Grade: 4
Course: Language Arts
Year: 2024

Unit 1: Personal Narratives
Lessons 1-5 Guiding Question: What is the main theme of a personal narrative?
Writing Prompt: What are some tricks and tools you can use to figure out the main idea of a story?
Lessons 6-10 Guiding Question: What details can an author use to show, not tell, and why it is important to do this?
Writing Prompt: Using characters from the first two chapters of "Small Steps," expand on the chart you made to track character traits in Chapter 3. What can you observe about characters like Karen, Dr. Wright, or Peg's grandfather?
Lessons 11-15 Guiding Question: What makes a good conclusion to a story?
Writing Prompt: How does returning to some element from the beginning of the story contribute to an effective conclusion?
Big Idea: Writers of personal narratives incorporate a variety of literary elements and an intentional point of view into their writing.
Big Idea: Students can increase their literal comprehension and ability to make text-based inferences through critical and close reading.
Big Idea: Personal narratives are a genre that students can use to create a sense of meaning out of their life's experiences.
Unit Vocabulary: adept, chronological, contagious, excruciating, flawlessly, illegal, implications, infantile, jubilantly, lugged, plunge, prickly, structure ,tempting, unique
Literature List: Personal Narratives
Internet Resources: *https://learning.amplify.com/curriculum/#/yearoverview?subject=CKLA*

Connection to **Social Emotional Standards** and/or **Social Justice Standards**

ID.3-5.1- I know and like who I am and can talk about my family and myself and describe our various group identities.

Connection to Vision of a Lakewood Ranger

Communication
Growth Mindset

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
15 Days				
	Content Statement - Reading			
	Key ideas and details RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **RI.4.2** Analyze informational text development. a. Determine the main idea of a text and explain how it is supported by key details. b. Provide a summary of the text that includes the main idea and key details, as well as other important information. **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. Craft and Structure **RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. **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. **RI.4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in perspective and the information provided. Integration of knowledge and ideas **RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. **RI.4.8** Explain how an author uses evidence to support particular points in a text. RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	The Beginning-of-Year Assessment includes three components to be administered in a whole group setting, completed independently by each student: a written assessment of reading comprehension, a written assessment of grammar, and a written assessment of morphology. The Beginning-of-Year Assessment also includes two components to be administered individually to students: an oral assessment of word reading in isolation and a fluency assessment. Explicit administration instructions are included in this Teacher Guide on Beginning-of-Year Assessment Day 1.	**Literature List:** CKLA Tradebook List **Online Resource:** CKLA Library Resources
	Content Statement - Writing			

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	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **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.) **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 **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. **W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.**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.	**See assessment above.**	**Literature List:** CKLA Tradebook List **Online Resource:** CKLA Library Resources
	Content Statement - Speaking & Listening Language		
	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. **SL.4.1b SL.4.1c SL.4.2**Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **SL.4.3**Identify the reasons and evidence a speaker provides to support particular points. **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. **L.4.1**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.4.2**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.4.2.b L.4.3** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.4.3a 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**. L.4.4c L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **L.4.5a L.4.5c 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).	**See assessment above.**	**Literature List:** CKLA Tradebook List **Online Resource:** CKLA Library Resources

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Unit 2: Empires in the Middle Ages
Lessons 1-5 Guiding Question: What was the social order of the Middle Ages?
Writing Prompt: What responsibilities did lords assign to the other people in their lands, such as serfs, knights, and freemen? Did they always follow through on these responsibilities?
Lessons 6-10 Guiding Question: What factors affected the way of life in the Middle Ages?
Writing Prompt: What types of people (lord, serf, freeman, etc.) would decide to become a monk or a nun? Why might they choose to do this?
Lessons 11-15 Guiding Question: How did leadership evolve during the Middle Ages?
Writing Prompt: Consider both the good and bad decisions King Henry II made during his reign. Overall, was he a good king or a bad king?
Lessons 16-20 Guiding Question: How did Islam evolve during the Middle Ages?
Writing Prompt: Why was the Islamic civil war different and more traumatic for Muslims than the wars against the Byzantine Empire?
Lessons 21-25 Guiding Question: How can people solve differences without fighting?
Writing Prompt: How did the Third Crusade end differently than the first two?
Big Idea: The decline and fall of the Roman Empire led to the Islamic Empire and the western European empire, influenced by the role of the Christian Church.
Big Idea: The Crusades were religious and political wars fought by both empires to gain control of The Holy Land.
Big Idea: Advances made in the fields of knowledge, philosophy, and science moved from Greek roots to Arabic to Latin cultures.
Big Idea: We must understand the past origins of these cultures in order to make sense of our current political climate.
Vocabulary: advise, category, consequence, distinctive, diverse, exquisite humble, indicate, inevitable, influential, informative, modifications, relevant, restore, specific, vulnerable
Literature List: Empires in the Middle Ages
Internet Resources: *https://learning.amplify.com/curriculum/#/yearoverview?subject=CKLA*

Connection to **Social Emotional Standards** and/or **Social Justice Standards**

Connection to Vision of a Lakewood Ranger

Global Awareness
Empathy

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
25 Days				
	Content Statement - Reading			
	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. **RL.4.2** Analyze literary text development. a. Determine a theme of a story, drama, or poem from details in the text. b. Summarize the text, incorporating a theme determined from details in the text. **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)**RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). **RL.4.6 E**xplain the differences in the point(s) of view in a text and different perspectives of the characters. , **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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons., **RF.4.3 K**now and	Reading Comprehension The reading comprehension section of the Unit Assessment contains two selections and accompanying questions. The first selection is an informational text that describes early types of castles in England and France. The second selection is a literary text told from the point of view of a boy serf. These texts are considered worthy of students' time to read and meet the expectations for text complexity at Grade 4. The texts feature core content and domain vocabulary from the	**Literature List:** CKLA Tradebook List **Online Resource:** CKLA Library Resources

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	apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.**RF.4.4** Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Middle Ages unit that students can draw on to comprehend the text.	
	Content Statement - Writing		
	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**4.3**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.**W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic. **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. **W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **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.	Opinion writing: Would you rather be a serf or a lord?	**Literature List:** CKLA Tradebook List **Online Resource:** CKLA Library Resources
	Content Statement - Speaking & Listening Language		
	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. **SL.4.2**Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **SL.4.3** Identify the reasons and evidence a speaker provides to support particular points. **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. **SL.4.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes**. 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. (See grade 4 Language standards 1 for specific expectations.) **L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. **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. **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**. L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**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).	Class discussions, partner work	**Literature List:** CKLA Tradebook List **Online Resource:** CKLA Library Resources

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Unit 3: Poetry
Lessons 1-5 Guiding Question: How do you determine the meaning of a poem?
Writing Prompt: What is the difference between implicit and explicit meanings? What are some tricks and tools you can use to figure out these meanings?
Lessons 6-10 Guiding Question: What affects the tone of a poem?
Writing Prompt: Choose one of the poems you have read already in this unit. Read it silently, then quietly out loud to yourself. How does reading it aloud change your understanding of the poem?
Lessons 11-15 Guiding Question: What types of poetic devices can a poet use?
Writing Prompt: By now, you are almost a poetry expert! Reread a poem or nursery rhyme you first read when you were younger. What poetic devices do you notice now that you did not when you first read it?
Big Idea: This unit prepares students for complex texts, vocabulary, and form they will encounter in Grade 5.
Big Idea: Poetry need not be bound by formal constraints, but can be a free form, creative, imaginative vehicle for expression.
Big Idea: Poetry has been around for centuries, and it is a timeless, distinctive craft.
Vocabulary: decent, defiance, desperate, ease, infer, melodious, preside, refuse, robust, stealthy, stern, stricken, tranquil, varied
Literature List: Poetry Journal
Internet Resources: *https://learning.amplify.com/curriculum/#/yearoverview?subject=CKLA*

Connection to **Social Emotional Standards** and/or **Social Justice Standards**

Connection to Vision of a Lakewood Ranger

Critical & Creative Thinking
Collaboration
Communication

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
	Content Statement - Reading			
	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. .**RL.4.2,**Analyze literary text development. **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). **RL.4.4**, Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). **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. **RL.4.6**Explain the differences in the point(s) of view in a text and different perspectives of the characters. , **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. **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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons. **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. **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	**End of unit reading assessment and end of unit writing assessment.**	**Literature List:** CKLA Tradebook List **Online Resource:** CKLA Library Resources

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	text. **RF.4.4**Read with sufficient accuracy and fluency to support comprehension.		
	Content Statement - Writing		
	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **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. **W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **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.		**Literature List:** CKLA Tradebook List **Online Resource:** CKLA Library Resources
	Content Statement - Speaking and Listening **Language**		
	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. **SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **SL.4.3** Identify the reasons and evidence a speaker provides to support particular points. **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. **SL.4.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. **SL.4.6** Differentiate between contexts that call for formal English		**Literature List:** CKLA Tradebook List **Online Resource:** CKLA Library Resources

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Unit 4: Eureka! Student Inventor
Essential Questions: How can an invention change the world?
Lessons 1-5 Guiding Question: What skills or traits make a good inventor?
Writing Prompt: Consider a household invention—such as the light bulb— you use every day. Who invented it? Research to find out more about that person and how they came to invent what they did.
Lessons 6-10 Guiding Question: How does "invention breed invention"?
Writing Prompt: What has been the most difficult process of inventing so far, and what has been the most rewarding?
Big Idea: Inventors go through a variety of steps in the creative process, oftentimes resulting in an invention.
Big Idea: The creative process involves identifying problems and creating evidence-based solutions.
Big Idea: Inventors, and students playing the role of inventor, engage in collaborative discussions, share ideas, and often work in partnerships
Vocabulary: arguably, avid, charred, contaminated, cylinder, deliberately, drawbacks, indifference, inspire, intricate, irritation, malfunctioning, optimistic, potential, revolutionary
Literature List: Eureka! Files
Internet Resources: *https://learning.amplify.com/curriculum/#/yearoverview?subject=CKLA*

Connection to **Social Emotional Standards** and/or **Social Justice Standards**

Connection to Vision of a Lakewood Ranger

Growth Mindset
Collaboration

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
10 Days	**Content Statement - Reading**			
	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. **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). **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. **RI.4.2** Analyze informational text development.a. Determine the main idea of a text and explain how it is supported by key details.b. Provide a summary of the text that includes the main idea and key details, as well as other important information.**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. **RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.**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. **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. **RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.**RI.4.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. **RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. **RF.4.4** Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**End of unit reading assessment and end of unit writing assessment.**	**Literature List:** CKLA Tradebook List **Online Resource:** CKLA Library Resources

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	Content Statement - Writing		
	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **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. **W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **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.		**Literature List:** CKLA Tradebook List **Online Resource:** CKLA Library Resources
	Content Statement-Speaking and Listening & Language		
	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. **SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **SL.4.3** Identify the reasons and evidence a speaker provides to support particular points. **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. **SL.4.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. **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. (See grade 4 Language standards 1 for specific expectations.) **L.4.1**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. **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. **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).	SL.4.1 SL.4.1b SL.4.2 SL.4.4	**Literature List:** CKLA Tradebook List **Online Resource:** CKLA Library Resources

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Unit 5: Geology
Essential Question: What is below the earth's surface?
Lessons 1-5 Guiding Question: What causes geologic phenomena? Writing Prompt: What do tectonic plates have to do with earthquakes?
Lessons 6-10 Guiding Question: How have people explained geologic phenomena in the past?
Writing Prompt: You have read two myths explaining the existence of volcanoes. With those in mind, create your own myth about another geologic feature, like geysers or hot springs.
Lessons 11-15 Guiding Question: What geological features can be found at the ocean floor?
Writing Prompt: How are hydrothermal vents like geysers?
Big Idea: Earth is composed of layers that, through heat and pressure, cause movements that result in geological features above and below the Earth's surface.
Big Idea: Tectonic plate theory explains how mountains, volcanoes, and trenches are created on land and under the sea.
Vocabulary: catastrophe, dense, distinguish, durable, effect, evidence, expand, experiment, eyewitness, firsthand, heave , lofty, observe, process, theory
Literature List: The Changing Earth
Internet Resources: *https://learning.amplify.com/curriculum/#/yearoverview?subject=CKLA*

Connection to **Social Emotional Standards** and/or **Social Justice Standards**

Connection to Vision of a Lakewood Ranger — Critical & Creative Thinking

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
15 Days	**Content Statement - Reading**			
	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. **RL.4.2** Analyze literary text development. a. Determine a theme of a story, drama, or poem from details in the text. b. Summarize the text, incorporating a theme determined from details in the text. **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). Craft and structure **RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). **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. **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. **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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons. **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. **RI.4.2** Analyze informational text development. a. Determine the main idea of a text and explain how it is supported by key details. b. Provide a summary of the text that includes the main idea and key details, as well as other important information. **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. **RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. **RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect,	**End of unit reading assessment and end of unit writing assessment.**	**Literature List:** CKLA Tradebook List **Online Resource:** CKLA Library Resources

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	problem/solution) of events, ideas, concepts, or information in a text or part of a text. **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. **RI.4.8** Explain how an author uses evidence to support particular points in a text. **RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. **RI.4.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. **RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. **RF.4.4** Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
	Content Statement - Writing		
	W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).d. Use precise language and domain-specific vocabulary to inform about or explain the topic.e. Provide a concluding statement or section related to the information or explanation presented. **W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely.e. Provide a conclusion that follows from the narrated experiences or events. **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.) **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.) **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. **W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.a. Apply grade 4 Reading standards 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].”).b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). **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.		**Literature List:** CKLA Tradebook List **Online Resource:** CKLA Library Resources
	Content Statement - Listening and Speaking & Language		
	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. **L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. **L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). **L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g.,		**Literature List:** CKLA Tradebook List **Online Resource:** CKLA Library Resources

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	telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings). **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).		

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Unit 6: Contemporary Fiction: The House on Mango Street
Essential Questions: How can a story's literary elements help readers learn implicit information from the story?
Lessons 1-5 Guiding Question: How do you determine a theme of a story?
Writing Prompt: What themes appear in the vignettes you have read so far, other than aspiration?
Lessons 6-10 Guiding Question: How can point of view change the meaning of a story?
Writing Prompt: Reread the vignette "My Name," closely paying attention to the parts about Esperanza's great-grandmother. Then write the ending of the story from the older Esperanza's point of view. Did she "make the best with what she got," or "was she sorry because she couldn't be all the things she wanted to be"?
Lessons 11-13 Guiding Question: How can an author show how a character has grown?
Writing Prompt: What is the biggest change in Esperanza by the last vignette? What lines from the text brought you to that conclusion?
Big Idea: Through close reading, a reader can discover several different layers of meaning in a text.
Big Idea: Narrative text can be similar to poetry, with short stories that contain imaginative and sometimes abstract use of language.
Big Idea: Narrative text can act as windows, revealing lives different from ours, or mirrors, reflecting characters with whom we can identify.
Vocabulary: annotate, aspiration, barely, crumbling, deduction, emphasis, especially, fancy, march, perception, sobbing, temporary, trudge, visualization
Literature List: Writer's Journal with excerpts from The House on Mango Street
Internet Resources: *https://learning.amplify.com/curriculum/#/yearoverview?subject=CKLA*

Connection to **Social Emotional Standards** and/or **Social Justice Standards**

Connection to Vision of a Lakewood Ranger

Empathy
Critical & Creative Thinking

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
13 Days				
	Content Statement - Reading			
	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.**RL.4.2** Analyze literary text development. a. Determine a theme of a story, drama, or poem from details in the text. b. Summarize the text, incorporating a theme determined from details in the text.**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).**RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).**RL.4.6** Explain the differences in the point(s) of view in a text and different perspectives of the characters. **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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons. **RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. **RF.4.4** Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and	**End of unit reading assessment and end of unit writing assessment.**	**Literature List:** CKLA Tradebook List **Online Resource:** CKLA Library Resources

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	expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
	Content Statement - Writing		
	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details.c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented. **W.4.3**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. **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.) **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.) **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. **W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards 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]."). b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). **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.		**Literature List:** CKLA Tradebook List **Online Resource:** CKLA Library Resources
	Content Statement - Speaking & Listening Language		
	SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. **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. **L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., to, too, two; there, their). **L.4.2**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence.d. Spell grade-appropriate words correctly, consulting references as needed. **L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal		**Literature List:** CKLA Tradebook List **Online Resource:** CKLA Library Resources

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	discourse is appropriate (e.g., small-group discussion).**L.4.4**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings). **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).		

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LAKEWOOD CITY SCHOOLS

Unit 7: American Revolution
Essential Questions: How can a colony or group of colonies become a country?
Lessons 1-5 Guiding Question: How might conflicts lead to war?
Writing Prompt: What are some of the big events that led to discontent in the colonies?
Lessons 6-10 Guiding Question: How can a disadvantage be turned into an advantage?
Writing Prompt: How did the Continental Army win the war, even though it was at a disadvantage?
Lessons 11-17 Guiding Question: What role did women have in the Revolutionary War?
Writing Prompt: What else can you learn about the female heroes of the Revolutionary War? Choose one woman from the reading and research to find out more about her life.
Big Idea: Disagreements about principles of government led colonists in North America to seek independence from Great Britain.
Big Idea: The causes, major figures, and consequences provide a framework for understanding the strive for independence.
Big Idea: There were significant ideas and values at the heart of the American Revolution.
Literature List: The Road to Independence
Unit Vocabulary: accurate, conflict, confront, defiant, eliminate, essential, implication, intolerable, jeer, liberty, morale, peal, revere, skeptical
Internet Resources: https://learning.amplify.com/curriculum/#/yearoverview?subject=CKLA

Connection to **Social Emotional Standards** and/or **Social Justice Standards**

Connection to Vision of a Lakewood Ranger

Global Awareness
Collaboration

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
15 Days				
	Content Statement - Reading			
	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. **RL.4.2** Analyze literary text development. a. Determine a theme of a story, drama, or poem from details in the text. b. Summarize the text, incorporating a theme determined from details in the text. **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). **RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). **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. **RL.4.6** Explain the differences in the point(s) of view in a text and different perspectives of the characters. 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. **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. **RI.4.2** Analyze informational text development. a. Determine the main idea of a text and explain how it is supported by key details. b. Provide a summary of the text that includes the main idea and key details, as well as other important information. **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. **RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. **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. **RI.4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in perspective and the information	**End of unit reading assessment and end of unit writing assessment.**	**Literature List:** CKLA Tradebook List **Online Resource:** CKLA Library Resources

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	provided. **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. RI.4.8 Explain how an author uses evidence to support particular points in a text. **RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. **RI.4.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. **RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. **RF.4.4** Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
	Content Statement - Writing		
	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented. **W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. **W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **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.) **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.) **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, while demonstrating sufficient command of keyboarding skills. **W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic. **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.**W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards 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]."). b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). **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.		**Literature List:** CKLA Tradebook List **Online Resource:** CKLA Library Resources
	Content Statement - Speaking & Listening Language		
	SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. **SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **SL.4.3** Identify the reasons and evidence a speaker provides to support particular points.**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. **SL.4.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. **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		**Literature List:** CKLA Tradebook List **Online Resource:** CKLA Library Resources

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	group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.) **L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., to, too, two; there, their). **L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. **L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). **L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.**L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings). **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).		

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Unit 8: Treasure Island
Essential Questions: What makes an adventure story excellent?
Lessons 1-5 Guiding Question: How can dialogue help move the plot forward?
Writing Prompt: Why might Robert Louis Stevenson use dialogue to give the reader (and Jim) information?
Lessons 6-10 Guiding Question: How can you determine if someone is trustworthy or untrustworthy?
Writing Prompt: Ben Gunn tells Jim that he has been marooned on the island. After you read Jim's definition of marooned, why do you think Ben Gunn's shipmates may have marooned him?
Lessons 11-19 Guiding Question: How can metaphors and similes strengthen writing?
Writing Prompt: With a partner, choose one event from Treasure Island. Brainstorm together to think of a simile that would work well in the text's description of that event.
Big Idea: Writers of personal narratives incorporate a variety of literary elements and an intentional point of view into their writing.
Big Idea: Students can increase their literal comprehension and ability to make text-based inferences through critical and close reading.
Big Idea: Personal narratives are a genre that students can use to create a sense of meaning out of their life's experiences.
Literature List: Treasure Island
Unit Vocabulary: captivate, deduce, duplicity, excursion, impending, inference, portray, predicament, pretext, ransack, ringleader, scoundrel, scout, shroud, stun, superstitious, taunt, treacherous, unison
Internet Resources: https://learning.amplify.com/curriculum/#/yearoverview?subject=CKLA

Connection to Social Emotional Standards and/or Social Justice Standards

Connection to Vision of a Lakewood Ranger

Communication
Growth Mindset

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
15 days	**Content Statement - Reading**			
	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. **RL.4.2** Analyze literary text development. a. Determine a theme of a story, drama, or poem from details in the text. b. Summarize the text, incorporating a theme determined from details in the text.**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).**RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). **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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.**RF.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**. RF.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	**End of unit reading assessment and end of unit writing assessment.**	**Literature List:** CKLA Tradebook List **Online Resource:** CKLA Library Resources
	Content Statement - Writing			
	W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion		**Literature List:** CKLA Tradebook List **Online Resource:** CKLA Library Resources

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Course: Language Arts
Year: 2024

	that follows from the narrated experiences or events. **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.) **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.) **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, while demonstrating sufficient command of keyboarding skills. **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. **W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards 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]."). b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). **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.		
	Content Statement - Speaking & Listening Language		
	SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.**SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**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. (See grade 4 Language standards 1 for specific expectations.) **L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). **L.4.1c c.** Use modal auxiliaries (e.g., can, may, must) to convey various conditions. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., to, too, two; there, their).**L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. **L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). **L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings). **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).		**Literature List:** CKLA Tradebook List **Online Resource:** CKLA Library Resources