

| | Trimester 1 | Trimester 2 | Trimester 3 |
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| | LITERARY | INFORMATIONAL TEXT-Non-Literary | INFORMATIONAL-Literary |
| READING | <p>NEW LEARNING</p> <ul style="list-style-type: none"> • Central Theme-Conveyed through key details and summarize text-RL4.2 • Literary Elements-Characters, settings, events through specific details (e.g., character’s thoughts, words, or actions)-RL4.3 • Language-Meaning of words/phrases including characters in mythology (e.g., <i>Herculean</i>)-RL4.4 • Literary Genre/Structure-Differences in stories, drama, poetry, prose and structural elements (e.g., verse, meter, stage directions, dialog)-RL4.5 • Point of View and Voice-Compare and contrast narration including first and third person narration-RL4.6 • Compare & Contrast-themes/topics in stories, myths and literature from diff. cultures-RL4.9 | <p>NEW LEARNING</p> <ul style="list-style-type: none"> • Main Idea-Conveyed through key details and summarize text-RL4.2 • Events, procedures, ideas or concepts and connections between them in technical, scientific or historical text-RI4.3 • Text Structure- (e.g., chronology, compare/contrast, cause/effect, problem/solution)-RI4.5 • Information presented visually (e.g., charts, graphs, diagrams, animations, Web pages)-RI4.7 • Two Texts-on same topic to write or speak knowledgeably about subject-RI4.9 | <p>NEW LEARNING</p> <ul style="list-style-type: none"> • Main Idea-Conveyed through key details and summarize text-RL4.2 • Text Structure- e.g., chronology, compare/contrast, cause/effect, problem/solution-RI4.5 • Author’s Point of View-Compare/contrast first and second-hand account of same event/topic-RI4.6 • Author’s Purpose-Reasons and evidence to support points in text-RI4.8 |
| | <p>On-Going Learning-Reading</p> <ul style="list-style-type: none"> • Refers to details and examples in a text when explaining what the text says explicitly and when drawing <i>inferences</i> from the text-RL 4.1, RI 4.1 • Make connections between text and visual or oral presentation of text-RL 4.7 • Apply grade level phonics and word analysis skills in decoding multisyllabic words (e.g., syllabication, morphology)-RFS 4.3 • Determine the meaning of academic and domain-specific words and phrases in text relevant to grade 4 or subject area-RI 4.4 • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from an array of strategies-(sentence level context, affixes, root words, reference materials)-L4.4 • Read with sufficient accuracy and fluency to support comprehension e.g., Read on level text, read poetry orally, reading strategies-RFS4.4 • Read-comprehends literature & informational texts in the 4-5 text complexity ban proficiently with scaffolding as needed at the high end-RL4.10 | | |
| WRITING | <p>NEW LEARNING</p> <p>Narrative-W4.3</p> <ul style="list-style-type: none"> • Center focus • Narrator • Sequence of events • Dialogue and descriptions of actions, thoughts, feelings • Variety of transitional words and phrases • Concrete words and phrase, sensory details • Conclusion that follows from events | <p>NEW LEARNING</p> <p>Informative-W4.2</p> <ul style="list-style-type: none"> • Topic • Paragraphs-sections • Formatting (e.g., headings), • Illustrations, multi-media as useful • Facts, definitions, details, quotes, ex • Linking ideas using words, phrases (e.g., another, for example, also, because) • Precise language and domain specific vocabulary • Concluding statement/section related to info • Gather information from print and digital sources; take brief notes, sort evidence into provided categories-W4.8 | <p>NEW LEARNING</p> <p>Opinion-W4.1</p> <ul style="list-style-type: none"> • Topic • Opinion • Organizational structure-related ideas grouped to support author’s purpose • Reasons that support opinion • Opinion and reasons using words (e.g., for instance, in order to, in addition) • Concluding statement/section related to opinion • Gather information from print and digital sources; take brief notes, sort evidence into provided categories-W4.8 |

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| WRITING | <p>On-Going Learning-Writing</p> <ul style="list-style-type: none"> • With guidance-support from adults, focus on a topic and strengthen writing as needed by planning, revising and editing-w4.5 • With guidance-support from adults, use technology to produce and publish writing, in collaboration with peers-w4.6 • Demonstrate sufficient command of key-boards skills to type one page in single sitting-w4.6 • Conduct short research projects that build knowledge through investigation of different aspects of topic-w4.7 • Draw evidence from literary and informational texts to support analysis, reflection, and research-w4.9 • Write routinely over extended and shorter time frames for a range of purposes, tasks and audiences-w4.10 | | |
| | SPEAKING/LISTENING | <p>NEW LEARNING <i>Collaborative conversations</i> w/diverse partners (peers and adults) on grade 3 topics/texts-SL4.2</p> <ul style="list-style-type: none"> • Preparation for discussions • Rules for discussion • Pose and respond to questions • Link comments to remarks of others • Review key ideas | <p>NEW LEARNING <i>Report on a topic</i> or recount text with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace-SL4.4</p> |
| LANGUAGE | | <p>On-Going Learning-Speaking Listening</p> <ul style="list-style-type: none"> • <i>Paraphrase text read aloud or presented in diverse formats</i>-SL4.2 • <i>Identify the reasons and evidence a speaker</i> provides to support particular points-SL4.3 • Differentiate between formal (e.g., presentations) and informal discourse (e.g., small-group discussion)-SL4.6, L4.3c | |
| | <p>NEW LEARNING Conventions of grammar in writing/speaking-L4.1</p> <ul style="list-style-type: none"> • Relative pronouns (who, whose, whom, which) • Relative adverbs (where, when, why) • Progressive verb tenses (e.g., I was walking; I am walking, I will be walking) <p>Conventions of capitalization, punctuation, spelling when writing-L4.2</p> <ul style="list-style-type: none"> • Correct capitalization <p>Understanding of figurative language, word relationships, and nuances in word meanings-L4.5</p> <ul style="list-style-type: none"> • Simple similes, metaphor | <p>NEW LEARNING Conventions of grammar in writing/speaking-L4.1</p> <ul style="list-style-type: none"> • Modal auxiliaries (e.g., can, may, must) to convey various conditions • Adjectives within sentences (e.g., small red bag rather than a red small bag) <p>Conventions of capitalization, punctuation, spelling when writing</p> <ul style="list-style-type: none"> • Commas-quotation marks- speech & quotations from text <p>Understanding of figurative language, word relationships, nuances in word meanings-L4.5</p> <ul style="list-style-type: none"> • Common idioms, adages, proverbs | <p>NEW LEARNING Conventions of grammar in writing and speaking-L4.1</p> <ul style="list-style-type: none"> • Prepositional phrases <p>Conventions of capitalization, punctuation, spelling when writing-L4.2</p> <ul style="list-style-type: none"> • Comma-coordinating conjunction in compound sentence <p>Understanding of figurative language, word relationships, and nuances in word meanings-L4.5</p> <ul style="list-style-type: none"> • Antonyms, synonyms |
| <p>On-Going Learning-Language:</p> <ul style="list-style-type: none"> • Correctly use frequently confused words (e.g., to, too, two, there, their)-L4.1 g • Spelling grade appropriate words correctly, consulting references as needed-L4.2d • Use knowledge of language and its conventions in writing, speaking, reading and listening-choose words, phrases to convey ideas, punctuation for effect-L4.3 • Use grade –appropriate conversational, general academic, and domain specific words and phrases that signal precise actions, emotions, states of being (e.g., quizzed, whined, stammered) and basic to a topic (e.g., wildlife, conservation, endangered)-L4.6 | | | |