

4		Trimester 1	Trimester 2	Trimester 3
*Priority Skills=Bold & Italics				
READING	ON-GOING READING <ul style="list-style-type: none"> <i>Read with sufficient accuracy and fluency to support comprehension (e.g., read on level text, read poetry orally, reading strategies)-RFS.4.4</i> <i>Read-comprehends literature & informational texts in the 4-5 text complexity band proficiently with scaffolding as needed at the high end-RL.4.10</i> <i>Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text-RL.4.1, RI.4.1</i> <i>Collaborative conversations</i> w/diverse partners on grade 4 topics/texts (book clubs: preparation and rules for discussion, link comments and pose questions) SL.4.1 Differentiate between formal (e.g., presentations) and informal discourse (e.g., small-group discussion)-SL.4.6, L.4.3c Determine the meaning of academic and domain-specific words and phrases in text relevant to grade 4 or subject area-RI.4. 			
	LITERARY	INFORMATIONAL TEXT-Non-Literary	INFORMATIONAL-Literary	
	NEW READING- <ul style="list-style-type: none"> Central Theme-Conveyed through key details and summarize text-RL.4.2 (stories, poetry) Literary Elements-Characters, settings, events through specific details (e.g., character's thoughts, words, or actions)-RL.4.3 Point of View and Voice-Compare and contrast narration including first and third person-RL.4.6 Meaning of words/phrases as used in texts-RL.4.4 Text Structure and Plot- RL.4.5 Compare & Contrast-themes/topics in stories, myths, and literature from diff. cultures-RL.4.9 	NEW READING <ul style="list-style-type: none"> Main Idea-Conveyed through key details and summarize text-RL.4.2 Two Texts-on same topic to write or speak knowledgeably about subject-RI.4.9 Text Structure- (e.g., chronology, compare/contrast, cause/effect, problem/solution)-RI.4.5 Events, procedures, ideas or concepts and connections between them in technical, scientific, or historical text-RI.4.3 Information presented visually (e.g., charts, graphs, diagrams, animations, Web pages)-RL & RI.4.7 	NEW READING <ul style="list-style-type: none"> Text Structure- (e.g., chronology, compare/contrast, cause/effect, problem/solution)-RI.4.5 Author's Point of View-Compare/contrast first and second-hand account of same event/topic-RI.4.6 Main Idea-Conveyed through key details and summarize text-RL.4.2 Author's Purpose-Reasons and evidence to support points in text-RI.4.8 	
WRITING	ON-GOING WRITING (across content areas) <ul style="list-style-type: none"> <i>Write routinely over extended and shorter time frames for a range of purposes, tasks and audiences-W4.10</i> <i>Conventions of capitalization, punctuation, spelling when writing -L.4.2</i> (comma compound or conjuncture) With guidance-support from adults, focus on a topic and strengthen writing as needed by planning, revising and editing-W4.5 and 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 			
	NARRATIVE	INFORMATIVE	OPINION	
	NARRATIVE WRITING - W.4.3 <ul style="list-style-type: none"> Center focus, narrator, sequence of events Dialogue and descriptions of actions, thoughts, feelings Transitional words and phrases (variety) Concrete words/ phrase, sensory details Conclusion-follows from events Commas and quotation to mark direct speech L.4.2.b 	INFORMATIVE WRITING -W.4.2 <ul style="list-style-type: none"> Topic, Paragraphs/Sections, Formatting (e.g., headings, illustrations, multi-media) Facts, definitions, details, quotes, examples Linking ideas using words, phrases (e.g., another) Precise language and domain specific vocabulary Concluding statement/section related to info Short research projects that build knowledge through investigation of topic w.4.7 Draw evidence from literary and informational texts to support analysis, and research-W.4.9 Gather info. from print and digital sources, take brief notes, sort evidence in categories-W4.8 Report on a topic or text or opinion with appropriate facts, relevant, descriptive details, speaking clearly-SL.4.4 	OPINION WRITING -W.4.1 <ul style="list-style-type: none"> Intro Topic, State Opinion Organizational structure-related ideas grouped to support author's purpose Reasons that support opinion Link Opinion and reasons using words (e.g., for instance, in order to, in addition) Concluding statement/section related to opinion Gather info. from print and digital sources, take brief notes, sort evidence in categories-W4.8 Use commas and quotation to mark quotations from a text-L.4.2.b 	

WORD STUDY	<p>ON-GOING WORD STUDY-See Grade 4 Scope and Sequence</p> <ul style="list-style-type: none"> <i>Understanding of figurative language, word relationships, and nuances in word meanings</i> (similes, metaphors, idioms, adages, proverbs, antonyms, synonyms) L4.5 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies-(sentence level context, affixes, root words, reference materials)-L4.4 Conventions of grammar in writing/speaking-(pronouns, adverbs, verb tenses, adjectives, prepositional phrases) L4.1 Correctly use frequently confused words (e.g., to, too, two, there, their)-L4.1 g Use knowledge of language and its conventions in writing, speaking, reading and listening-choose words, phrases to convey ideas, punctuation for effect-L4.3 		
	<ul style="list-style-type: none"> <i>Apply Grade level phonics and word analysis skills in decoding multi-syllabic words</i>-RFS 4.3 <i>Knowledge of all letter-sound correspondences and syllabication patterns to read accurately unfamiliar multisyllabic words in context and out of context</i>- RFS 4.3.A <i>Spelling grade appropriate words correctly, consulting references as needed</i>-L4.2d 	<ul style="list-style-type: none"> <i>Apply Grade level phonics and word analysis skills in decoding multi-syllabic words</i>-RFS 4.3 <i>Knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context</i>- RFS 4.3.A <i>Spelling grade appropriate words correctly, consulting references as needed</i>-L4.2d 	<ul style="list-style-type: none"> <i>Apply grade level phonics and word analysis skills in decoding multi-syllabic words</i>-RFS 4.3 <i>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</i>- RFS 4.3.A <i>Spelling grade appropriate words correctly, consulting references as needed</i>-L4.2d