

Quarter	Notes	Framework	Evidence Statements	Vocabulary	Clarification Statement	Looking Back	Looking Ahead
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Reading Comprehension

Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.

4.RC.1	Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text. (E)	Multiple	https://drive.google.com/file/d/1c0Grbm4-cKMxIaudaqk9TasJmj1s2eXZ/view?usp=drive_link https://docs.google.com/document/d/1-tMOw4E5HbUDZbDKsWPlm06up	4.RC.1	In Which Lesson Will You Teach Students To: RACE- Constructed Response Unit Making Inferences Unit Smekens Curriculum- Weeks 10, 14, 15, 21, 24, 29, 36 Scholastic News Magazine Weekly Homework, Quarter 1- Weeks 2-5 Explain what the text says explicitly. RACE Unit: Days 5-10 Draw inferences from the text's explicit meaning. RACE Unit: Days 1-10 Use text evidence (details and examples) to support explanations about what the text says explicitly and when making inferences. RACE Unit: Days 5-10, Making Inferences Unit	explicitly inference	Students use key details and examples to explain what the text is saying and to make inferences. Students specify and point out details and examples from the text to support their explanations of what the text clearly states, as well as the conclusions they have made from the text.	3.RC.1: Ask and answer questions to demonstrate comprehension of a text, referring explicitly to the text as the basis for the answers. (E)	5.RC.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text. (E)
4.RC.2	Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation. (E)	Multiple	https://drive.google.com/file/d/1c0Grbm4-cKMxIaudaqk9TasJmj1s2eXZ/view?usp=sharing https://docs.google.com/document/d/1-tMOw4E5HbUDZbDKsWPlm06up	4.RC.2	In Which Lesson Will You Teach Students To: Main Idea Unit Theme Unit Smekens Curriculum Weekly Homework, Quarter 2- Week 2 and Weeks 5-6 Articulate the theme(s) of the selection supported by text evidence. Theme Unit, All Lessons Smekens Curriculum- Weeks 22, 23, 26, 33 Identify the key supporting details and ideas to summarize the selection. Main Idea Unit: Lessons 7-10 Smekens Curriculum- Weeks 4, 5, 12, 19, 25, 31 (Summarize) and Weeks 9, 13, 17, 30 (Main Idea)	theme summarize paraphrase	Students may misinterpret the theme as being the important idea a text is about. Rather, the theme is the message conveyed by a text that applies to multiple other texts.	3.RC.2: Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works. (E)	5.RC.2: Determine the theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (E)
4.RC.3	Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.	Multiple	https://drive.google.com/file/d/1c0Grbm4-cKMxIaudaqk9TasJmj1s2eXZ/view?usp=sharing https://docs.google.com/document/d/1-tMOw4E5HbUDZbDKsWPlm06upe1RCYRR6-GzeNeSqog/edit?usp=sharing	4.RC.3	In Which Lesson Will You Teach Students To: Story Elements Unit Smekens Curriculum- Weeks 6, 8, 16, 20 Weekly Homework, Quarter 2, Weeks 7-8 Describe characters in a story using evidence about their thoughts, words, and actions. Story Elements Unit: Day 1 Use text evidence to describe a setting, character, or event in the story or drama. Story Elements Unit: Days 1-3 Find textual evidence or examples of the setting. Story Elements Unit: Day 1 Find textual evidence or examples of the plot (exposition, rising action, climax, falling actions, and resolution or beginning, middle, and end). Story Elements Unit: Day 2 Find textual evidence or examples of a character's traits, attitudes, beliefs, and/or personality (characterization) in a story. Story Elements Unit: Day 1 Find textual evidence or examples of the conflict in a text. Story Elements Unit: Days 4-6	plot setting detail evidence	Students describe characters in a story using evidence about their thoughts, words, and actions. Students use text evidence to describe a setting, character, or event in the story or drama.	3.RC.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	5.RC.3: Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.
4.RC.4	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (E)	Multiple	https://drive.google.com/file/d/1c0Grbm4-cKMxIaudaqk9TasJmj1s2eXZ/view?usp=sharing https://docs.google.com/document/d/1-tMOw4E5HbUDZbDKsWPlm06upe1RCYRR6-GzeNeSqog/edit?usp=sharing	4.RC.4	In Which Lesson Will You Teach Students To: Point of View Unit Weekly Homework, Quarter 3- Weeks 2-3 Identify the speaker of a text. Lesson 1 Identify the narrator in a story. Lesson 1 Distinguish between a first person and third person narration. Lessons 2-6 Compare and contrast points of views/narrations across multiple stories. Lessons 2-6	compare point of view first-person narration third-person narration	Students explain the similarities and differences in the point of view the narrator takes in different stories, including first and third-person narration. Students determine the point of view of the narrator or character in a story and recognize how it is similar or different from their own point of view.	3.RC.4: Distinguish personal point of view from that of the narrator or those of the characters.	5.RC.4: Describe how a narrator's or speaker's point of view influences how events are portrayed.
4.RC.5	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (E)	Multiple	https://drive.google.com/file/d/1JlqcgZBW65RjoyAj9Xad2JwLLuxmF9/view?usp=drive_link https://drive.google.com/file/d/1c0Grbm4-cKMxIaudaqk9TasJmj1s2eXZ/view?usp=sharing https://docs.google.com/document/d/1-tMOw4E5HbUDZbDKsWPlm06upe1RCYRR6-GzeNeSqog/edit?usp=sharing	4.RC.5	In Which Lesson Will You Teach Students To: Main Idea Unit Smekens Unit Scholastic News Magazine Weekly Homework, Quarter 2- Week 1 Determine the main idea of a text. Main Idea Unit: Days 1-12, Smekens Curriculum- Weeks 9, 13, 17, 30 (Main Idea) Use key details to support the main idea of a text. Main Idea Unit: Days 7-10, Smekens Curriculum- Weeks 9, 13, 17, 30 (Main Idea) Summarize the text using the main idea(s) and key detail(s) End of unit constructed responses, Smekens Curriculum- Weeks 4, 5, 12, 19, 25, 31 (Summarize) and Weeks 9, 13, 17, 30 (Main Idea)	key details main idea(s)/topic summary/summarize	Students establish the main idea of a text and point out how it is supported through key details. Students provide a summary of the text using key details. The main idea is not always stated in the first or first few sentences. Sometimes it is repeated throughout the text or is not explicitly stated at all. Being able to identify patterns in the details will help students find the main idea in these texts. Supporting details are reasons, examples, facts, steps, or other kinds of evidence that back up and explain the main idea. Details make up most of the information in what a person reads, but some details are more important than others.	3.RC.5: Determine the main idea of a text; recount the key details and explain how they support the main idea. (E)	5.RC.6: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (E)

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4.RC.6	Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).	Multiple	https://docs.google.com/document/d/1ngD35z4B5lRj7LZYQLUS-JUb1_OuJ52N/e_dit?usp=drive_link&oid=106596752391268519360&rt=po=true&sd=true https://drive.google.com/file/d/1c0Grbm4-cKMXlaudaqk9TasJmj1s2eXZ/view?usp=sharing https://drive.google.com/drive/folders/15rNBvIQlph54Vx-XGG9ao30URuligQsw?usp=drive_link	4.RC.6	<p>In Which Lesson Will You Teach Students To: Nonfiction Text Features Unit Scholastic News Magazine Weekly Homework, Quarter 4- Weeks 2-3</p> <p>Use text features to quickly locate key information in a text. Nonfiction Text Features Unit: Lessons 1-5</p> <p>Identify new information gained from reading. Nonfiction Text Features Unit: Lessons 1-5</p> <p>Understand that text features can be used to set a purpose for reading. Nonfiction Text Features Unit: Lessons 1-5</p>	text features	<p>Students use text features to help them find information specific to a topic quickly and easily.</p> <p>The intent of this standard is that students make connections between a text and how the information they gather from its text features defines its purpose.</p> <p>This standard builds on the expectation that students move beyond simply identifying the graphic features to actually using them to help them understand the intention of the text.</p>	3.RC.7: Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).	5.RC.7: Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.
4.RC.7	Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text. (E)	Multiple	https://drive.google.com/file/d/1qoVgy1MuzFKvvyJDZ1fM1pVzXjoeMj/view?usp=drive_link https://drive.google.com/file/d/1c0Grbm4-cKMXlaudaqk9TasJmj1s2eXZ/view?usp=sharing https://theliteracyloftshop.com/collections/4th-grade-ela-morning-work	4.RC.7	<p>In Which Lesson Will You Teach Students To: Text Structure Unit Weekly Homework- Quarter 3- Weeks 4-7 Morning Work Slides- Text Structure Tuesday</p> <p>Determine the text structure used by the author (chronology, comparison, cause/ effect problem/ solution) to convey an event, idea, concept, or information in part of the text. Lessons 1-12</p> <p>Determine the text structure (chronology, comparison, cause/ effect problem/ solution) used to organize the text as a whole. Lessons 1-12</p> <p>Explain how the events, ideas, or concepts fit into the overall structure of a text. Lessons 1-12</p>	describe, description, descriptive details cause and effect description problem/solution sequential structure	<p>Students explain how the author organized the events, ideas, concepts, or information in a text, such as chronology, comparison, cause/effect, and problem/solution.</p> <p>Identifying the text structure at the beginning encourages the reader to question how subsequent sections of the text fit into the identified text structure. This process enables the reader to monitor their comprehension.</p>	3.RC.8: Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order. (E)	5.RC.8: Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts. (E)
4.RC.8	Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.	Multiple	https://docs.google.com/document/d/12R-Que_CgtVfsvoavDft1BbQx1RC6wq1WszKPQndPg/edit?usp=drive_link https://drive.google.com/file/d/1c0Grbm4-cKMXlaudaqk9TasJmj1s2eXZ/view?usp=sharing https://drive.google.com/file/d/1Ex180RC3GloARICc7uT-aQ5NE8Xe97/view?usp=drive_link	4.RC.8	<p>In Which Lesson Will You Teach Students To: Fact and Opinion Unit Author's Claims Unit Weekly Homework, Quarter 2- Week 9</p> <p>Describe the differences between facts and opinions. Fact and Opinion Unit: Day 1</p> <p>Identify statements in a text as facts or opinions. Fact and Opinion Unit: Days 1-5</p> <p>Locate reasons, facts, and examples from a text to support the author's point. Fact and Opinion Unit: Day 5, Author's Claims Unit: Days 1-5</p> <p>Explain how the reasons and facts support an author's point. Fact and Opinion Unit: Day 5, Author's Claims Unit: Days 1-5</p>	facts opinion reasons evidence position/claim	<p>Fact Signal Words: dates, times, places, numbers.</p> <p>Opinion Signal Words: think, believe, best/worst, feel, should, right/wrong, better, too much, always/never, none.</p> <p>During an oral reading of text, detect and provide appropriate feedback to students' confusions in comprehension.</p>	3.RC.9: Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.	5.RC.9: Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims. (E)
4.RC.9	Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.	Qtr. 4	https://drive.google.com/file/d/1-f0KR7NqBxdzbOhvQpVw-kB_MviPr_kX/view?usp=drive_link https://drive.google.com/file/d/1c0Grbm4-cKMXlaudaqk9TasJmj1s2eXZ/view?usp=sharing https://docs.google.com/document/d/1-tMOw4E5HbUDZbDKsWPIm06upe1RCYRR6-GzeNeSog/edit?usp=drive_link	4.RC.9	<p>In Which Lesson Will You Teach Students To: Multiple Texts Unit Smekens Curriculum, Week 27 Weekly Homework, Quarter 4- Week 1</p> <p>Gather relevant information from two or more texts on the same topic. Multiple Texts Unit: Days 1-4</p> <p>Integrate or synthesize information from two texts. Multiple Texts Unit: Day 1-4</p> <p>Write or speak about the topic knowledgeably using evidence gained from both of the texts. Multiple Text Unit: Day 5</p>	topic combine synthesize	<p>Students combine information from two texts on the same topic when writing or speaking to demonstrate knowledge of the topic.</p>	3.RC.10: Compare and contrast the most important points and key details presented in two texts on the same topic.	5.RC.10: Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.

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4.RC.10	Apply context clues (e.g., word, phrase, sentence, and paragraph context) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.	Multiple	https://theliteracyloftshop.com/collections/4th-grade-ela-morning-work https://drive.google.com/file/d/1c0Grbm4-cKMxIaudaqk9TasJmj1s2eXZ/view?usp=sharing https://docs.google.com/spreadsheets/d/1ey4wgVWAqKbvTfR2LvTOqQO9HXMCgAEZhxPHzpJkY/edit?usp=drive_link https://drive.google.com/drive/folders/15rNBvYQlph54Vx-XGG9ao30URuLiQsw?usp=drive_link	4.RC.10	<p>In Which Lesson Will You Teach Students To: Word Wisdom Nonfiction Text Features Unit Weekly Homework, Quarter 1, Weeks 6-8 Morning Word Slides- Meaningful Monday</p> <p>Use context clues to determine and clarify the meaning of words. Literacy Loft- Morning Work: Daily/Weekly Lessons, Word Wisdom: Units 1-9, Weely Lesson #1-#3</p> <p>Use sentence-level context clues to determine the meaning of a word or phrase. Literacy Loft- Morning Work: Daily/Weekly Lessons, Word Wisdom: Units 1-9, Weekly Lessons #1-#3</p> <p>Use affixes to determine the meaning of unknown words (e.g., comfortable, uncomfortable). Literacy Loft- Morning Work: Daily/Weekly Lessons, Word Wisdom: Units 1-9, Weekly Lesson #1-#3</p> <p>Use known root words to determine the meaning of unknown words (e.g., company, companion). Literacy Loft- Morning Work: Daily/Weekly Lessons, Word Wisdom: Units 1-9, Weekly Lesson #1-#3</p> <p>Use context clues to distinguish among multiple-meaning words. Literacy Loft- Morning Work: Daily/Weekly Lessons, Word Wisdom: Units 1-9, Weekly Lesson #1-#3</p>	<p>context clue text features phrase(s) sentence level</p>	<p>Different types of context clues that help determine and clarify meanings of unknown words: definitions or explanation synonyms or restatement antonyms or contrast examples word parts or using root words and affixes</p>	3.RC.10: Compare and contrast the most important points and key details presented in two texts on the same topic.	5.RC.10: Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.
4.RC.11	Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings. (E)	Multiple	https://theliteracyloftshop.com/collections/4th-grade-ela-morning-work https://drive.google.com/file/d/1XGhYpAeYZ_eiySO39yG7o9wTioYWeNF/view?usp=drive_link https://drive.google.com/file/d/1eObLXnM59iP3d47UTgZuEIK_ingTaufX/view?usp=drive_link https://drive.google.com/file/d/1AnOYxg-6pJozQCpzUSYMO5juhSY6-yTr/view?usp=drive_link https://docs.google.com/spreadsheets/d/1ey4wgVWAqKbvTfR2LvTOqQO9HXMCgAEZhxPHzpJkY/edit?usp=drive_link	4.RC.11	<p>In Which Lesson Will You Teach Students To: Homographs and Homonyms Unit Word Wisdom Morning Work Slides- Meaningful Monday</p> <p>Identify the relationship among: Synonyms- February Antonyms- February Homographs- March Homophones- March Literacy Loft- Morning Work: Daily/Weekly Lessons Word Wisdom: Units 1-9, Weekly Lessons #1-3</p> <p>Identify the relationship among words and meanings in analogies.- February Literacy Loft- Morning Work: Daily/Weekly Lessons Word Wisdom: Units 1-9, Weekly Lessons #1-3</p>	<p>synonyms antonyms homographs homophones</p>	<p>The intent of this standard is for students to experience the process of inferring and to apply the skill of making reasonable assumptions by closely examining how words are related to each other (based on synonyms, antonyms, or multiple-meanings) for the purpose of vocabulary development.</p> <p>Know the shortcomings for vocabulary building of activities that require looking up words in a dictionary and writing a sentence with the word.</p>	3.RC.12: Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire). (E)	5.RC.12: Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.
4.RC.12	Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.	Multiple	https://theliteracyloftshop.com/collections/4th-grade-ela-morning-work https://docs.google.com/spreadsheets/d/1ey4wgVWAqKbvTfR2LvTOqQO9HXMCgAEZhxPHzpJkY/edit?usp=drive_link https://docs.google.com/document/d/1-tMOW4E5HbUDZbDKsWPlm06upe1RCYRR6-GzeNeSqog/edit?usp=drive_link	4.RC.12	<p>In Which Lesson Will You Teach Students To: Word Wisdom Smekens Curriculum- Lesson 32 Morning Word Slides- Wordy Wednesday & Throwback Thursday</p> <p>Discern the difference between a base word, root word, and affix. Word Wisdom: Units 1-9, Weekly Lessons #1-#3, Morning Work Slides- Wednesday & Thursday</p> <p>Use word parts (affixes, Latin roots, stems) to define new words. Word Wisdom: Units 1-9, Weekly Lessons #1-#3, Morning Work Slides- Wednesday & Thursday</p> <p>Apply knowledge of common Latin roots and affixes to determine the meaning of new words. Word Wisdom: Units 1-9, Weekly Lessons #1-#3, Morning Work Slides- Wednesday & Thursday</p> <p>Apply the skill of breaking down words into parts (affixes and Latin roots, stems) in order to understand each parts' contribution to the meaning. Word Wisdom: Units 1-9, Weekly Lessons #1-3, Daily Slides- Wednesday & Thursday</p>	<p>affix root prefix suffix</p>	<p>The intent of this standard is to focus on how affixes contribute to the meaning of a base word, not just to memorize a list of prefixes, suffixes, and root words.</p> <p>Apply basic morphological knowledge to understand unknown words.</p> <p>Recognize the shortcomings of building vocabulary through activities that require students to find words in a dictionary and write a sentence using the word.</p>	3.RC.13: Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.	5.RC.13: Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech). (E)

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4.RC.13	Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).	Multiple	<p>Figurative Language Mini Lessons Lesson Plans Slides Graphic Organizers-1.pdf https://theliteracyloftshop.com/collections/4th-grade-ela-morning-work</p>	4.RC.13	<p>In Which Lesson Will You Teach Students To: Figurative Language Unit Morning Work Slides- Figurative Friday</p> <p>Interpret words and phrases in works of literature. Figurative Language Unit: Lessons 1-8, Daily Slides- Friday</p> <p>Identify and analyze figurative language. Figurative Language Unit: Lessons 1-8, Daily Slides- Friday</p> <p>Demonstrate understanding of how word choice and figurative language impact meaning. Figurative Language Unit: Lessons 1-8, Daily Slides- Friday</p>	<p>figurative language phrase(s)</p>	<p>The intent of this standard is for students to experience the process of inferring and to apply the skill of making reasonable assumptions by closely examining how words and phrases impact meaning.</p> <p>Recognize the shortcomings of building vocabulary through activities that require students to find words in a dictionary and write a sentence using the word.</p>	<p>This concept is not specifically addressed in the Indiana Academic Standards prior to this grade level.</p>	<p>5.RC.14: Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).</p>

Writing

Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.

4.W.1	Write persuasive compositions in a variety of forms that: a. In an introductory statement, clearly state an opinion to a particular audience. b. Support the opinion with facts and details from various sources, including texts. c. Use an organizational structure to group related ideas that support the purpose. d. Connect opinion and reasons using words and phrases. e. Provide a concluding statement or section related to the position presented. (E)	Qtr. 4	<p>https://drive.google.com/file/d/1PhwJFXibQIFk28IEUHQqUv3t72k1Z/view?usp=drive_link https://drive.google.com/drive/folders/1b0AiQg6CtXkZ6dITFbWiiUPvKoVtSruF?usp=drive_link</p>	4.W.1	<p>In Which Lesson Will You Teach Students To: Determine relevant reasons and information to support a point of view. Throughout persuasive essay unit.</p> <p>Write an introduction that includes an opinion with facts and details from various sources. Throughout persuasive essay unit.</p> <p>Group related information and ideas to best support the reasons and purpose. Throughout persuasive essay unit.</p> <p>Connect opinion and reasons with words and phrases. Throughout persuasive essay unit.</p> <p>Compose a concluding statement or a section that summarizes the position presented. Throughout persuasive essay unit.</p>	<p>persuasive writing/persuasion introductory statement opinion position reason(s) audience purpose facts details source organizational structure phrase conclusion</p>	<p>Persuasive writing is important because it equips students in their critical thinking skills and research abilities.</p> <p>To be successful with this standard, students must understand the difference between fact and opinion.</p>	<p>3.W.2: Write persuasive compositions in a variety of forms that: State the opinion in an introductory statement or section. Support the opinion with reasons in an organized way. Connect opinion and reasons using words and phrases. Provide a concluding statement or section. (E)</p>	<p>5.W.1: Write persuasive compositions in a variety of forms that: Clearly present a position in an introductory statement to an identified audience. Support the position with qualitative and quantitative facts and details from various sources, including texts. Use an organizational structure to group related ideas that support the purpose. Use language appropriate for the identified audience. Connect reasons to the position using words, phrases, and clauses. Provide a concluding statement or section related to the position presented. (E)</p>
4.W.2	Write informative compositions on a variety of topics that: a. Provide an introductory paragraph with a clear main idea. b. Provide supporting paragraphs with topic and summary sentences. c. Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations. d. Connect ideas using words and phrases. e. Include text features (e.g., formatting, photographs, maps) and multimedia when useful to aid comprehension. f. Use language and vocabulary appropriate to the audience and topic. g. Provide a concluding statement or section. (E)	Qtr. 3	<p>https://drive.google.com/file/d/1iWkU4AA186H0ufXagkm_hWOSI8SAR77A/view?usp=drive_link https://drive.google.com/drive/folders/1ksQCIOv_taRd9v_c5hyUcneaO6MCk2ri?usp=drive_link</p>	4.W.2	<p>In Which Lesson Will You Teach Students To: Introduce the topic clearly. Throughout informative unit.</p> <p>Use organizational structures to effectively compose explanatory texts that have a clear purpose. Throughout informative unit.</p> <p>Group related information in paragraphs and sections. Throughout informative unit.</p> <p>Include text features and multimedia when useful to aid in comprehension. Throughout informative unit.</p> <p>Develop the topic with facts, definitions, concrete details, quotations, and other information and examples. Throughout informative unit.</p> <p>Link ideas within categories of information using words and phrases. Throughout informative unit.</p> <p>Use precise language and domain specific vocabulary to inform or explain. Throughout informative unit.</p> <p>Provide a concluding statement or section. Throughout informative unit.</p>	<p>informative writing introductory paragraph supporting paragraph topic sentence summary sentence details fact text features summary main idea(s)/topic audience conclusion</p>	<p>The main goal of informational writing is to increase knowledge by providing straightforward information on a topic.</p> <p>The teacher supports the development of being able to write informative/explanatory texts by exposing students to relevant, interesting, detailed texts that provide information that can be clearly and easily understood.</p>	<p>3.W.3: Write informative compositions on a variety of topics that: State the topic, develop a main idea for the introductory paragraph, and group related information together. Develop the topic with facts and details. Connect ideas within categories of information using words and phrases. Use text features (e.g., photographs, maps) when useful to aid comprehension. Provide a concluding statement or section. (E)</p>	<p>5.W.2: Write informative compositions on a variety of topics that: Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic. Employ sufficient examples, facts, quotations, or other information from various sources and text to give clear support for topics. Connect ideas within and across categories using transition words (e.g., therefore, in addition). Include text features (e.g., formatting, photographs, maps, diagrams) and multimedia when useful to aid comprehension. Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience. Provide a concluding statement or section related to the information or explanation presented. (E)</p>
4.W.3	Write narrative compositions in a variety of forms that: a. Establish an introduction with context to allow the reader to imagine the world of the event or experience. b. Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases. c. Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations. d. Employ vocabulary with sufficient sensory (i.e., sight, sound, smell, touch, taste) details to give clear pictures of ideas and events. e. Provide an ending that follows the narrated experiences or events. (E)	Qtr. 2	<p>https://drive.google.com/file/d/17fjmxjghNk5BQ18Tz1PTsGIX42zPNjh/view?usp=drive_link https://drive.google.com/drive/folders/1eb5iNXuKA5H2syoQxHdSNU6u4t2zBIH?usp=sharing https://drive.google.com/drive/folders/11fWb6ZjWl4G5HTFkcytJWTKutM-nVQnK?usp=sharing</p>	4.W.3	<p>In Which Lesson Will You Teach Students To: Create narratives with clear sequences of events using transition words and phrases. Throughout narrative unit.</p> <p>Develop narratives with a narrator and/or characters using dialogue and descriptions of actions, thoughts, and feelings. Throughout narrative unit.</p> <p>Develop characters by showing their response to situations in the narrative. Throughout narrative unit.</p> <p>Create a situation, as well as introduce a narrator, and include a logical sequence of events in a story. Throughout narrative unit.</p> <p>Included vocabulary words and sensory details that help sequence the events of the story in their writing. Throughout narrative unit.</p> <p>Create a beginning, middle, and ending of a narrative that shows a clear conclusion that follows the events in the story. Throughout narrative unit.</p>	<p>narrative writing introduction context paragraphing transitional words transitional phrases dialogue descriptive details character event sensory details</p>	<p>What happens to this main character is called the plot, which includes a beginning, middle, and ending.</p> <p>The teacher supports the development of being able to write a narrative using real or imagined experiences and by using descriptive details and a clear sequence of events. The students must create characters that use dialogue.</p>	<p>3.W.4: Write narrative compositions in a variety of forms that: Establish an introduction (e.g., situation, narrator, characters). Include specific descriptive details and clear event sequences. Include dialogue. Connect ideas and events using introduction and transition words. Provide an ending. (E)</p>	<p>5.W.3: Write narrative compositions in a variety of forms that: Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. Use precise and expressive vocabulary and figurative language for effect. Provide an ending that follows from the narrated experiences or events. (E)</p>

Quarter	Notes	Framework	Evidence Statements	Vocabulary	Clarification Statement	Looking Back	Looking Ahead
4.W.4	Apply the writing process to: a. Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). b. Use technology to interact and collaborate with others to produce and publish legible documents.	Multiple	<p>4.W.4</p> <p>In Which Lesson Will You Teach Students To: These statements are taught throughout the school year while teaching constructive response, as well as the persuasive, narrative, and informative essay units.</p> <p>Engage in all steps of the writing process, including planning, revising, editing, rewriting. All writing units.</p> <p>Plan for writing by organizing ideas that are relevant to the topic. All writing units.</p> <p>Generate an initial draft. All Writing Units</p> <p>Routinely use a recursive process to publish final drafts. All Writing Units</p> <p>Revise drafts to improve clarity, coherence, and organization. All Writing Units</p> <p>Revise to ensure that elements such as logical order and transitions are evident in the writing. All Writing Units</p> <p>Edit writing aligned to standards. All Writing Units</p> <p>Publish drafts for an authentic audience. All Writing Units</p> <p>Publish in a variety of formats (e.g., reading aloud, posting on a blog, displays, entering contests). All writing units</p>	draft editing revision/revising publish relevant technology/digital tools legible	<p>Model the writing process in order to help students understand the structure of writing. This begins by helping students identify an appropriate topic for writing.</p> <p>The teacher works with students to facilitate the use of graphic organizers to help students organize their thoughts or the information collected.</p> <p>The teacher guides students' writing so it is organized to meet the intended outcomes.</p> <p>Students then revise and edit their writing to ensure it meets expectations for writing conventions, correct grammar and spelling.</p> <p>Peer review and editing are important parts of this process.</p> <p>The teacher can conduct writing conferences with students during the drafting and revising processes to support students with writing pieces.</p> <p>During the editing process, the teacher and peers guide students and consider the task and purpose of the piece.</p> <p>Guiding questions for this purpose might include "Do I identify my topic?" and "Are the facts, definitions, and details grouped in a way that clearly explains my topic and achieves my purpose for writing?"</p> <p>Recursive: moving back and forth through a text in either reading or writing, as new ideas are developed or problems encountered.</p> <p>Teachers provide criteria to consider when revising drafts (e.g., organization, clarity of ideas, coherence).</p>	<p>Model the writing process in order to help students understand the structure of writing. This begins by helping students identify an appropriate topic for writing. The teacher works with students to facilitate the use of graphic organizers to help students organize their thoughts or the information collected. The teacher guides students' writing so it is organized to meet the intended outcomes. Students then revise and edit their writing to ensure it meets expectations for writing conventions, correct grammar and spelling. Peer review and editing are important parts of this process. The teacher can conduct writing conferences with students during the drafting and revising processes to support students with writing pieces. During the editing process, the teacher and peers guide students and consider the task and purpose of the piece. Guiding questions for this purpose might include "Do I identify my topic?" and "Are the facts, definitions, and details grouped in a way that clearly explains my topic and achieves my purpose for writing?"</p> <p>Recursive: moving back and forth through a text in either reading or writing, as new ideas are developed or problems encountered. Teachers provide criteria to consider when revising drafts (e.g., organization, clarity of ideas, coherence).</p>	<p>3.W.5: Apply the writing process to: Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). Use available technology to produce and publish legible documents.</p>
4.W.5	Conduct research on a topic. a. Identify a specific question to address (e.g., What is the history of the Indy 500?). b. Use organizational features of print and digital sources to efficiently locate further information. c. Determine the reliability of the sources. d. Summarize and organize information in their own words, giving credit to the source. e. Present the research information, choosing from a variety of formats. (E)	Multiple	<p>https://drive.google.com/drive/folders/14zIPOMyr30NqRoQt1wSoGVqa7CoivjrV?usp=drive_link https://docs.google.com/document/d/1RkA4-aqdJsr2dsewnpX75hcu4QVfmCeXsplQ7EJeOzc/eoit?usp=drive_link</p> <p>4.W.5</p> <p>In Which Lesson Will You Teach Students To: Animal Projects RACE Constructed Response Unit</p> <p>Select appropriate sources (e.g., text, articles, encyclopedias, atlas, search engines, databases) to obtain information to support the student's idea, topic or task. Animal Projects- Research</p> <p>Formulate their own questions to discover facts on a certain topic. Animal Projects- Research</p> <p>Use their questions to find information on the topic. Animal Projects- Research</p> <p>Take notes to record and summarize information about the topic being researched. Animal Projects- Research</p> <p>Analyze gathered information for relevance (i.e., Will it support the topic?) and determine whether the information should be included in the writing. Animal Projects- Research</p> <p>Use graphic organizers to move information into a structure used when writing a research report. Animal Projects- Research</p> <p>Reference sources of information when citing text evidence. Animal Projects- Google Slides Presentation, RACE- "C" Citing Text Evidence</p> <p>Present the information in a variety of formats. Animal Projects- Google Slides Presentation</p>	topic organizational features reliability summarize credit source format	<p>Students investigate a topic through completing a short research project that builds knowledge about various features or angles of the topic.</p>	<p>3.W.6: Conduct research on a topic. Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?). Locate information in reference texts, electronic resources, or through interviews. Recognize that some sources may be more reliable than others. Record relevant information in their own words. Present the information, choosing from a variety of formats. (E)</p>	<p>5.W.5: Conduct research assignments and tasks on a topic. With support, formulate a research question (e.g., What were John Wooden's greatest contributions to college basketball?). Identify and acquire information through reliable primary and secondary sources. Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information. Avoid plagiarism and follow copyright guidelines for use of sources whenever appropriate (e.g., text, images, multimedia). Present the research information, choosing from a variety of sources. (E)</p>

Quarter	Notes	Framework	Evidence Statements	Vocabulary	Clarification Statement	Looking Back	Looking Ahead		
4.W.6	Demonstrate command of English grammar and usage, focusing on: a. Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence. b. Verbs – I. Writing sentences that use progressive verb tenses. II. Recognizing and correcting inappropriate shifts in verb tense. III. Using modal auxiliaries (e.g., can, may, must). c. Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when), explaining their functions in the sentence. d. Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence. e. Usage – Writing complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so) correctly. (E)	Multiple	https://drive.google.com/drive/folders/1zeuEe_SoGKjZ7zJsVkyxs5ZR07xv2bYz?usp=drive_link https://drive.google.com/drive/folders/1yYimdSQwTv_vvI_NPPTeQ5vE_RSUOn5HE?usp=drive_link https://drive.google.com/drive/folders/1hpj3G8o-J8cwJocJaUTyrqQPe5sNygr0?usp=drive_link https://drive.google.com/drive/folders/1f8CW6OvAssPJluxOw95N7NKyfIq6zQrx?usp=drive_link https://drive.google.com/drive/folders/1zeuEe_SoGKjZ7zJsVkyxs5ZR07xv2bYz?usp=drive_link https://drive.google.com/drive/folders/1b0glxflUHy_EFISWLVFtGm00TR2OFLh3LN7DDRW2a_JvqfGY5zusb_HoGjE_n_noDh7rknzk?usp=drive_link	4.W.6	In Which Lesson Will You Teach Students To: Use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing. Nouns- September Adjectives- October Verbs- November Adverbs- January Prepositions- February Recognize that using more clear and precise nouns, verbs, adjectives, prepositions, and adverbs will increase the understanding and enjoyment of their readers. Nouns- September Adjectives- October Verbs- November Adverbs- January Prepositions- February Writing demonstrates understanding of different types of sentences including correlative conjunctions. Conjunctions- March	action verb adverbs noun prepositions prepositional phrases verb modal auxiliary	Model the writing syntax in order to help students understand the structure of writing. Evidence suggests that studying syntax and grammar out of context through rote memorization does not result in improved performance. Integrate syntax/grammar instruction into the revision and editing process. Pull individual sentences from students' text as well as their writing to help them make sense of various sentence structures.	3.W.7: Demonstrate command of English grammar and usage, focusing on: Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought). Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions. Adjectives/ Adverbs –Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence. Usage – Writing complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions correctly (e.g., and, for, but, or). (E)	5.W.6: Demonstrate command of English grammar and usage, focusing on: Verbs – Writing sentences that use the correct (e.g., I have walked, I had walked, I will have walked) verb tenses. Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise). Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence. Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor). (E)
4.W.7	Demonstrate command of capitalization, punctuation, and spelling, focusing on: a. Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate. b. Punctuation – I. Correctly using apostrophes to form possessives and contractions. II. Correctly using quotation marks and commas to mark direct speech. III. Using a comma before a coordinating conjunction in a compound sentence. c. Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multisyllable words. (E)	Multiple	https://theliteracyloftshop.com/collections/4th-grade-ela-morning-work https://drive.google.com/drive/folders/1QyNet4Wo5he4RZ3b_GTsGtxWrRWeV2x9?usp=drive_link https://drive.google.com/drive/folders/1f8CW6OvAssPJluxOw95N7NKyfIq6zQrx?usp=drive_link https://drive.google.com/drive/folders/1a30_7u95BfPu_hLWCiOpPYklqU2aoEFDG?usp=drive_link https://drive.google.com/drive/folders/1-AziwG03QBWCycFUVnehj2yON2vBDW6U?usp=drive_link https://drive.google.com/drive/folders/1kdmIaD4DmfO8sXuaJQLdJXOK2_YLMnS?usp=drive_link	4.W.7	Use correct capitalization for: Names of magazines, newspapers, works of art, musical compositions, and organizations. First word in quotations. Use apostrophes for the purpose of: showing possession. forming contractions. Use quotation marks for the purpose of: punctuate various forms of dialogue correctly. add dialogue to their writing. Use commas in sentences for the purpose of: separating coordinating conjunctions. separating direct speech from the surrounding text. Use knowledge of learned syllable types and patterns when spelling regular words. Use knowledge of learned syllable types and patterns when spelling irregular words.	capitalization punctuation apostrophe possessives contractions quotation marks commas coordinating conjunction compound sentence spelling patterns and generalizations multisyllabic words	Students are expected to correctly use all of the spelling patterns they have studied. Be sure that reading and spelling are taught together. They are mutually beneficial so this will create more opportunities for students to practice applying common patterns.	3.W.8: Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events. Punctuation – Correctly using apostrophes to form contractions and singular and plural possessives. Using quotation marks to mark direct speech. Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle). Spelling – Using correct spelling for irregularly spelled words (e.g., said, does, gone) and other studied words and for adding affixes to base words. Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing. (E)	5.W.7: Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization – Applying correct usage of capitalization in writing. Punctuation – Applying correct usage of apostrophes and quotation marks in writing. Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address. Spelling – Applying correct spelling patterns and generalizations in writing. (E)

Communication and Collaboration

Learning Outcome: Students participate and engage in collaborative discussions and paraphrase information provided in grade-level texts and presentations.

		Quarter	Notes	Framework	Evidence Statements	Vocabulary	Clarification Statement	Looking Back	Looking Ahead
4.CC.3	Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (E)	Multiple	https://drive.google.com/file/d/1JlqcgZBW65RjoyAj9Xad2JwLLuxmF9/view?usp=drive_link https://docs.google.com/document/d/1RkA4-agdJsr2dsewnpX75hcu4QVmCeXsplQ7EJeOzc/eoit?usp=drive_link https://drive.google.com/file/d/1c0Grbm4-cKMxIaudaqk9TasJmj1s2eXZ/viiew?usp=drive_link https://docs.google.com/document/d/1ngD35z4B5IRj7LZYQLUS-JUub1_OuJ52N/eoit?usp=drive_link&oid=106596752391268519360&rt=po=true&sd=true	4.CC.3	In Which Lesson Will You Teach Students To: Main Idea Unit RACE- Constructed Response Unit Weekly Homework, Thursday- Summary Scholastic News magazine Nonfiction Text Features Unit Identify the major idea of a text read aloud, video, or other media. Identify the major idea of a text read aloud, video, or other media. Explain using text evidence and their own words which details led them to believe this was the major idea. Use information from charts, graphs, illustrations, or other media to add to their explanation of the main idea.	In Which Lesson Will You Teach Students To: Identify the major idea of a text read aloud, video, or other media. Explain using text evidence and their own words which details led them to believe this was the major idea. Use information from charts, graphs, illustrations, or other media to add to their explanation of the main idea.	Students restate in their own words information from parts of a text that is read aloud or presented to them in various ways and forms, such as visuals (e.g., images, videos, art, graphics), text with numbers or measures (e.g., charts, tables, graphs), and oral presentations (e.g., speeches, audios, videos). Students establish which details support the major ideas.	3.CC.4: Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally. (E)	5.CC.3: Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (E)
4.CC.4	Identify and use evidence a speaker provides to support particular points.	Multiple	https://docs.google.com/document/d/1RkA4-agdJsr2dsewnpX75hcu4QVmCeXsplQ7EJeOzc/eoit?usp=drive_link	4.CC.4	In Which Lesson Will You Teach Students To: RACE- Constructed Response Unit List and understand the reasons and evidence a speaker gives to support specific points. Work in a whole group, small group, and/or independently to identify key points of a speech.	evidence	Students name the reasons and evidence a speaker uses to reinforce specific points.	3.CC.5: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	This concept is not specifically addressed in the Indiana Academic Standards in subsequent grade levels.
4.CC.7	Recognize claims in print, image, and multimedia and identify evidence used to support these claims. (E)	Qtr. 3	https://drive.google.com/file/d/1VdBXHLqwhz6CDvQitIuZwyVOz5i8hADk6/view?usp=drive_link https://drive.google.com/file/d/1Ex180RC3GloARICc7uI-aQ5NE8Xe97/viiew?usp=drive_link https://drive.google.com/file/d/1Ex180RC3GloARICc7uI-aQ5NE8Xe97/viiew?usp=drive_link	4.CC.7	In Which Lesson Will You Teach Students To: Author's Claim Unit Know that media sources include both online, visual, and print sources. Author's Claim Unit: Day 1 Infer the messages conveyed through media sources. Author's Claim Unit: Day 2 Understand that evidence can be examples, facts, or images. Author's Claim Unit: Day 2-4 Know that facts, examples, and explanations can be used as support for an opinion. Author's Claim Unit: Days 2-5 Identify the reasons a speaker gives to support their claims. Author's Claim Unit: 2-5	claim evidence	The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning and distinguish fact, opinion, and fiction in print and nonprint media.	3.CC.8: Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture. (E)	5.CC.6: Review claims made in various types of media and evaluate evidence used to support these claims.