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| **COMMON CORE STATE STANDARDS** | **OBJECTIVE** | **ESSENTIAL VOCABULARY** | **RESOURCES** | **LESSON FOCUS** | **MATERIALS,****EXPLANATIONS & EXAMPLES** | **ASSESSMENTS** |
| **Comprehension** | **J – L 19****J-L22**and/orTeacher Selected Read Aloud  | **J – L 19 Main Selection****“Harvesting Hope”**T236-T246 Genre: Biography CLLG: p. 76* Introduce: Persuasion T234-T235

Infer/Predict T234-T235, * Projectable 19.2 **PB:** p. 217
* Projectables 19.3a,19.3b
* Stop & Think T239, T243, T245

**J – L 22 Main Selection “I Could do That!”**T94-T104 Genre: Biography* CLLG: p. 82
* Introduce: Cause/Effect, Infer/Predict T92-T93
* Projectable 22.2
* **PB:** p. 253
* Projectables 22.3a,
* Stop & Think T99,T101,T105
* Deepen Comprehension:

Cause and Effect T110-T111* Projectable 22.4
* **PB:** p. 254 **AL:** cause, effect **MC:** T109
 | **(OPTIONAL)**T270 Weekly Test19.4-19.5 |
| **CC.RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.  | * I will explain events, procedures, ideas or concepts in an informational text and using specific information in the text.
 | ExplainEventsProceduresInformational textSpecific | ***STW-2:*** p. 171-178; p. 210 |
| **CC.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.  | * I will describe the structure of events, ideas, concepts or information in a text or part of a text.
 | Describe Structure Informational text | ***GRW***: p. 402-404 (T)  |
| **CC.RI.4.7** Interpret information presented visually, orally, or quantitatively & explain how the information contributes to an understanding of the text in which it appears. | * I will interpret information presented visually, orally, or quantitatively.
* I will explain how the information contributes to my understanding of the text.
 | Interpret Visual information Oral information Quantitative information Text | ***GRW:***p.403 (T) ***STW-1:*** p. 117-121 (T)***CT:*** Book 2, Lesson 4, p. 2; Book 4, Lesson 13, p. 44 |
| **CC.RI.4.9**  Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | * I will integrate information from two texts on the same topic to write or speak about the subject.
 | Integrate Texts Topic Subject | ***CT:*** Book 6, Lesson 22, p. 2 ***GRW***: Appendix 34  |
| **CC.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.****CC.L.4.5a** Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.  | * I will explain the meaning of simple similes and metaphors.
 | Explain Similes Metaphors | <http://www.readwritethink.org/><http://www.readworks.org/>***GRW:***  (figurative language) ***P:***  p. 45 (figurative language)***LC:***  Book 6, Lesson 13, p. 175 |
| **Spelling** | **J – L 30**ReviewUnusual Spellings**Review****Spelling:**Unusual Spellings | * T211 Decoding

**J – L 30*Detailed Spelling Plan*** T216=T217* Day 1: Pretest **PB:** p. 337
* Day 2: Word Sort **PB:** p. 338
* Day 3: Word Families
* Day 4: Connect to Writing

**PB:** p. 339* Day 5: Spelling Assessment
 | T225Weekly Decoding Test30.6-30.7T217 Spelling Assessment |
| Refer to FSPS Ongoing CCSS Grade 4 for CC.RF.4.3a and CC.L.4.2d when teaching spelling.**CC.RF.4.3a** Use combined knowledge of all letter-sound correspondences, syllabication patterns, & morphology (e.g., roots & affixes) to read accurately unfamiliar multisyllabic words in context & out of context.**CC.L.4.2d** Spell grade‐appropriate words correctly, consulting references as needed.**Spelling Words:** **(Basic**) Words: meant, routine, style, flood, month, pleasant, guess, women, either, against, disguise, sweat, magazine, guard, receive, wonder, league, type, ceiling, money (**Review)** front, head, elbow, shoe, mind (**Challenge)** plaid, onion, guarantee, rhyme, submarine |
| **Grammar** | Greek and Latin Affixes and Roots | Teacher Selected Materials for Grammar Study |
| **CC.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.****CC.L.4.4b** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (*e.g., telegraph, photograph, autograph).* | * I will use grade appropriate Greek and Latin affixes and roots as clues to the meanings of words.
 | GreekLatinAffixesRoots | <http://languagearts.pppst.com/index.html>***MM2-3******MM4-5******MI******EE*** |
| **Writing** | **Refer to *Journeys*****Lessons 21, 24-25****Research to Build and Present Knowledge Standards** \*brief notes\*problem/solution paragraph  |
| **CC.W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic. | * I will conduct short research projects to build knowledge about a topic.
 | ConductResearch projectsTopic | ***LC*:**  Book 3, p. 161-165 |
| **CC.W.4.8** Recall relevant information from experiences or gather relevant information form print and digital sources; take notes and categorize information, and provide a list of sources. | * I will take notes and categorize information.
* I will provide a list of sources.
 | RecallExperiencesGatherPrint sourcesDigital sourcesCategorize | ***CT:*** Book 6, Lesson 22, pg. 2-13  | ***20 great research websites*** <http://askatechteacher.wordpress.com/2009/11/02/20-great-research-websites-for-kids/> ***Squidoo*** <http://www.squidoo.com/k12interactiveresearch> (T) ***NetTracker*** <http://www.nettrekker.com/us> <http://www.fortsmithlibrary.org/> ***Squidoo*** <http://www.squidoo.com/k12interactiveresearch> (T) |
| **CC.L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.****CC.L.4.3a**  Choose words and phrases to convey ideas precisely.  | * I will choose words and phrases to convey ideas precisely.
 | Phrases Convey Precisely | <http://www.languagearts.pppst.com/sentencevariety.html>***TAW:***  p. 62-72 (revision) (T)***CL******NCL*** ***LC:*** Book 6, Lesson 13 & 14, p. 175 & 187***WP*:** p. 48-49 (voice)***LC:*** Book 2, Lesson 13, p. 147 (commas) |