

Chariho Grade 4 ELA Table of Contents

[Module 1](#)

[Module 2](#)

[Module 3](#)

[Module 4](#)

[Module 5](#)

[Module 6](#)

[Module 7](#)

[Module 8](#)

[Module 9](#)

[Module 10](#)

Grade 4, Module 1
What Makes Us Who We Are!

Overview

Number of Instructional Days: 15

Essential Question: How do your experiences help shape your identity?

Writing Type: Personal Narrative

In this module, students will listen to, read, and view a variety of texts and media that present them with information about our identities.

A genre focus on different kinds of stories provides students with opportunities to identify point of view and recognize figurative language in order to better understand unfamiliar texts. Students will also encounter a photo essay and narrative poetry to build knowledge across genres.

As students build their vocabulary and synthesize topic knowledge, they will learn that our identities are shaped through our experiences, personal interests, and passions.

Essential Content and Skills

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> ● Critical Vocabulary ● Generative Vocabulary ● Vocabulary Strategy ● Central Idea ● Ask and Answer Questions ● Author’s Purpose ● Text and Graphic Features ● Figurative Language ● Monitor and Clarify ● Elements of Poetry ● Point of View ● Characters 	<p>Decoding: Short a and long , Short i and long i, Short e and long e</p> <p>Spelling: Short a and long , Short i and long i, Short e and long e</p> <p>Fluency: Accuracy and self-correction, Expression, Reading Rate</p>	<p>Personal Narrative</p> <p>Grammar: Parts of a sentence, Kinds of sentences, Quotations</p>

Handwriting in Grades 3, 4, and 5 follows a parallel path. In a given week at these grades, teachers may use the following components as tools to provide students with the handwriting instruction and practice they need: **Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Writing Workshop Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Anchor Chart: Cursive Handwriting**, **Writer’s Notebook**, and **myBook**.

Standards

[Click on the standard to view the progression of standards.](#)

[RL.4.2](#) Determine a theme of a story, drama, or poem from details in the text; summarize a 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); explain how figurative language (e.g., simile, metaphor) enriches a text. See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.

[RL.4.5](#) Explain major differences among prose, poetry, and drama and refer to the structural elements of each (e.g., paragraphs and chapters for prose; stanza and verse for poetry; scene, stage directions, cast of characters for drama) when writing or speaking about a text.

[RL.4.6](#) Compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations.

[RL.4.7](#) Make connections between a written story or drama and its visual or oral presentation, identifying where the presentation reflects specific descriptions and directions in the written 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](#) Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4.

[RI.4.2](#) Determine the main idea of a text and explain how it is supported by key details; summarize a text.

For example, students read parts of *I, Columbus*, a retelling of entries from Columbus’s journal of 1492-93 by Peter and Connie Roop. In pairs, they summarize important facts about Columbus’s voyage, arrival, search for gold, failure to understand the treasures on the islands, and return to Spain. They use what they have learned to write reports, which they display in the library. (RI.4.2, W.4.2, W.4.4)

[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. See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.

[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, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.

For example, as they are learning about fractions in math, students view an episode of the PBS math series *Cyberchase*. Characters in the episode must use their knowledge of equivalent fractions to sort through crystals to find the one that contains the most orange. After students view the video, they explain what the characters did to solve the problem, and how the visual models in the animation clarified what equivalent fractions are.

[RI.4.9](#) Integrate information from two texts on the same topic in order to write or speak knowledgeably about the subject.

[RF.4.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use 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.

W.4.3 Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

- a. Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
- b. Use dialogue and description to develop experiences or events or show responses to situations.
- c. Use a variety of transitional words and phrases to manage sequence.
- d. Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely.
- e. Provide a sense of closure appropriate to the narrated experiences or events.
- f. For poems, use patterns of sound (e.g., rhyme, rhythm, alliteration, consonance) and visual patterns (e.g., line length, grouped lines as stanzas or verses) to create works that are distinctly different in form from prose narratives. (See grade 4 Reading Literature Standard 5.)

A writer creates a vivid picture of a bowling match in “The Comeback,” a personal narrative that includes just enough information on the sport for a reader unfamiliar with the terms. Writing Standards in Action. (W.4.3, W.4.2, W.4.4, W.4.5, L.4.2, L.4.3)

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5 Develop and strengthen writing as needed by planning, revising, and editing.

- a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
- b. Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 4).

W.4.6 Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.9 Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.

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.

[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. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
- 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. For example, in literature discussion groups, individual students take on the roles of leader, scribe, and reporter as they discuss questions about theme they have generated in preparation for a report to the class. (RL.4.2, SL.4.1)

For example, in literature discussion groups, individual students take on the roles of leader, scribe, and reporter as they discuss questions about theme they have generated in preparation for a report to the class. (RL.4.2, SL.4.1)

[SL.4.2](#) Paraphrase portions of a written 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, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.)

[SL.4.5](#) Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

[L.4.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)

Sentence Structure and Meaning

- a. Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.²
- b. Correctly use frequently confused words (e.g., their/there).
- c. Use helping verbs, also known as auxiliaries (e.g., can, may, might, should), to convey various conditions of possibility, likelihood, obligation, or permission, choosing among helping verbs depending on the overall meaning of the sentence.
- d. Use relative pronouns and relative adverbs to add more information about a noun or verb used in a sentence.

- e. Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.

Word Usage

- f. Form and use progressive verb tenses.

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

- a. Write legibly and fluently by hand, using either printing or cursive handwriting; write their given name signature in cursive.
- ~~b. Use correct capitalization.~~
- ~~c. Use commas and quotation marks to mark direct speech and quotations from a text.~~
- d. Use a comma before a coordinating conjunction in a compound sentence.
- e. Spell grade-appropriate words correctly, consulting references as needed.

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.
- d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
- e. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).

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 opposites (antonyms) and to words with similar but not identical meanings (synonyms).~~

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 grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Grade 4, Module 2
Come to Your Senses

Overview

Number of Instructional Days: 15

Essential Question: How do people and animals use their senses to navigate the world?

Writing Type: Informational

In this module, students will listen to, read, and view a variety of texts and media that present them with information about the five senses.

A genre focus on informational text provides students with opportunities to identify central ideas, text and graphic features, and media techniques in order to better understand unfamiliar texts. Students will also encounter a personal narrative and historical fiction to build knowledge across genres.

As students build their vocabulary and synthesize topic knowledge, they will learn that our senses are powerful tools that help us experience the world in exciting ways.

Essential Content and Skills

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> ● Critical Vocabulary ● Generative Vocabulary ● Vocabulary Strategy ● Central Idea ● Summarize ● Text and Graphic Features ● Text Structure ● Content-Area Words ● Ask and Answer Questions ● Media Techniques ● Figurative Language ● Visualize ● Plot ● Author’s Craft 	<p>Decoding: Short o and Long o, Syllable Division Patterns: VCCV, VCV, VV, Vowel Sounds /ŭ/, /yM/, and /M/</p> <p>Spelling: Short o and Long o, Homophones, Vowel Sounds /ŭ/, /yM/, and /M/</p> <p>Fluency: Accuracy and Self-Correction, Reading Rate, Expression</p>	<p>Description</p> <p>Grammar: Fragments and Run-On Sentences, Proper Nouns, verbs</p>

Handwriting in Grades 3, 4, and 5 follows a parallel path. In a given week at these grades, teachers may use the following components as tools to provide students with the handwriting instruction and practice they need: **Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Writing Workshop Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Anchor Chart: Cursive Handwriting**, **Writer’s Notebook**, and **myBook**.

Standards

[Click on the standard to view the progression of standards.](#)

[RL.4.1](#) Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.

[RL.4.2](#) Determine a theme of a story, drama, or poem from details in the text; summarize a 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 significant characters found in mythology (e.g., Herculean); explain how figurative language (e.g., simile, metaphor) enriches a text. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

[RL.4.7](#) Make connections between a written story or drama and its visual or oral presentation, identifying where the presentation reflects specific descriptions and directions in the written text.

[RL.4.10](#) Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4. (See Appendix A & Appendix A New Research.)

[RI.4.1](#) Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.

[RI.4.2](#) Determine the main idea of a text and explain how it is supported by key details; summarize a text.

[RI.4.3](#) Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, 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. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

[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, timelines, animations, or interactive elements on webpages) 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 knowledgeably about the subject.

[RI.4.10](#) Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4. (See Appendix A & Appendix A New Research.)

[RF.4.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.
a. Use 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.
- Read grade-level text with purpose and understanding.
 - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as Necessary.
- [W.4.2](#) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Provide a concluding statement or section related to the information or explanation presented.
- [W.4.3](#) Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
- Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
 - Use dialogue and description to develop experiences or events or show responses to situations.
 - Use a variety of transitional words and phrases to manage sequence.
 - Provide a sense of closure appropriate to 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](#) Develop and strengthen writing as needed by planning, revising, and editing.
- Demonstrate command of standard English conventions (as described in Language Standards 1– 3 up to and including grade 4).
 - Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 4).
- [W.4.6](#) Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- [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 written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
- [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.
- [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.
- 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. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
 - Follow agreed-upon rules for discussions and carry out assigned roles.
 - 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.
 - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. For example, in literature discussion groups, individual students take on the roles of leader, scribe, and reporter as they discuss questions about theme they have generated in preparation for a report to the class. (RL.4.2, SL.4.1)
- [SL.4.2](#) Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- [SL.4.4](#) Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.)
- [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 research findings) 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 and 3 for specific expectations.)
- [L.4.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4

Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)

Sentence Structure and Meaning

- a. Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.²
- b. Correctly use frequently confused words (e.g., their/there).
- c. Use helping verbs, also known as auxiliaries (e.g., can, may, might, should), to convey various conditions of possibility, likelihood, obligation, or permission, choosing among helping verbs depending on the overall meaning of the sentence.
- d. Use relative pronouns and relative adverbs to add more information about a noun or verb used in a sentence.
- e. Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.

Word Usage

- f. Form and use progressive verb tenses.

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

- a. Write legibly and fluently by hand, using either printing or cursive handwriting; write their given name signature in cursive.
- ~~b. Use correct capitalization.~~
- ~~c. Use commas and quotation marks to mark direct speech and quotations from a text.~~
- d. Use a comma before a coordinating conjunction in a compound sentence.
- e. Spell grade-appropriate words correctly, consulting references as needed.

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 opposites (antonyms) and to words with similar but not identical meanings (synonyms).~~

[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 grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Grade 4, Module 3
Rise to the Occasion

Overview

Number of Instructional Days: 15

Essential Question: What does it take to meet a challenge?

Writing Type: Opinion Writing

In this module, students will listen to, read, and view a variety of texts that present them with examples of overcoming challenges.

A genre focus on historical fiction provides students with opportunities to synthesize ideas, identify plot elements, and identify themes in order to better understand unfamiliar texts. Students will also encounter narrative nonfiction, autobiographical fiction, and a play to build knowledge across genres.

As students build their vocabulary and synthesize topic knowledge, they will learn that with personal courage and the support of family, friends, and community members, people can face any challenge.

Essential Content and Skills

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> ● Critical Vocabulary ● Generative Vocabulary ● Vocabulary Strategy ● Identify Claim ● Synthesize ● Author’s Craft ● Plot ● Theme ● Visualize ● Point of View ● Elements of Drama ● Idioms, Adages, and Proverbs ● Make confirm predictions ● Literary Elements 	<p>Decoding: Vowel Sounds oo, Vowel Sounds /ou/, / ô/, T, Two Syllable words with Vowel Sounds, Vowel + /r/ Sounds /är/, / âr/, /îr/</p> <p>Spelling: Vowel Sounds oo, Vowel Sounds /ou/, / ô/, Vowel + /r/ Sounds</p> <p>Fluency: Phrasing, Intonation, Reading Rate</p>	<p>Opinion Essay</p> <p>Grammar: Verbs Tenses, Progressive Verb Tenses, Compound and Complex Sentences</p>

Handwriting in Grades 3, 4, and 5 follows a parallel path. In a given week at these grades, teachers may use the following components as tools to provide students with the handwriting instruction and practice they need: **Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Writing Workshop Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Anchor Chart: Cursive Handwriting**, **Writer’s Notebook**, and **myBook**.

Standards

[Click on the standard to view the progression of standards.](#)

- [RL.4.1](#) Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text
- [RL.4.2](#) Determine a theme of a story, drama, or poem from details in the text; summarize a 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., Hercules); explain how figurative language (e.g., simile, metaphor) enriches a text. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
- [RL.4.5](#) Explain major differences among prose, poetry, and drama and refer to the structural elements of each (e.g., paragraphs and chapters for prose; stanza and verse for poetry; scene, stage directions, cast of characters for drama) when writing or speaking about a text.
- [RL.4.6](#) Compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations.
- [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](#) Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4.
- [RI.4.1](#) Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
- [RI.4.3](#) Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.
- [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 focus and the information provided.
- [RI.4.8](#) Explain how an author uses reasons and 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 knowledgeably about the subject.
- [RI.4.10](#) Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.
- [RF.4.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Use 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.
- ~~e. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.~~

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 in paragraphs and sections 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.4.4 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.4.7 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 written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.

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.

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. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
- 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. For example, in literature discussion groups, individual students take on the roles of leader, scribe, and reporter as they discuss questions about theme they have generated in preparation for a report to the class. (RL.4.2, SL.4.1)~~

[SL.4.2](#) Paraphrase portions of a written 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, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.)

[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 research findings) 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 and 3 for specific expectations.)

[L.4.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)

Sentence Structure and Meaning

- a. Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.²
- b. Correctly use frequently confused words (e.g., their/there).
- c. Use helping verbs, also known as auxiliaries (e.g., can, may, might, should), to convey various conditions of possibility, likelihood, obligation, or permission, choosing among helping verbs depending on the overall meaning of the sentence.
- d. Use relative pronouns and relative adverbs to add more information about a noun or verb used in a sentence.
- e. Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.

Word Usage

- f. Form and use progressive verb tenses.

[L.4.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Write legibly and fluently by hand, using either printing or cursive handwriting; write their given name signature in cursive.
- ~~b. Use correct capitalization.~~
- ~~c. Use commas and quotation marks to mark direct speech and quotations from a text.~~
- d. Use a comma before a coordinating conjunction in a compound sentence.
- e. 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.10~~
- ~~b. Choose punctuation for effect.~~
- c. Differentiate between contexts that call for formal English (e.g., presenting research findings) 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.~~
 - d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
 - e. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).

- 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 opposites (antonyms) and to words with similar but not identical meanings (synonyms).

- 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 grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Grade 4, Module 4
Heroic Feats

Overview

Number of Instructional Days: 15

Essential Question: What makes someone a hero?

Writing Type: Narrative

In this module, students will listen to, read, and view a variety of texts that present them with examples of what makes someone a hero.

A genre focus on fairy tales and myths provides students with opportunities to identify text and graphic features, point of view, and themes in order to better understand unfamiliar texts. Students will also encounter narrative nonfiction to build knowledge across genres.

As students build their vocabulary and synthesize topic knowledge, they will learn that with personal courage and confidence, people can face any challenge.

Essential Content and Skills

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> ● Critical Vocabulary ● Generative Vocabulary ● Vocabulary Strategy ● Text and Graphic Features ● Visualize ● Point of View ● Theme ● Synthesize ● Text Structure ● Ask and Answer Questions ● Elements of Drama ● Make Inferencing ● Figurative Language ● Author’s Purpose 	<p>Decoding: Vowel + /r/ Sounds /ûr/, /ôr/, Regular and Irregular Plurals, Recognize Base Words</p> <p>Spelling: Vowel + /r/ Sounds /ûr /, /ôr/, Homophones, Adding -ed or -ing</p> <p>Fluency: Phrasing, Intonation, Reading Rate</p>	<p>Narrative Story</p> <p>Grammar: Pronouns, Frequently Confused Words, Possessive Nouns</p>

Handwriting in Grades 3, 4, and 5 follows a parallel path. In a given week at these grades, teachers may use the following components as tools to provide students with the handwriting instruction and practice they need: **Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Writing Workshop Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Anchor Chart: Cursive Handwriting**, **Writer’s Notebook**, and **myBook**.

Standards

[Click on the standard to view the progression of standards.](#)

- [RL.4.1](#) Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text
- [RL.4.2](#) Determine a theme of a story, drama, or poem from details in the text; summarize a 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); explain how figurative language (e.g., simile, metaphor) enriches a text. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
- [RL.4.5](#) Explain major differences among prose, poetry, and drama and refer to the structural elements of each (e.g., paragraphs and chapters for prose; stanza and verse for poetry; scene, stage directions, cast of characters for drama) when writing or speaking about a text.
- [RL.4.6](#) Compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations.
- [RL.4.7](#) Make connections between a written story or drama and its visual or oral presentation, identifying where the presentation reflects specific descriptions and directions in the written 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](#) Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4.
- [RI.4.1](#) Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
- [RI.4.2](#) Determine the main idea of a text and explain how it is supported by key details; summarize a text.
- [RI.4.3](#) Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.
- [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, timelines, animations, or interactive elements on webpages) 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 knowledgeably about the subject.
- [RI.4.10](#) Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4. (See Appendix A & Appendix A New Research.)
- [RF.4.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Use 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.

W.4.3 Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

- g. Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
- h. Use dialogue and description to develop experiences or events or show responses to situations.
- i. Use a variety of transitional words and phrases to manage sequence.
- j. Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely.
- k. Provide a sense of closure appropriate to the narrated experiences or events.
- l. For poems, use patterns of sound (e.g., rhyme, rhythm, alliteration, consonance) and visual patterns (e.g., line length, grouped lines as stanzas or verses) to create works that are distinctly different in form from prose narratives. (See grade 4 Reading Literature Standard 5.)

A writer creates a vivid picture of a bowling match in “The Comeback,” a personal narrative that includes just enough information on the sport for a reader unfamiliar with the terms.

Writing Standards in Action. (W.4.3, W.4.2, W.4.4, W.4.5, L.4.2, L.4.3)

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5 Develop and strengthen writing as needed by planning, revising, and editing.

- a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
- b. Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 4).

W.4.6 Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

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.4.10 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.

- [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.
- 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. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
 - Follow agreed-upon rules for discussions and carry out assigned roles.
 - 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.
 - ~~Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. For example, in literature discussion groups, individual students take on the roles of leader, scribe, and reporter as they discuss questions about theme they have generated in preparation for a report to the class. (RL.4.2, SL.4.1)~~

[SL.4.2](#) Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

[SL.4.5](#) Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

[L.4.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)

Sentence Structure and Meaning

- Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.²
- Correctly use frequently confused words (e.g., their/there).
- Use helping verbs, also known as auxiliaries (e.g., can, may, might, should), to convey various conditions of possibility, likelihood, obligation, or permission, choosing among helping verbs depending on the overall meaning of the sentence.
- Use relative pronouns and relative adverbs to add more information about a noun or verb used in a sentence.
- Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.

Word Usage

- Form and use progressive verb tenses.

[L.4.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Write legibly and fluently by hand, using either printing or cursive handwriting; write their given name signature in cursive.
- ~~Use correct capitalization.~~
- ~~Use commas and quotation marks to mark direct speech and quotations from a text.~~

- d. Use a comma before a coordinating conjunction in a compound sentence.
- e. Spell grade-appropriate words correctly, consulting references as needed.

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.
- d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
- e. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).

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 opposites (antonyms) and to words with similar but not identical meanings (synonyms).

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 grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Grade 4, Module 5
Art Everywhere

Overview

Number of Instructional Days: 15

Essential Question: How far can your talents take you?

Writing Type: Informational

In this module, students will listen to, read, and view a variety of texts and media that present them with information about the arts.

A genre focus on biography provides students with opportunities to identify ideas and support, text structure, and figurative language in order to better understand unfamiliar texts. Students will also encounter informational text and poetry to build knowledge across genres.

As students build their vocabulary and synthesize topic knowledge, they will learn that sharing our creative talents with the world can bring us closer together.

Essential Content and Skills

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> ● Critical Vocabulary ● Generative Vocabulary ● Vocabulary Strategies ● Ideas and Support ● Ask and Answer Questions ● Text Structure ● Figurative Language ● Monitor and Clarify ● Central Idea ● Text Structure ● Text and Graphic Features ● Visualize ● Elements of Poetry ● Figurative Language ● Theme 	<p>Decoding: Recognize Base Words; Recognize Base Words in Multisyllabic Words, Final Long e, Final Long e in Multisyllabic Words</p> <p>Spelling: Adding -ed or -ing, Final Long e, Changing Final y to i</p> <p>Fluency: Reading Rate, Phrasing, Expression</p>	<p>Expository Essay</p> <p>Grammar: Auxiliaries, Participles, Irregular Verbs</p>

Handwriting in Grades 3, 4, and 5 follows a parallel path. In a given week at these grades, teachers may use the following components as tools to provide students with the handwriting instruction and practice they need: **Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Writing Workshop Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Anchor Chart: Cursive Handwriting**, **Writer’s Notebook**, and **myBook**.

Standards

Click on the standard to view the progression of standards.

[RL.4.1](#) Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text

[RL.4.2](#) Determine a theme of a story, drama, or poem from details in the text; summarize a text.

[RL.4.4](#) Determine the meaning of words and phrases as they are used in a text, including those that allude significant characters found in mythology (e.g., Herculean); explain how figurative language (e.g., simile, metaphor) enriches a text. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

[RL.4.5](#) Explain major differences among prose, poetry, and drama and refer to the structural elements of each (e.g., paragraphs and chapters for prose; stanza and verse for poetry; scene, stage directions, cast of characters for drama) when writing or speaking about a 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](#) Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4.

[RI.4.1](#) Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.

[RI.4.2](#) Determine the main idea of a text and explain how it is supported by key details; summarize a text.

[RI.4.3](#) Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.

[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, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.

[RI.4.8](#) Explain how an author uses reasons and evidence to support particular points in a text.

[RI.4.10](#) Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4. (See Appendix A & Appendix A New Research.)

[RF.4.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.
a. Use 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.

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 in paragraphs and sections 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.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5 Develop and strengthen writing as needed by planning, revising, and editing.

- a. Demonstrate command of standard English conventions (as described in Language Standards 1– 3 up to and including grade 4).
- b. Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 4).

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.9 Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.

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.

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. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
- 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. For example, in literature discussion groups, individual students take on the roles of leader, scribe, and reporter as they discuss questions about theme they have generated in preparation for a report to the class. (RL.4.2, SL.4.1)~~

[SL.4.2](#) Paraphrase portions of a written 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, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.)

[SL.4.5](#) Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

[L.4.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)

Sentence Structure and Meaning

- a. Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.²
- b. Correctly use frequently confused words (e.g., their/there).
- c. Use helping verbs, also known as auxiliaries (e.g., can, may, might, should), to convey various conditions of possibility, likelihood, obligation, or permission, choosing among helping verbs depending on the overall meaning of the sentence.
- d. Use relative pronouns and relative adverbs to add more information about a noun or verb used in a sentence.
- e. Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.

Word Usage

- f. Form and use progressive verb tenses.

[L.4.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Write legibly and fluently by hand, using either printing or cursive handwriting; write their given name signature in cursive.
- b. Use correct capitalization.
- ~~c. Use commas and quotation marks to mark direct speech and quotations from a text.~~
- ~~d. Use a comma before a coordinating conjunction in a compound sentence.~~
- e. Spell grade-appropriate words correctly, consulting references as needed.

[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.
- d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
- e. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).

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 opposites (antonyms) and to words with similar but not identical meanings (synonyms).

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 grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Grade 4, Module 6
Marvels of Nature

Overview

Number of Instructional Days: 15

Essential Question: What makes Earth’s natural wonders exciting and unique?

Writing Type: Letter

In this module, students will listen to, read, and view a variety of texts that present them with information about Earth’s natural wonders.

A genre focus on informational text provides students with opportunities to identify text and graphic features, central ideas, and text structures in order to better understand unfamiliar texts. Students will also encounter poetry and literary nonfiction to build knowledge across genres.

As students build their vocabulary and synthesize topic knowledge, they will learn that our world is full of unique places with amazing wonders on land, in the ocean, and in the sky.

Essential Content and Skills

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> ● Critical Vocabulary ● Generative Vocabulary ● Vocabulary Strategies ● Text and Graphic Features ● Summarize ● Central Idea ● Text Structure ● Ask and Answer Questions ● Text Structure ● Author’s Craft ● Elements of Poetry ● Makes Inferences ● Ideas and Support ● Simile and Metaphor 	<p>Decoding: Words with /k/, /ng/, and /kw/, Words with Final /j/ and /s/, Prefixes re-, un-, dis-</p> <p>Spelling: Words with /k/, /ng/, and /kw/, Words with Final /j/ and /s/, Words with Prefixes re-, un-, dis-</p> <p>Fluency: Accuracy and Self-Correction, Reading Rate, Intonation</p>	<p>Letter</p> <p>Grammar: Modal Auxiliaries, Participles, Irregular Verb</p>

Handwriting in Grades 3, 4, and 5 follows a parallel path. In a given week at these grades, teachers may use the following components as tools to provide students with the handwriting instruction and practice they need: **Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Writing Workshop Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Anchor Chart: Cursive Handwriting**, **Writer’s Notebook**, and **myBook**.

Standards

[Click on the standard to view the progression of standards.](#)

- [RL.4.1](#) Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text
- [RL.4.2](#) Determine a theme of a story, drama, or poem from details in the text; summarize a 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 significant characters found in mythology (e.g., Herculean); explain how figurative language (e.g., simile, metaphor) enriches a text. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
- [RL.4.5](#) Explain major differences among prose, poetry, and drama and refer to the structural elements of each (e.g., paragraphs and chapters for prose; stanza and verse for poetry; scene, stage directions, cast of characters for drama) when writing or speaking about a text.
- [RL.4.6](#) Compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations.
- [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](#) Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4.
- [RI.4.1](#) Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
- [RI.4.2](#) Determine the main idea of a text and explain how it is supported by key details; summarize a text.
- [RI.4.3](#) Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.
- [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, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.
- [RI.4.8](#) Explain how an author uses reasons and 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 knowledgeably about the subject.
- [RI.4.10](#) Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.
- [RF.4.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use 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.

[W.4.4](#) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

[W.4.6](#) Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

[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 written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.

[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.

[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. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
- 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. For example, in literature discussion groups, individual students take on the roles of leader, scribe, and reporter as they discuss questions about theme they have generated in preparation for a report to the class. (RL.4.2, SL.4.1)~~

[SL.4.2](#) Paraphrase portions of a written 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, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.)
- [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 research findings) 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 and 3 for specific expectations.)
- [L.4.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
- Sentence Structure and Meaning
- Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.²
 - Correctly use frequently confused words (e.g., their/there).
 - Use helping verbs, also known as auxiliaries (e.g., can, may, might, should), to convey various conditions of possibility, likelihood, obligation, or permission, choosing among helping verbs depending on the overall meaning of the sentence.
 - Use relative pronouns and relative adverbs to add more information about a noun or verb used in a sentence.
 - Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.
- Word Usage
- Form and use progressive verb tenses.
- [L.4.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Write legibly and fluently by hand, using either printing or cursive handwriting; write their given name signature in cursive.
 - ~~Use correct capitalization.~~
 - ~~Use commas and quotation marks to mark direct speech and quotations from a text.~~
 - ~~Use a comma before a coordinating conjunction in a compound sentence.~~
 - Spell grade-appropriate words correctly, consulting references as needed.
- [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.
- d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
- e. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).

[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 opposites (antonyms) and to words with similar but not identical meanings (synonyms).

[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 grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Grade 4, Module 7
Tricksters and Tall Tales

Overview

Number of Instructional Days: 15

Essential Question: What lessons can you learn from characters in traditional tales?

Writing Type: Imaginative Story

In this module, students will listen to, read, and view a variety of texts and media that present them with information about traditional tales.

A genre focus on traditional stories provides students with opportunities to identify central ideas, figurative language, and media techniques in order to better understand unfamiliar texts. Students will also encounter an informational text to build knowledge across genres.

As students build their vocabulary and synthesize topic knowledge, they will learn that traditional stories can teach many lessons about life and the world around us.

Essential Content and Skills

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> ● Critical Vocabulary ● Generative Vocabulary ● Vocabulary Strategies ● Central Idea ● Retell ● Figurative Language ● Characters ● Adages and Proverbs ● Make and Confirm Predictions ● Theme ● Synthesize ● Text and Graphic Features ● Media Techniques ● Literary Elements 	<p>Decoding: Suffixes -ful, -less, -ness, -ment, Multisyllabic Words with VCCV Syllable Division Pattern, Words with VCV Syllable Division Pattern</p> <p>Spelling: Suffixes -ful, -less, -ness, -ment, Words with VCCV Pattern and Closed Syllables Words with VCV Pattern, Open or Closed Syllables</p> <p>Fluency: Accuracy and, Self-Correction, Expression, Reading Rate</p>	<p>Imaginative Story</p> <p>Grammar: Relative Pronouns and Adverbs, Abbreviations, Comparative and Superlative Adjectives and Adverbs</p>

Handwriting in Grades 3, 4, and 5 follows a parallel path. In a given week at these grades, teachers may use the following components as tools to provide students with the handwriting instruction and practice they need: **Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Writing Workshop Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Anchor Chart: Cursive Handwriting**, **Writer’s Notebook**, and **myBook**.

Standards

[Click on the standard to view the progression of standards.](#)

- [RL.4.1](#) Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
- [RL.4.2](#) Determine a theme of a story, drama, or poem from details in the text; summarize a 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 significant characters found in mythology (e.g., Herculean); explain how figurative language (e.g., simile, metaphor) enriches a text. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
- [RL.4.7](#) Make connections between a written story or drama and its visual or oral presentation, identifying where the presentation reflects specific descriptions and directions in the written 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](#) Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4.
- [RI.4.1](#) Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
- [RI.4.2](#) Determine the main idea of a text and explain how it is supported by key details; summarize a text.
- [RI.4.3](#) Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.
- [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, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.
- [RI.4.10](#) Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4. (See Appendix A & Appendix A New Research.)
- [RF.4.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.
a. Use 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.

[W.4.4](#) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

[W.4.7](#) Conduct short research projects that build knowledge through investigation of different aspects of a topic.

[W.4.9](#) Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.

[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.

[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. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
- 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. For example, in literature discussion groups, individual students take on the roles of leader, scribe, and reporter as they discuss questions about theme they have generated in preparation for a report to the class. (RL.4.2, SL.4.1)~~

[SL.4.2](#) Paraphrase portions of a written 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, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.)

[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 research findings) 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 and 3 for specific expectations.)

[L.4.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)

Sentence Structure and Meaning

- a. Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
- b. Correctly use frequently confused words (e.g., their/there).
- c. Use helping verbs, also known as auxiliaries (e.g., can, may, might, should), to convey various conditions of possibility, likelihood, obligation, or permission, choosing among helping verbs depending on the overall meaning of the sentence.
- d. Use relative pronouns and relative adverbs to add more information about a noun or verb used in a sentence.
- e. Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.

Word Usage

- f. Form and use progressive verb tenses.

[L.4.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Write legibly and fluently by hand, using either printing or cursive handwriting; write their given name signature in cursive.
- ~~b. Use correct capitalization.~~
- ~~c. Use commas and quotation marks to mark direct speech and quotations from a text.~~
- ~~d. Use a comma before a coordinating conjunction in a compound sentence.~~
- e. Spell grade-appropriate words correctly, consulting references as needed.

[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.
- d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
- e. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).

- [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 opposites (antonyms) and to words with similar but not identical meanings (synonyms).

[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 grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Grade 4, Module 8
Food For Thought

Overview

Number of Instructional Days: 15

Essential Question: What can we do to make more healthful food choices?

Writing Type: Opinion Essay

In this module, students will listen to, read, and view a variety of texts and media that present them with information about nutrition.

A genre focus on informational/argumentative text provides students with opportunities to identify text and graphic features, ideas and support, and author’s purpose in order to better understand unfamiliar texts. Students will also encounter realistic fiction and recipes to build knowledge across genres.

As students build their vocabulary and synthesize topic knowledge, they will learn that eating healthful, sustainable food is good for our bodies and our world.

Essential Content and Skills

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> ● Critical Vocabulary ● Generative Vocabulary ● Vocabulary Strategies ● Text and Graphic Features ● Monitor and Clarify ● Author’s Purpose ● Ideas and Support ● Ask and Answer Questions ● Media Techniques ● Central Idea Ideas and Support ● Make and Confirm Predictions ● Idioms ● Point of View 	<p>Decoding: VCCV and VCV Syllable Division Patterns, Words with the VCCV Syllable Division Pattern, Words with VCCCV Syllable Division Pattern</p> <p>Spelling: VCCV and VCV Patterns, Open and Closed Syllables, Words with the VCCV Pattern, Words with VCCCV Syllable Division Pattern</p> <p>Fluency: Phrasing, Intonation, Accuracy and Self Correction</p>	<p>Opinion Essay</p> <p>Grammar: Negatives, Punctuation, Commas</p>

Handwriting in Grades 3, 4, and 5 follows a parallel path. In a given week at these grades, teachers may use the following components as tools to provide students with the handwriting instruction and practice they need: **Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Writing Workshop Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Anchor Chart: Cursive Handwriting**, **Writer’s Notebook**, and **myBook**.

Standards

Click on the standard to view the progression of standards.

[RL.4.1](#) Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.

[RL.4.4](#) Determine the meaning of words and phrases as they are used in a text, including those that allude significant characters found in mythology (e.g., Herculean); explain how figurative language (e.g., simile, metaphor) enriches a text. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

[RL.4.6](#) Compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations.

[RL.4.7](#) Make connections between a written story or drama and its visual or oral presentation, identifying where the presentation reflects specific descriptions and directions in the written text.

[RI.4.1](#) Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.

[RI.4.2](#) Determine the main idea of a text and explain how it is supported by key details; summarize a text.

[RI.4.3](#) Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.

[RI.4.7](#) Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.

[RI.4.8](#) Explain how an author uses reasons and 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 knowledgeably about the subject.

[RI.4.10](#) Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4. (See Appendix A & Appendix A New Research.)

[RF.4.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.
a. Use 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.

- [W.4.1](#) Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped in paragraphs and sections to support the writer's purpose.
 - Provide reasons that are supported by facts and details.
 - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - Provide a concluding statement or section related to the opinion presented.
- [W.4.4](#) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- [W.4.5](#) Develop and strengthen writing as needed by planning, revising, and editing.
- Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
 - Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 4).
- [W.4.6](#) Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- [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 written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
- [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.
- [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.
- 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. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
 - Follow agreed-upon rules for discussions and carry out assigned roles.
 - 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.
 - ~~Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. For example, in literature discussion groups, individual students take on the roles of leader, scribe, and reporter as they discuss questions about theme they have~~

~~generated in preparation for a report to the class. (RL.4.2, SL.4.1)~~

SL.4.2 Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.4 Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.)

SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)

Sentence Structure and Meaning

- a. Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.²
- b. Correctly use frequently confused words (e.g., their/there).
- c. Use helping verbs, also known as auxiliaries (e.g., can, may, might, should), to convey various conditions of possibility, likelihood, obligation, or permission, choosing among helping verbs depending on the overall meaning of the sentence.
- d. Use relative pronouns and relative adverbs to add more information about a noun or verb used in a sentence.
- e. Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.

Word Usage

- f. Form and use progressive verb tenses.

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

- a. Write legibly and fluently by hand, using either printing or cursive handwriting; write their given name signature in cursive.
- ~~b. Use correct capitalization.~~
- ~~c. Use commas and quotation marks to mark direct speech and quotations from a text.~~
- ~~d. Use a comma before a coordinating conjunction in a compound sentence.~~
- e. Spell grade-appropriate words correctly, consulting references as needed.

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.
- d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
- e. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).

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.
- ~~e. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).~~

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 grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Grade 4, Module 9
Global Guardians

Overview

Number of Instructional Days: 15

Essential Question: What can people do to care for our planet?

Writing Type: Research Report

In this module, students will listen to, read, and view a variety of texts and media that present them with information about conservation.

A genre focus on persuasive text provides students with opportunities to identify ideas and support, text and graphic features, and author’s craft in order to better understand unfamiliar texts. Students will also encounter a graphic novel, realistic fiction, and a biography to build knowledge across genres.

As students build their vocabulary and synthesize topic knowledge, they will learn that it is up to all of us to work together to preserve our planet and its natural resources.

Essential Content and Skills

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> ● Critical Vocabulary ● Generative Vocabulary ● Vocabulary Strategies ● Ideas and Support ● Make Inferences ● Text and Graphic Features ● Theme ● Idioms ● Retell ● Figurative Language ● Summarize ● Ask and Answer Questions ● Author’s Craft ● Literary Elements ● Text Structure 	<p>Decoding: Words with VV Syllable Division Pattern, Final Syllable (r-controlled vowel); Final Schwa + /r/ sound, Final Stable Syllables</p> <p>Spelling: Words with VV, Syllable Division Pattern, Final Schwa + /r/ Sound, Final Schwa + /l/ Sounds</p> <p>Fluency: Expression, Reading Rate, Phrasing</p>	<p>Research Report</p> <p>Grammar: Proper Mechanics, Making Comparisons, Possessive Pronouns</p>

Handwriting in Grades 3, 4, and 5 follows a parallel path. In a given week at these grades, teachers may use the following components as tools to provide students with the handwriting instruction and practice they need: **Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Writing Workshop Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Anchor Chart: Cursive Handwriting**, **Writer’s Notebook**, and **myBook**.

Standards

[Click on the standard to view the progression of standards.](#)

- [RL.4.1](#) Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
- [RL.4.2](#) Determine a theme of a story, drama, or poem from details in the text; summarize a 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 significant characters found in mythology (e.g., Herculean); explain how figurative language (e.g., simile, metaphor) enriches a text. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
- [RL.4.7](#) Make connections between a written story or drama and its visual or oral presentation, identifying where the presentation reflects specific descriptions and directions in the written text.
- [RI.4.1](#) Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
- [RI.4.2](#) Determine the main idea of a text and explain how it is supported by key details; summarize a text.
- [RI.4.3](#) Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.
- [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, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.
- [RI.4.8](#) Explain how an author uses reasons and 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 knowledgeably about the subject.
- [RI.4.10](#) Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4. (See Appendix A & Appendix A New Research.)
- [RF.4.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.
- Use 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.
- 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.

[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 text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- 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.4.4](#) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

[W.4.5](#) Develop and strengthen writing as needed by planning, revising, and editing.

- a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
- b. Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 4).

[W.4.6](#) Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

[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 written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.

[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.

[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. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)

- 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. For example, in literature discussion groups, individual students take on the roles of leader, scribe, and reporter as they discuss questions about theme they have generated in preparation for a report to the class. (RL.4.2, SL.4.1)~~

SL.4.2 Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.4 Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.)

SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)

Sentence Structure and Meaning

- a. Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.²
- b. Correctly use frequently confused words (e.g., their/there).
- c. Use helping verbs, also known as auxiliaries (e.g., can, may, might, should), to convey various conditions of possibility, likelihood, obligation, or permission, choosing among helping verbs depending on the overall meaning of the sentence.
- d. Use relative pronouns and relative adverbs to add more information about a noun or verb used in a sentence.
- e. Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.

Word Usage

- f. Form and use progressive verb tenses.

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

- a. Write legibly and fluently by hand, using either printing or cursive handwriting; write their given name signature in cursive.
- ~~b. Use correct capitalization.~~
- ~~c. Use commas and quotation marks to mark direct speech and quotations from a text.~~
- ~~d. Use a comma before a coordinating conjunction in a compound sentence.~~
- e. Spell grade-appropriate words correctly, consulting references as needed.

- [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.~~
 - d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
 - e. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).

- [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 opposites (antonyms) and to words with similar but not identical meanings (synonyms).

- [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 grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Grade 4, Module 10
Communication Nation

Overview

Number of Instructional Days: 15

Essential Question: What forms can communication take?

Writing Type: Expository Essay

In this module, students will listen to, read, and view a variety of texts and media that provide information about communication.

A genre focus on informational text provides students with opportunities to identify central ideas, text structure, and media techniques in order to better understand unfamiliar texts. Students will also encounter narrative nonfiction and realistic fiction to build knowledge across genres.

As students build their vocabulary and synthesize topic knowledge, they will learn that throughout history, people have always found a way to communicate with each other.

Essential Content and Skills

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> ● Critical Vocabulary ● Generative Vocabulary ● Vocabulary Strategies ● Text and Graphic Features ● Monitor and Clarify ● Text Structure ● Central Idea ● Ask and Answer Questions ● Central Idea ● Media Techniques ● Make Inferences ● Plot ● Point of View ● Author’s Craft 	<p>Decoding: Multisyllabic Words, Words with Silent Consonants, Decoding Unusual Spelling Patterns; Decoding Unusual Spelling Patterns: Multisyllabic Words</p> <p>Spelling: Three-Syllable Words, Words with Silent Consonants, Prefixes</p> <p>Fluency: Intonation, Accuracy and Self-Correction, Reading Rate</p>	<p>Expository Essay</p> <p>Grammar: Correct Pronouns, Pronoun Contractions, Frequently Misspelled Words</p>

Handwriting in Grades 3, 4, and 5 follows a parallel path. In a given week at these grades, teachers may use the following components as tools to provide students with the handwriting instruction and practice they need: **Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Writing Workshop Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Anchor Chart: Cursive Handwriting**, **Writer’s Notebook**, and **myBook**.

Standards

[Click on the standard to view the progression of standards.](#)

[RL.4.1](#) Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.

[RL.4.4](#) Determine the meaning of words and phrases as they are used in a text, including those that allude significant characters found in mythology (e.g., Herculean); explain how figurative language (e.g., simile, metaphor) enriches a text. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

[RL.4.6](#) Compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations.

[RI.4.1](#) Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.

[RI.4.2](#) Determine the main idea of a text and explain how it is supported by key details; summarize a text.

[RI.4.3](#) Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.

[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, timelines, animations, or interactive elements on webpages) 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 knowledgeably about the subject.

[RI.4.10](#) Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4. (See Appendix A & Appendix A New Research.)

[RF.4.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.
a. Use 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.

- [W.4.2](#) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Provide a concluding statement or section related to the information or explanation presented.
- [W.4.4](#) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- [W.4.5](#) Develop and strengthen writing as needed by planning, revising, and editing.
- Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
 - Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 4).
- [W.4.6](#) Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- [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 written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
- [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.
- [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.
- 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. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
 - Follow agreed-upon rules for discussions and carry out assigned roles.
 - 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. For example, in literature discussion groups, individual students take on the roles of leader, scribe, and reporter as they discuss questions about theme they have generated in preparation for a report to the class. (RL.4.2, SL.4.1)~~

SL.4.2 Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)

Sentence Structure and Meaning

- a. Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.²
- b. Correctly use frequently confused words (e.g., their/there).
- c. Use helping verbs, also known as auxiliaries (e.g., can, may, might, should), to convey various conditions of possibility, likelihood, obligation, or permission, choosing among helping verbs depending on the overall meaning of the sentence.
- d. Use relative pronouns and relative adverbs to add more information about a noun or verb used in a sentence.
- e. Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.

Word Usage

- f. Form and use progressive verb tenses.

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

- a. Write legibly and fluently by hand, using either printing or cursive handwriting; write their given name signature in cursive.
- ~~b. Use correct capitalization.~~
- ~~c. Use commas and quotation marks to mark direct speech and quotations from a text.~~
- ~~d. Use a comma before a coordinating conjunction in a compound sentence.~~
- e. Spell grade-appropriate words correctly, consulting references as needed.

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.
- d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).

- e. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).

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 opposites (antonyms) and to words with similar but not identical meanings (synonyms).

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 grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)