, sensory details, and dialogue, and providing a sense of closure.
- 4.38b-Form and use prepositional phrases and conjunctions.
- 4.39b-Form and use the progressive verb tenses.
- 4.39c-Use modal auxiliaries to convey various conditions.

SUPPORTING STANDARDS

- 4.9-Accurately interpret general academic and domain-specific words and phrases.
- 4.16-Describe how authors use literary devices and text features to convey meaning in prose, poetry, and drama.
 - a. Identify clues in the text to recognize implicit meanings.
- 4.18-Identify the point of view in a narrative and describe how the narrative would be different if told from the perspective of a different character or narrator.
- 4.25-Explain how the form of a poem contributes to its meaning.
- 4.33a-Introduce a research topic clearly and group related ideas.
- 4.33b-Integrate and cite evidence to present research findings in written form.
- 4.33c-Paraphrase portions of texts or information presented in diverse media.
- 4.38-Compose complete sentences with correct subject-verb agreement, punctuation, and usage.
- 4.38f-Spell grade-appropriate words correctly, consulting references as needed.
- 4.39-Demonstrate command of the conventions of standard English grammar and usage.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
The main character in a story. Use explicit evidence from text to explain how the main character changed in the story.		Understanding	A	

	Identify the main character in a story. Use explicit evidence from text to explain how the main character changed in the story.	Applying	B	
	Apply prior knowledge to textual clues to draw conclusions about the author's meaning.	Applying	B	
A narrative is a story that is told either by a narrator or a character in the story.		Remembering	A	
	Use their prior knowledge and text clues to draw conclusions about an author's meaning.	Applying	B	
	Identify the point of view in a narrative. Describe how a narrative would be different if told from the perspective of a different character or narrator.	Understanding	A	
	Compare and contrast firsthand and secondhand accounts of the same event or topic. Describe the differences in focus and the information provided in firsthand and secondhand accounts	Analyzing	C	
	Compare means tell how things are alike or similar, and contrast means tell how things are different. A firsthand account can be told by someone who was personally present at the event or has personal experience with the topic. A secondhand account can be told by someone who received information about an event or topic from someone with firsthand experience.	Understanding	A	
Characters in a text will have different perspectives, views, and opinions		Understanding	A	
A prepositional phrase is a group of words consisting of a preposition, the object of		Understanding	A	

the preposition, and any words that modify the object.				
A conjunction joins words, phrases, or clauses and indicates the relationship between the joined units; there are coordinating conjunctions and subordinating conjunctions.		Remembering	A	
The progressive verb tense describes ongoing actions, and it tells about something that is, was, or will be happening		Understanding	A	
A narrative is a piece of writing that tells a story. A personal narrative tells about an event that was personally experienced by the author, while a fictional narrative tells a made up story. Narrative transitions indicate when and where the story is occurring. Sensory details use descriptions of the five senses. Dialogue is a conversation between two or more people		Understanding	A	
	Compare the perspectives of different characters within a text.	Analyzing	C	
Syllable types are patterns of phoneme-grapheme correspondences that help divide words into parts with one vowel sound which can be easily decoded.		Understanding	A	
	Form and use prepositional phrases in writing. Form and use conjunctions in writing.			
	Form and use the progressive verb tenses; for example, I was walking, I am walking.			

	<p>Write a personal narrative that recalls a personal experience or a fictional narrative with a made-up story.</p> <p>Write a narrative with a logical sequence of events and sensory details.</p> <p>Use appropriate transitional words and phrases in narrative writing.</p> <p>Include dialogue in narrative writing.</p> <p>Write a narrative that ends with a sense of closure.</p>			
	<p>Decode words with more than one syllable using their knowledge of common syllable types: open, closed, vowel-consonant-e, r-controlled, vowel teams, consonant-le, odd, and schwa syllables.</p>	Remembering	A	

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)	KEY VOCABULARY	ACADEMIC VOCABULARY
<p>Week 1 and Week 2:</p> <ul style="list-style-type: none"> I can learn more about fiction by analyzing characters in realistic fiction. I can develop knowledge about language to make connections between reading and writing. I can use elements of narrative text to write a realistic story. <p>Week 3:</p> <ul style="list-style-type: none"> I can learn more about the theme Diversity by analyzing the author's purpose. I can develop knowledge about language to make connections between reading and writing. I can use elements of narrative writing to write a realistic fiction story. <p>Week 4 and Week 5:</p> <ul style="list-style-type: none"> I can learn about fiction and read texts that help me compare and contrast point of view. I can develop knowledge about language to make connections between reading fiction and writing. I can use elements of narrative writing to write a realistic fiction story. 	<ul style="list-style-type: none"> frustrated cool confused irritable bothered conflict accomplish expand challenge participate subsided dedication impulsively trance grudge inspiration create heritage festival performance miserable 	<ul style="list-style-type: none"> Related words Synonyms and Antonyms Context Clues Figurative Language Parts of Speech

	<ul style="list-style-type: none"> thrilling recover instinctively savoring plunge thud thrilled buoy flocked 	
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ESSENTIAL QUESTION(S) <ul style="list-style-type: none"> Unit 3: How can we reach new understandings through exploring diversity? 	PRIOR KNOWLEDGE <ul style="list-style-type: none"> Informational Text Cause and Effect Main Idea and Details
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FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
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<p>The following assessments are available on SavvasRealize.com:</p> <ul style="list-style-type: none"> Progress Check-Ups Cold Reads Weekly Standards Practice for Language and Conventions Weekly Standards Practice for Word Study Weekly Standards Practice for Academic Vocabulary Practice Tests Test Banks 	<ul style="list-style-type: none"> Unit Test Projects Exams Weekly Unit Quizzes
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ACTIVITIES & RESOURCES

www.savvasrealize.com
<https://login.i-ready.com/>
<https://quizlet.com/login>
<https://kahoot.com/>
<https://aptv.pbslearningmedia.org/>
<https://www.readworks.org/>
<https://quizizz.com/?lng=en>
<https://edulastic.com/>
https://www.alabamaachievers.org/wp-content/uploads/2022/01/ASMT_2022110_G4ELA2021ACAPSummativeItemSpecs_V1.0.pdf
https://www.alabamaachievers.org/wp-content/uploads/2022/02/AMST_2022224_2022-ACAP-Summative-Instructional-Supports-ELA-Grade-4_V1.0.pdf

RTI

Accommodations

- Teach Note-taking skills
- Provide a Copy of Notes
- Activity Breaks
- Simplify & Shorten
- Break Instructions/Narrative into Sections
- Do 3: See Me
- Provide Word Banks
- Modify Seating, Classroom Setting
- Vary Volume and Length of Oral Instruction

EXTENSION OPPORTUNITIES

[Florida Center for Reading Research \(Additional Activities](#)

The following extension activities are available on SavvasRealize.com under the Resource Download Center:

Unit Extension Activities (Whole Group and Small Group)

UNIT 4: Impacts

DURATION: [6 weeks]

CONTENT STANDARDS

PRIORITY STANDARDS

- 4.2-Decode words with more than one syllable using their knowledge of common syllable types: open, closed, vowel-consonant-*e*, *r*-controlled, vowel teams, consonant-*le*, odd, and *schwa* syllables.
- 4.3-Apply knowledge of roots, prefixes, and suffixes to decode unfamiliar multisyllabic words.
- 4.10b-Explain how figurative language contributes to the meaning of text, including simile, metaphor, alliteration, personification, hyperbole, and idioms.
- 4.16c-Make an inference about the meaning of a text and support it with textual evidence.
- 4.26-Analyze how rhythm and rhyme in poetry contribute to meaning.
- 4.37-Write an argument to persuade the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from relevant sources, and linking words to connect their argument to the evidence.
- 4.39a-Use relative pronouns *who*, *whose*, *which*, and *that*, relative adverbs *where*, *when*, and *how*, and irregular possessive nouns.

SUPPORTING STANDARDS

- 4.9-Accurately interpret general academic and domain-specific words and phrases.
- 4.11-Use commonly misused words correctly in writing.
- 4.19-Compare and contrast the treatment of similar themes in stories, myths, and traditional literature from different cultures.
 - a. Determine and state an implied theme, explicit theme, or life lesson from a myth, story, or other traditional literature.
 - b. Analyze a common or shared theme and its development in stories, myths, and/or traditional literature.
- 4.33a-Introduce a research topic clearly and group related ideas.
- 4.33b-Integrate and cite evidence to present research findings in written form.
- 4.33c-Paraphrase portions of texts or information presented in diverse media.
- 4.38-Compose complete sentences with correct subject-verb agreement, punctuation, and usage.
 - E-Use correct capitalization, including familial relations and proper adjectives.
 - f-Spell grade-appropriate words correctly, consulting references as needed.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Poetry is a genre of text that uses distinctive style and rhythm to aid in the expression of feelings. Words rhyme if their vowel and ending sounds are the same. Rhythm is a steady beat made by stressed syllables in spoken words				
	Make inferences about text meaning and use text evidence to support their thinking.	Applying	B	

<p>A clause is a group of words that contains a subject and a verb that have a relationship.</p> <p>A relative pronoun is used to connect a clause or phrase to a noun or pronoun in which the clause modifies or describes the noun. A relative adverb is an adverb that introduces an adjective clause. Common irregular nouns and conventions to form possessive nouns.</p>				
<p>The purpose of argumentative writing is to convince the reader to take action or adopt a particular position. Argumentative writing includes an introduction, logical reasoning supported by evidence, and a concluding statement.</p> <p>Evidence to support the argument must be collected from various sources. Linking words are used to connect their claim to the corresponding evidence.</p>				
	<p>Identify rhythm and rhyme in poetry. Describe how rhythm and rhyme convey meaning in a poem.</p>	<p>Understanding</p>	<p>A</p>	
<p>Syllable types are patterns of phoneme-grapheme correspondences that help divide words into parts with one vowel sound which can be easily decoded.</p>				
<p>Apply knowledge of roots, prefixes, and suffixes to decode unfamiliar multisyllabic words</p>				
	<p>Use relative pronouns correctly in writing. Use relative adverbs correctly in writing. Form and use irregular possessive nouns correctly in writing.</p>	<p>Applying</p>	<p>B</p>	
	<p>Write an argument to convince a reader to take action or adopt a position.</p>			

	<p>Include an introduction, logical reasoning supported by evidence, and a conclusion in argumentative writing</p> <p>Gather evidence from relevant sources to support a claim.</p> <p>Use linking words to connect their argument to the corresponding evidence.</p>			
	<p>Decode words with more than one syllable using their knowledge of common syllable types: open, closed, vowel-consonant-e, r-controlled, vowel teams, consonant-le, odd, and schwa syllables.</p>	Understanding	A	
	<p>Encode (write/spell) multisyllabic words using their knowledge of root words, prefixes and suffixes</p>	Remembering	A	

KEY COMPONENTS

KEY COMPONENTS		
<p>LEARNING TARGETS (incremental learning target by week)</p> <p>Week 1:</p> <ul style="list-style-type: none"> I can learn about traditional literature by analyzing characters. I can use language to make connections between reading and writing. I can use elements of opinion writing to write an essay. <p>Week 2:</p> <ul style="list-style-type: none"> I can learn more about traditional literature by inferring themes. I can use language to make connections between reading and writing. I can use elements of opinion writing to write an essay. <p>Week 3:</p> <ul style="list-style-type: none"> I can learn more about the theme Impacts by identifying elements of a drama. I can use language to make connections between reading and writing. I can use elements of opinion writing to write an essay. <p>Week 4:</p> <ul style="list-style-type: none"> I can learn more about the theme Impacts by inferring theme in historical fiction. 	<p>KEY VOCABULARY</p> <ul style="list-style-type: none"> deceived bargain reputation astonishment composure reveal traditional illustrate interpret predict accentuated obliged misled commendable riled sensitive exchange deed insisted satisfied drought 	<p>ACADEMIC VOCABULARY</p> <ul style="list-style-type: none"> Related words Synonyms and Antonyms Context Clues Figurative Language Parts of Speech

<ul style="list-style-type: none"> ● I can use language to make connections between reading and writing. ● I can use elements of opinion writing to write an essay. <p>Week 5:</p> <ul style="list-style-type: none"> ● I can learn more about traditional literature by analyzing myths. ● I can use language to make connections between reading and writing. ● I can use elements of opinion writing to write an essay. 	<ul style="list-style-type: none"> ● intricate ● wavering ● unbidden ● snoozing ● shrewd ● ornate ● temperaments ● parapet ● infernal 	
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<p>ESSENTIAL QUESTION(S)</p> <ul style="list-style-type: none"> ● Unit 4: How do our stories shape our world? 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> ● Realistic Fiction ● Author’s Purpose ● Compare and Contrast Point of View
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FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
<p>The following assessments are available on SavvasRealize.com:</p> <ul style="list-style-type: none"> ● Progress Check-Ups ● Cold Reads ● Weekly Standards Practice for Language and Conventions ● Weekly Standards Practice for Word Study ● Weekly Standards Practice for Academic Vocabulary ● Practice Tests ● Test Banks 	<ul style="list-style-type: none"> ● Unit Test ● Projects ● Exams ● Weekly Unit Quizzes

ACTIVITIES & RESOURCES
<p> www.savvasrealize.com https://login.i-ready.com/ https://quizlet.com/login https://kahoot.com/ https://aptv.pbslearningmedia.org/ https://www.readworks.org/ https://quizizz.com/?lng=en https://edulastic.com/ https://www.alabamaachievers.org/wp-content/uploads/2022/01/ASMT_2022110_G4ELA2021ACAPSummativeItemSpecs_V1.0.pdf https://www.alabamaachievers.org/wp-content/uploads/2022/02/AMST_2022224_2022-ACAP-Summative-Instructional-Supports-ELA-Grade-4_V1.0.pdf </p>

RTI

Accommodations

Teach Note-taking skills

Provide a Copy of Notes

Activity Breaks

Simplify & Shorten

Break Instructions/Narrative into Sections

Do 3: See Me

Provide Word Banks

Modify Seating, Classroom Setting

Vary Volume and Length of Oral Instruction

EXTENSION OPPORTUNITIES

[Florida Center for Reading Research \(Additional Activities](#)

The following extension activities are available on SavvasRealize.com under the Resource Download Center:

Unit Extension Activities (Whole Group and Small Group)

UNIT 5: Features

DURATION: [6 weeks]

CONTENT STANDARDS

PRIORITY STANDARDS

- 4.20c-Categorize statements in an article or other informational text as fact or opinion and give reasons for each choice.
- 4.20d-Explain the differences between primary and secondary sources, giving examples from texts.
- 4.24a-Make text-based inferences to determine possible reasons for an author's stance.
- 4.26-Analyze how rhythm and rhyme in poetry contribute to meaning.
- 4.38e-Use correct capitalization, including familial relations and proper adjectives.
- 4.38f-Spell grade-appropriate words correctly, consulting references as needed.
- 4.40-Compose friendly and formal letters using appropriate elements, including date, greeting, body, and a signature.

SUPPORTING STANDARDS

- 4.9-Accurately interpret general academic and domain-specific words and phrases.
- 4.20-Use details and examples from a text to indicate what the text explicitly states.
 - a. Interpret facts from an informational article, using details and examples from the text to explain the interpretation.
 - b. List the main questions answered by an informational article.
- 4.33a-Introduce a research topic clearly and group related ideas.
- 4.33b-Integrate and cite evidence to present research findings in written form.
- 4.33c-Paraphrase portions of texts or information presented in diverse media.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
A fact is a statement that can be proven with evidence, while an opinion is a personal belief that cannot be proven true in every case. Informational text can present both facts and opinions.				
	Determine if statements in an informational text are facts or opinions. Describe reasons that a particular statement is identified as a fact or an opinion.	Understanding	A	
Primary sources are firsthand accounts of events and provide raw information. Secondary sources explain, analyze, or summarize primary sources.				

<p>A text-based inference is a logical conclusion that is drawn from details in the text. Authors often take a particular stance, or attitude, towards the topic of their writing</p>				
<p>Commas, apostrophes, and quotation marks are punctuation marks that are used in writing for specific purposes.</p>				
<p>The tone of a formal letter is professional and official, while the tone of a friendly letter is informal. Both friendly and formal letters include some of the same components, including the date, greeting, body, and signature.</p>		<p>Understanding</p>	<p>A</p>	
	<p>Explain the differences between primary and secondary sources. Support their explanation with specific examples from the text.</p>	<p>Understanding</p>	<p>A</p>	
<p>Poetry is a genre of text that uses distinctive style and rhythm to aid in the expression of feelings. Words rhyme if their vowel and ending sounds are the same. Rhythm is a steady beat made by stressed syllables in spoken words.</p>		<p>Understanding</p>	<p>A</p>	
	<p>Make inferences about an author's stance using evidence from the text.</p>	<p>Understanding</p>	<p>A</p>	
<p>Phonics skills necessary to spell words correctly. Correct spellings can be located in reference materials such as dictionaries.</p>				
	<p>Spell grade-appropriate words correctly. Consult references for correct spellings, if needed.</p>	<p>Remembering</p>	<p>A</p>	
	<p>Use commas, apostrophes, and quotation marks correctly in writing</p>	<p>Applying</p>	<p>B</p>	

	Write a friendly letter with all of the appropriate elements. Write a formal letter with all of the appropriate elements.	Applying	B	
	Identify rhythm and rhyme in poetry. Describe how rhythm and rhyme convey meaning in a poem.	Applying	B	

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)	KEY VOCABULARY	ACADEMIC VOCABULARY
<p>Week 1:</p> <ul style="list-style-type: none"> I can learn more about informational text by explaining concepts in a text. I can use language to make connections between reading and writing. I can use knowledge of the elements and structure of poetry to write a poem. <p>Week 2:</p> <ul style="list-style-type: none"> I can learn more about informational text by analyzing the main, or central idea, idea and details. I can use language to make connections between reading and writing. I can use knowledge of the elements and structure of poetry to write a poem. <p>Week 3:</p> <ul style="list-style-type: none"> I can learn more about the theme Features by analyzing the argument of an argumentative text. I can use language to make connections between reading and writing. I can use knowledge of the elements and structure of poetry to write a poem. <p>Week 4:</p> <ul style="list-style-type: none"> I can learn more about informational text by explaining ideas from a text. 	<ul style="list-style-type: none"> mantle circulates adopted abundant molten amazed border consequences label preserve magma face reclaim gushes threatened emissions underlie watt innovative survey subcontinent plateau altitude erosion 	<ul style="list-style-type: none"> Related words Synonyms and Antonyms Context Clues Figurative Language Parts of Speech

<ul style="list-style-type: none"> • I can develop knowledge about language to make connections between reading and writing. • I can use knowledge of the elements and structure of poetry to write a poem. <p>Week 5:</p> <ul style="list-style-type: none"> • I can learn more about informational text by explaining concepts in a text. • I can use language to make connections between reading and writing. • I can use knowledge of the elements and structure of poetry to write a poem. 	<ul style="list-style-type: none"> • marred • disposable • crude oil • toxic • phenomenon • initiative 	
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<p>ESSENTIAL QUESTION(S)</p> <ul style="list-style-type: none"> • Unit 5: Why is it important to understand our planet? 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> • Opinion Writing • Types of Writing: Informative or Explanatory, Narrative Writing, Opinion Writing • Analyzing Characters
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<p>The following assessments are also available on SavvasRealize.com:</p> <ul style="list-style-type: none"> • Progress Check-Ups • Cold Reads • Weekly Standards Practice for Language and Conventions • Weekly Standards Practice for Word Study • Weekly Standards Practice for Academic Vocabulary • Practice Tests • Test Banks 	<ul style="list-style-type: none"> • Unit Test • Projects • Exams • Weekly Unit Quizzes

ACTIVITIES & RESOURCES
<p> www.savvasrealize.com https://login.i-ready.com/ https://quizlet.com/login https://kahoot.com/ https://aptv.pbslearningmedia.org/ https://www.readworks.org/ https://quizizz.com/?lng=en https://edulastic.com/ https://www.alabamaachievers.org/wp-content/uploads/2022/01/ASMT_202210_G4ELA2021ACAPSummativeItemSpecs_V1.0.pdf </p>

https://www.alabamaachieves.org/wp-content/uploads/2022/02/AMST_2022224_2022-ACAP-Summative-Instructional-Supports-ELA-Grade-4_V1.0.pdf

RTI

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