		Module 1 Reading		Module 1 Writing				
Dates	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected Read-Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing	
FSPS READING I	FOCUS: Narrative					FSPS WRITING	FOCUS: Narrative	
The focus o	f reading and writing mus	t be combined. This re	equires using evidence to	o develop and assess the	student's ability to parapl	hrase, infer, and i	ntegrate ideas.	
W-1 Aug. 17-21		nd Routines/Pre-Asses Aloud Teacher Select			Rules and Routines/Pre- Skills Review Schwa Sou rds that begin with 'a' or	nd (3 rd grade curi		
W-2 Aug. 24-28	Key Ideas & Details RL.4.2 RL.4.3 L.4.6	Conclusions Monitor /Clarify	J - L 2 "My Brother Martin" (Biography-1030L)	J – L 1 Complete Sentences L.4.1	J – L 1 VCV Syllable Patterns Short <i>a</i> and Long <i>a</i>	Text Types & Purposes W.4.3 L.4.3a	Refer to Journeys Lessons 1-4, 9-10,16-20 Narrative	
W-3 Aug. 31-Sept. 4 W-4 Sept. 7-11 W-5 Sept. 14-18	Key Ideas & Details RL.4.2 RL.4.3 Integration of Knowledge & Ideas RL.4.7 RL.4.9	Story Structure Summarize Sequence of Events Drawing Conclusions Recount Evaluate	Extended Text Study Suggested Read Aloud J – L 3 "How Tia Lola Came to Stay" (Realistic Fiction- 860L)	J-L2,J-L3 Subjects & Predicates Kinds of Sentences L.4.1f J-L4, J-L5 Simple/Compound Sentences Review Nouns L.4.1f	J-L2 Open and Closed Syllables Words with Short/Long e J-L3 VCCV Syllable Patterns Short i and Long i J-L4 VCV and VCCV Short o and Long o	Text Types & Purposes W.4.3 Production/ Distribution W.4.5 W.4.6 L.4.3a	Refer to Journeys Lessons 1-4, 9-10, 16-20 Narrative Refer to FSPS Writing Criteria A,B	
W-6 Sept. 21-25 W-7 Sept.28- Oct. 2	Key Ideas & Details RI.4.2 Integration of Knowledge & Ideas RI.4.8 RI.4.9	Main Idea & Details Comparison Author's Purpose Conclusions	Research Connections	Order Adjectives L.4.1d Correcting Fragments & Run-Ons L.4.1f	J-L5 Homophones Homophones J-L6 Diagraphs Vowel Sounds /u//yoo//oo/	Text Types & Purposes W.4.1 Research to Build & Present Knowledge W.4.8	Refer to Journeys Lessons 7, 11-15 Opinion *brief notes Refer to FSPS Writing Criteria E	

- Small group instruction and/or literature discussion groups will need to incorporate instructional practices with CCSS RL.4.4, RL.4.5 and RL.4.6.
- Integration of CCSS RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, W.4.2 and W.4.9a,b should occur during independent reading, writing and response to text during this Module.
- The focus of reading and writing must be combined. This requires using evidence to develop and assess the student's ability to paraphrase, infer, and integrate ideas.

	Additional CCSS ELA Standards Embedded (Ongoing) During Literacy Instructional Practices										
	(Bold standards are not listed on Module 1 of the Week at a Glance)										
Instructional Practices	RL Standards	RI Standards	Reading Foundational	Writing Standards	Speaking & Listening Standards	Language Standards					
Read Aloud Mini-Lesson Guided Reading/Literature Discussion Groups	RL.4.1 RL.4.5 RL.4.6 RL.4.10	RI.4.1 RI.4.3 RI.4.5 RI.4.6 RI.4.7 RI.4.10	RF.4.3-RF.4.4c		SL.4.1-SL.4.6						
Independent Reading	RL.4.10	RI.4.10	RF.4.3-RF.4.4c		SL.4.1-SL.4.6	L.4.1-L.4.6					
Word Study			RF.4.3-RF.4.4c			L.4.1-L.4.6 (some in grammar)					
Writing				W.4.2,W.4.4, W.4.7,W.4.9a,b, W.4.10	SL.4.1-SL.4.6	L.4.1-L.4.6					
Vocabulary	RL.4.4	RI.4.4				L.4.4-L.4.6					

Module 1 Essential Vocabulary										
These vocabulary terms are to be known by the end of the grade level. Listed below are just suggested key words.										
Reading Genres	RL Standards	RI Standards	Text Features:	Text Features:	Text Features:	Writing Conroc	Technology			
Reading Genres	NE Standards	RI Statiualus	Print	Graphic	Organizational	Writing Genres	Terms			
Biography Realistic Fiction	Summary Summarize Supporting Idea	Compare/Contrast Firsthand Account/ Secondhand Account	Title Heading Subheading	Photograph Drawing Diagram Labeled Diagram	Table of Contents	Narrative Essay Opinion Brief Notes	Drag and Drop Drop Down Menu			

		Module 2 Reading			Module 2 V	Writing			
Dates	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected Read-Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing		
	FOCUS: Informational (I	•		FSPS WRITING FOCUS:Informational: Inform/Explain					
The focus of red		be combined. This red	quires using evidence to	develop and assess th		araphrase, infer,	and integrate ideas.		
W-1 Oct. 5-9	Key Ideas & Details RL.4.3 Craft and Structure RL.4.5 L.4.5a,c	Understanding Characters Infer/Predict	<mark>J – L 5</mark> " Stormalong" (Tall Tale- 900L)	Progressive Verb Tenses L.4.1b	J-L7 Common Consonant Patterns: Clusters Vowel Sounds /oo//oo/	Text Types & Purposes W.4.1	Refer to Journeys Lessons 7, 11-15 Opinion Refer to FSPS Writing Criteria E		
			END OF FIRST QUAR	TER October 15, 2015					
W-2 Oct. 12-16 W-3 Oct. 19-23 W-4 Oct. 26-30	Craft and Structure RL.4.5 RL.4.6 RI.4.5 RI.4.6 Integration of Knowledge & Ideas RL.4.9 RI.4.9 Research to Build & Present Knowledge W.4.9a W.4.9b	Text Structure Describing Details Point of View Summarize Authors Purpose Visualize	Extended Text Study (Integrate Poetry)	Review Progressive Verb Tenses L.4.1b J - L8 Conjunctions (need skill for lesson: commas) L.4.1f J - L9 Commas, Quotation Marks L.4.2b L.4.2c	J – L8 Stressed and Unstressed Syllables Vowel Sounds /ou//o/ J – L 9 Common Beginning Syllables Vowel + /r/ J – L 10 Vowel + r Sound in Multi- Syllable Words Vowel Sounds /ōō/ and /ŏŏ/	Text Types & Purposes W.4.2 Production/ Distribution W.4.5 W.4.6 L.4.4c	Refer to Journeys Lessons 21-22, 24-25 Inform/Explain *descriptive paragraph Refer to FSPS Writing Criteria C		

		Module 2 Reading			Module 2	Writing	
Dates	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected Read-Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing
W-5 Nov. 2-6 W-6 Nov. 9-13	Key Ideas & Details RI.4.2 RI.4.3 Integration of Knowledge & Ideas RI.4.7 RI.4.8 Research to Build & Present Knowledge W.4.9b	Text & Graphic Features Summarize Key Ideas & Details Question	Research Connections	J – L10 Relative Pronouns L.4.1a J – L 16 Review Order Adjectives L.4.1d	J - L 12 Base Words and Endings Words with -ed or -ing J - L 13 Recognizing Common Word Parts More words with -ed or -ing	Text Types & Purposes W.4.2 Research to Build & Present Knowledge W.4.7 W.4.8	Refer to Journeys Lessons 21-22, 24-25 Inform/Explain *short research writing product Refer to FSPS Writing Criteria C
W-7 Nov. 16-20 W-8 Nov. 23-24	Craft and Structure RL.4.6 RI.4.6 L.4.5a	Main Idea & Details Visualize Point of View Craft & Structure	J – L 20 "Sacagawea" (Biography- 830L) and/or Teacher Selected Read-Aloud (Point of View)	J – L 17 Relative Adverbs L.4.1a	J – L 14 Recognizing Suffixes Final long e (ey, ly, y, ie)	Text Types & Purposes W.4.1	Refer to Journeys Lessons 7, 11-15 Opinion Refer to FSPS Writing Criteria E
Nov. 25-27			THANKS	GIVING RECESS			

- Small group instruction and/or literature discussion groups will need to incorporate instructional practices with CCSS RI.4.4.
- Integration of CCSS RL.4.2, RL.4.4, RL.4.7, and W.4.3 should occur during independent reading, writing and response to text during this Module.
- The focus of reading and writing must be combined. This requires using evidence to develop and assess the student's ability to paraphrase, infer, and integrate ideas.

	Additional CCSS ELA Standards Embedded (Ongoing) During Literacy Instructional Practices (Bold standards are not listed on Module 2 of the Year at a Glance)									
Instructional Practices	RL Standards	RI Standards	Reading Foundational	Writing Standards	Speaking & Listening Standards	Language Standards				
Read Aloud Mini-Lesson Guided Reading/Literature Discussion Groups	RL.4.1 RL.4.2 RL.4.7 RL.4.10	RI.4.1 RI.4.10	RF.4.3-RF.4.4c		SL.4.1-SL.4.6					
Independent Reading	RL.4.10	RI.4.10	RF.4.3-RF.4.4c		SL.4.1-SL.4.6	L.4.1-L.4.6 (Only listed in review weeks in Writing)				
Word Study			RF.4.3-RF.4.4c			L L.4.1-L.4.6 (some in grammar)				
Writing				W.4.3-W.4.4 W.4.10	SL.4.1-SL.4.6	L.4.1-L.4.6 (Only listed in review weeks in Writing)				
Vocabulary	RL.4.4	RI.4.4				L.4.4-L.4.6				

Module 2 Essential Vocabulary These vocabulary terms are to be known by the end of the grade level. Listed below are just suggested key words.									
Reading Genres	RL Standards	RI Standards	Text Features: Print	Text Features: Graphic	Text Features: Organizational	Writing Genres	Technology Terms		
Tall Tale Poetry Biography	Plot Action Challenge Character Trait	Sequence Sequence of Events	Bold Print Italics Captions	Map Timeline	Index	Inform Explain Descriptive- Paragraph	Select Multiple Select		

		Module 3 Reading		Module 3 Writing				
Dates	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected Read-Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing	
FSPS READING	FOCUS: Author Study				FSPS W	RITING FOCUS: R	Reflective Narrative	
		ading and writing must be	combined. This requires using ev	idence to develop and as	sess the student's ability to p	paraphrase		
W-1 Nov. 30-Dec. 4	Key Ideas & Details RI.4.2 Craft & Structure RI.4.6 L.4.4a	Fact and Opinion Infer/ Predict	J – L 11 "The Screech Owl Who Liked Television" (Narrative Nonfiction- 810L) and/or J – L 13 "Antarctic Journal: Four Months at the Bottom of the World" (Narrative Nonfiction-910L)	J- L21 Review Relative Adverbs L.4.1a	J – L 15 Three Syllable Words Changing Final y	Text Types & Purposes W.4.1	Refer to Journeys Lessons 7, 11-15 Opinion Refer to FSPS Writing Criteria E	
W-2 Dec. 7-11 W-3 Dec. 14-18 W-4 Jan. 4-8	Key Ideas & Details RL.4.2 RL.4.3 Integration of Knowledge & Ideas RL.4.7 RL.4.9 Research to Build & Present Knowledge W.4.9a W.4.9b	Conclusions Visualize Cause/Effect Summarize Text Structure Analyze/Evaluate	Extended Text Study (Integrate Author Study)	J - L 18 Prepositional Phrases- Adjectives L.4.1e Prepositional Phrases- Adverbs L.4.1e	J – L 16 Sounds/ Changes Words with /k/ /ng/ /kw/ (track, blank, question) J – L 17 More Sounds /Spelling Changes Final /j/ and /s/	Purposes W.4.3 Production/ Distribution W.4.5 W.4.6 L.4.1g L.4.2b	Refer to Journeys Lessons 1-4, 9-10,16-20 Reflective Narrative Refer to FSPS Writing Criteria A,B	
		END OF SECOND O	UARTER December 17, 2015	WINTER RECESS	S Dec. 21- Jan. 1			
W-5 Jan. 11-15 W-6 Jan. 18-22	Key Ideas & Details RI.4.3 Craft & Structure RI.4.5 Integration of Knowledge & Ideas RI.4.8 RI.4.9 Research to Build & Present Knowledge W.4.9b	Compare/Contrast Question Text Structure Visualize	Research Connections	Review Progressive Verb Tenses L.4.1b Modal Auxiliaries L.4.1c	J – L 18 Recognizing Prefixes re-, un-, dis- Prefixes re-, un-, dis- J – L 19 More Common uffixes Suffixes -ful, -less, - ness, -ment	Text Types & Purposes W.4.2 Research to Build & Present Knowledge W.4.7	Refer to Journeys Lessons 21-22, 24-25 Analytical Inform/Explain *short research writing product *compare & contrast paragraph	
W-7 Jan. 25-29	Craft & Structure RL.4.5 <u>RL.4.6</u> L.4.4b	Point of View Theme	Teacher Selected Read-Aloud (Integrate Author Study/Poetry)	J - L 20 Abbreviations Capitalization L.4.2a	J – L 20 VCCV Pattern Words- VCCV	W.4.8	Refer to FSPS Writing Criteria C	

- Small group instruction and/or literature discussion groups will need to incorporate instructional practices with CCSS RL.4.4.
- Integration of CCSS RI.4.4 and RI.4.7 should occur during independent reading, writing and response to text during this Module.
- The focus of reading and writing must be combined. This requires using evidence to develop and assess the student's ability to paraphrase, infer, and integrate ideas.

	Additional CCSS ELA Standards Embedded (Ongoing) During Literacy Instructional Practices (Bold standards are not listed on Module 3 of the Year at a Glance)										
Instructional Practices	RL Standards RI Standards Reading Foundational Writing Standards Speaking & Listening Language Standards										
Read Aloud Mini-Lesson Guided Reading/Literature Discussion Groups	RL.4.1 RL.4.10	RI.4.1 RI.4.7 RI.4.10	RF.4.3-RF.4.4c		SL.4.1-SL.4.6						
Independent Reading	RL.4.10	RI.4.10	RF.4.3-RF.4.4c		SL.4.1-SL.4.6	L.4.1-L.4.6 (Only listed in review weeks in Writing)					
Word Study			RF.4.3-RF.4.4c			L L.4.1-L.4.6 (some in grammar)					
Writing				W.4.4,W.4.10	SL.4.1-SL.4.6	L.4.1-L.4.6 (Only listed in review weeks in Writing)					
Vocabulary	RL.4.4	RI.4.4				L.4.4-L.4.6					

	Module 3 Essential Vocabulary These vocabulary terms are to be known by the end of the grade level. Listed below are just suggested key words.										
Reading Genres	RL Standards	RI Standards	Text Features: Print	Text Features: Graphic	Text Features: Organizational	Writing Genres	Technology Terms				
Narrative Nonfiction	Visual Presentation Oral Presentation Comparison Theme	Concept Procedure	Bullets	Graph Chart/Table	Glossary	Reflective Narrative Personal Narrative Story Starter Analytical Compare and Contrast Paragraph	Complete Create Enter				

		Module 4 Reading			Module 4 Writ	ing			
Dates	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected Read-Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing		
FSPS READIN	IG FOCUS: Science/Techni	cal Text and/or Series of	Historical Events	FSPS WRITING FOCUS: Analytical Inform/Explain					
The focu	s of reading and writing i		requires using evidence	to develop and assess t	he student's ability to pard	phrase, infer, and	integrate ideas.		
W-1 Feb. 1-5	Key Ideas & Details RI.4.3 Craft & Structure RI.4.6	Text & Graphic Features Question		Frequently Confused Words L.4.1g	J – L 21 VCV Pattern/Parts Words with VCV Pattern	Text Types & Purposes W.4.2	Refer to <i>Journeys</i> Lessons 21-22, 24-25		
W-2 Feb. 8-12 W-3	Integration of Knowledge & Ideas RI.4.7	Sequence of Events Analyze/Evaluate	Extended Text Study	Punctuation for Effect L.4.3b	J – L 22 Syllable Patterns VCCV & VCV Pattern	Production/ Distribution W.4.5 W.4.6	Analytical Inform/Explain * cause and effect paragraph		
Feb. 15-19	Research to Build & Present Knowledge W.4.9b	Cause/Effect Analyze/ Summarize		J – L 23 Quotations Direct Speech L.4.2b	J – L 23 Difficult VCCV Words with VCCV	L.4.5c	Refer to FSPS Writing Criteria C		
W-4 Feb. 22-26 W-5 Feb. 29- Mar. 4	Key Ideas & Details RI.4.2 Craft & Structure RI.4.5 Integration of Knowledge & Ideas RI.4.8 Research to Build & Present Knowledge W.4.9b	Key Details Describing Compare/Contrast Drawing Conclusions	Research Connections	Similes & Metaphors L.4.5a	J – L 24 VCCCV Pattern Words with VCCCV J – L 25 VV Pattern Words with VV Pattern (idea, lion)	Text Types & Purposes W.4.1 Research to Build & Present Knowledge W.4.7 W.4.8	Refer to Journeys Lessons 7, 11-15 Opinion *short research writing product Refer to FSPS Writing Criteria E		
W-6 Mar. 7-11 W-7 Mar. 14-18	Craft & Structure RL.4.5 Integration of Knowledge & Ideas RL.4.7 L.4.4a	Sequence Key Details	J – L 14 "The Life and Times of the Ant" (Informational Text- 1040L)	J – L 24 Review Commas: Coordination Conjunction L.4.2b	J – L 26 Common Final Syllables Final Schwa + /r/	Production/ Distribution W.4.5 W.4.6	Review & Analyze Writing Prompts and Purpose		
		END OF THIRD Q	UARTER March 11, 20	16 SPRING RE	CESS March 21-25, 2015				

- Small group instruction and/or literature discussion groups will need to incorporate instructional practices with CCSS RL.4.4.
- Integration of CCSS RL.4.2, RL.4.3, RL.4.4, RL.4.6, RL.4.9, W.4.3 and W.4.9a should occur during independent reading, writing and response to text during this Module.
- The focus of reading and writing must be combined. This requires using evidence to develop and assess the student's ability to paraphrase, infer, and integrate ideas.

	Additional CCSS ELA Standards Embedded (Ongoing) During Literacy Instructional Practices (Bold standards are not listed on Module 4 of the Year at a Glance)									
Instructional Practices	RL Standards	RI Standards	Reading Foundational	Writing Standards	Speaking & Listening	Language Standards				
Read Aloud Mini-Lesson Guided Reading/Literature Discussion Groups	RL.4.1 RL.4.2 RL.4.3 RL.4.6 RL.4.9 RL.4.10	RI.4.1 RI.4.10	RF.4.3-RF.4.4c		SL.4.1-SL.4.6					
Independent Reading	RL.4.10	RI.4.10	RF.4.3-RF.4.4c		SL.4.1-SL.4.6	L.4.1-L.4.6 (Only listed in review weeks in Writing)				
Word Study			RF.4.3-RF.4.4c			L L.4.1-L.4.6 (some in grammar)				
Writing				W.4.3-,W.4.4 W.4.9a, W.4.10	SL.4.1-SL.4.6	L.4.1-L.4.6 (Only listed in review weeks in Writing)				
Vocabulary	RL.4.4	RI.4.4				L.4.4-L.4.6				

Module 4 Essential Vocabulary These vocabulary terms are to be known by the end of the grade level. Listed below are just suggested key words.									
Reading Genres	Text Features: Text Features					Writing Genres	Technology Terms		
Informational	Theme	Order of Events Cause/Effect	Pronunciation Guide	Inset	Review all	Analytical Writing Writing Prompts Cause and Effect Paragraph	Show Explain Show or Explain		

		Module 5 Reading			Module 5 W	riting				
Dates	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected Read-Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing			
FSPS READIN	NG FOCUS: Technical Proc	edure			FSPS WRITIN	IG FOCUS: Story Star	ters, Inform:Instruct			
			nis requires using evidenc	e to develop and assess	s the student's ability to բ	oaraphrase, infer, ar	d integrate ideas.			
State Assessment 4th Grade WINDOW Module 5 is designed for 4 weeks of direct instruction and 1 week for State Assessments. Weeks are dependent upon assessment scheduling. Individual schools and teachers have flexibility to adjust these weeks accordingly.										
W-1 Mar. 28- Apr. 1 W-2 Apr. 4-8	Key Ideas & Details RL.4.2 RI.4.2 Craft and Structure RL.4.6 RI.4.6 Integration of Knowledge & Ideas RL.4.9 RI.4.9	Authors Purpose Compare/ Contrast Main Ideas & Details Monitor & Clarify	J – L15 "Ecology for Kids" (Informational Text- 770L) & Teacher Selected Read-Aloud	Common Idioms, Adages, and Proverbs L.4.5b	J – L 27 More Final Syllables Final Schwa + /I/ J – L 28 Stress in Multi- Syllable Words Three Syllable Words	Text Types & Purposes W.4.3 Production/ Distribution W.4.5 W.4.6 L.4.4c	Refer to Journeys Lessons 1-4, 9-10,16-20 Narrative *story starter prompts Refer to FSPS Writing Criteria A,B			
W-3 Apr. 11-15	Pla	ceholder week for State	e Assessment Testing: Th	ne actual placement of	this week will be determi	ned by each school				
W-4 Apr. 18-22 W-5 April 25-29	Key Ideas & Details RI.4.3 Craft & Structure RI.4.6 Integration of Knowledge & Ideas RI.4.7	Cause and Effect Summarize Main Idea Compare/ Contrast	J – L 24 "Owen & Mzee: The True Story of a Remarkable Friendship" (Narrative Nonfiction-880L) & Teacher Selected Read-Aloud	Antonyms/ Synonyms L.4.5c	J – L 29 Words with Silent Consonants Words with Silent Consonants J – L 30 Unusual Spellings Unusual Spellings	Text Types & Purposes W.4.2 Production/ Distribution W.4.5 W.4.6	Refer to Journeys Lessons 23 Inform: Instruct *sequential paragraph Refer to FSPS Writing Criteria D			

- Small group instruction and/or literature discussion groups will need to incorporate instructional practices with CCSS RL.4.3, RL.4.4, RL.4.5 and RL.4.7.
- Integration of CCSS RI.4.2, RI.4.4, RI.4.5, RI.4.8, W.4.1 and W.4.9a,b should occur during independent reading, writing and response to text during this Module.
- The focus of reading and writing must be combined. This requires using evidence to develop and assess the student's ability to paraphrase, infer, and integrate ideas.

	Additional CCSS ELA Standards Embedded (Ongoing) During Literacy Instructional Practices (Bold standards are not listed on Module 5 of the Year at a Glance)										
Instructional Practices	RL Standards	RI Standards	Reading Foundational	Writing Standards	Speaking & Listening	Language Standards					
Read Aloud Mini-Lesson Guided Reading/Literature Discussion Groups	RL.4.1 RL.4.3 RL.4.5 RL.4.7 RL.4.10	RI.4.1 RI.4.5 RI.4.8 RI.4.10	RF.4.3-RF.4.4c		SL.4.1-SL.4.6						
Independent Reading	RL.4.10	RI.4.10	RF.4.3-RF.4.4c		SL.4.1-SL.4.6	L.4.1-L.4.6					
Word Study			RF.4.3-RF.4.4c			L L.4.1-L.4.6 (some in grammar)					
Writing				W.4.1,W.4.4, W.4.7, W.4.9a,b- W.4.10	SL.4.1-SL.4.6	L.4.1-L.4.6					
Vocabulary	RL.4.4	RI.4.4				L.4.4-L.4.6					

	Module 5 Essential Vocabulary These vocabulary terms are to be known by the end of the grade level. Listed below are just suggested key words.									
Reading Genres RL Standards RI Standards RI Standards Print Text Features: Text Features: Text Features: Organizational Writing Genres Terms										
Technical Narrative Nonfiction	Summarize Detail Theme	Procedure Concept	Sidebar	Cross-Section/ Cutaway	Review all	Instruct Sequential- Paragraph	Write Plot			

		Module 6 Reading		Module 6 Writing					
Dates	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected Read-Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing		
FSPS READIN	IG FOCUS: Series of Histor	rical Events			FSPS WRITING	FOCUS: Brief Notes			
The foo	cus of reading and writing	must be combined. Th	is requires using evidence	to develop and assess	the student's ability to μ	araphrase, infer, a	nd integrate ideas.		
W-1 May 2-6 W-2 May 9-13 W-3 May 16-20 W-4 May 23-26	Key Ideas & Details RI.4.3 Craft & Structure RI.4.5 Integration of Knowledge & Ideas RI.4.7 RI.4.9 L.4.5a	Main Idea Cause/Effect Author's Method Problem/Solution Sequence of Events Main Idea Key Details Analyze	"Harvesting Hope: The Story of Cesar Chavez" (Biography- 850L) J – L 22 "I Could DO That! Esther Morris Gets Women the Vote" (Biography- 760L) & /or Teacher Selected Read-Aloud (Series of Historical Events, Scientific Ideas, or Technical Procedure)	Greek and Latin Affixes and Roots L.4.4b	J – L 30 Review Unusual Spellings Review Unusual Spellings	Research to Build & Present Knowledge W.4.7 W.4.8 L.4.3a	Refer to Journeys Lessons 21, 24-25 Research to Build and Present Knowledge Standards *brief notes *problem/solution paragraph		
			END OF FOURTH QU	JARTER May 25, 2016					

- Small group instruction and/or literature discussion groups will need to incorporate instructional practices with CCSS RI.4.2, RI.4.4, RI.4.6 and RI.4.8.
- The focus of reading and writing must be combined. This requires using evidence to develop and assess the student's ability to paraphrase, infer, and integrate ideas.

	Additional CCSS ELA Standards Embedded (Ongoing) During Literacy Instructional Practices (Bold standards are not listed on Module 6 of the Year at a Glance)									
Instructional Practices	RL Standards RI Standards Foundational Writing Standards Speaking & Listening Language Standards									
Read Aloud Mini-Lesson Guided Reading/Literature Discussion Groups	ALL	RI.4.1 RI.4.2 RI.4.6 RI.4.8 RI.4.10	RF.4.3-RF.4.4c		SL.4.1-SL.4.6					
Independent Reading	RL.4.10	RI.4.10	RF.4.3-RF.4.4c		SL.4.1-SL.4.6	L.4.1-L.4.6				
Word Study			RF.4.3-RF.4.4c			L L.4.1-L.4.6 (some in grammar)				
Writing				W.4.1-W.4.7, W.4.9a,b-W.4.10	SL.4.1-SL.4.6	L.4.1-L.4.6				
Vocabulary	RL.4.4	RI.4.4				L.4.4-L.4.6				

Module 6 Essential Vocabulary										
These vocabulary terms are to be known by the end of the grade level. Listed below are just suggested key words.										
Reading Genres	Reading Genres RL Standards RI Standards Text Features: Text Features: Text Features: Writin					Writing Genres	Technology Terms			
Review All	Review All	Review All	Review All	Review All	Review All	Brief Notes Problem-Solution- Paragraph	Review All			

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COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
	Comprehension			COMPREHENSION/	Teacher Selected	Journeys
CC.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	I will draw inferences from the text and refer to details and examples in a text when explaining my inferences.	Inferences Text Details Examples	CT: Book 3, Lesson 8 p. 12 NRP: p. 78-86 STW2: p. 144, p.148-153 (T) CT: Book 4, Lesson 11, p. 15	FLUENCY • Read to Self (on level texts) • Retell a familiar text • Setting up rituals & routines	Read-Aloud	Assessments and Materials
	Vocabulary					
CC.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. 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.	I will use knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar words.	Letter-sound correspondence Syllabication patterns Morphology Unfamiliar	GRW: Chapters 20 and 22 WJ: Chapter 6-7			
	Grammar			Review Grammar Skills	Journeys	
CC.I.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I will demonstrate command of the conventions of standard English grammar and usage when I write or speak.	Produce Recognize Complete sentences Fragments Run-ons	http://languagearts.pppst.com/index.html MM2-3 MM4-5 MI EE		Assessments and Materials	
	Writing			Teach Rituals and		(OPTIONAL)
CC.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) & shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, & audiences.	I will write for an appropriate time based on a specific time, purpose, and audience.	Appropriate Purpose Audience	GRW: Chapter 5 WP: Chapters 1 & 2 LC: Book 1 WBT	Routines for Writing Workshop (These routines will continue throughout the year)		Writing Pre-Prompt Comprehensive Screening Assessment • p 7-8 (Prompt will be scored using AR Writing Rubric) p 28-29 are optional.

FORT SMITH SCHOOLS – GRADE 4 Curriculum: Literacy & Integrated Content						
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXAMPLES AND EXPLANATIONS	ASSESSMENTS
	Comprehension			Comprehension/	Main Selection "My Brother	(OPTIONAL)
CC.RL.4.2 Determine a theme of a story,	I will determine	Theme	<i>TDC:</i> p. 19-22 (T)	<u>Fluency</u>	Martin" T92-T105	T128 Weekly
drama, or poem from details in the text;	the theme of a	Story	<i>GRW:</i> p. 361-362 (T)	<mark>J – L 2</mark>	CLLG: p. 42 Introduce:	Test
summarize the text.	story, drama, or	Drama	<i>STW-2:</i> p. 188-190		Author's Purpose;	2.4-2.5
	poem using details	Poem	CT: Book 4, Lesson 15, p. 56	Skill:	T90-T91	2.4 2.0
	in the text.	Details	RP: p. 99-113 (T)	Conclusions	Projectable 2.2 (Author's	
	 I will summarize 	Text	CT: Extend and Investigate, p. 120-124		Purpose: Monitor/Clarify)	
	a story, drama, or		120-124	Strategy:	• PB : p. 13Projectables 2.3a,	
	poem.			Monitor/Clarify		
CC.RL.4.3 Describe in depth a character,	I will use specific	Details	GRW: p. 441-446, appendices	Genre:	2.3b (Inference Map)	
setting, or event in a story or drama,	details from the	Story	p. 17-23	Biography/Poetry	• Stop & Think T97, T101,	
drawing on specific details in the text (e.g.,	story or drama to	Drama	<i>TDC:</i> p. 19-22 (T)	Diography/1 octiy	T103 Deepen Comprehension:	
a character's thoughts, words, or actions).	describe a character	Event	GRW: p. 395-396 (T)		Analyze T110-T111	
	in depth.		BWL: Chapter 5, p. 72 TDC: p. 156	Read Aloud	 Projectable 2.4 (Inference 	
	 I will use specific 		1 DC. p. 130	<mark>J – L 2</mark> "The	Map: Analyze Author's	
	details from the			Troublemaker	Purpose) PB: p. 14	
	story or drama to			Who Healed a	AL: author's purpose,	
	describe a setting in			Nation"T84-T85	infer, author's viewpoint	
	depth.			• CLLG: p. 43	Connect To "Langston	
				• Target	Hughes: A Poet & a	
				Vocabulary 85	Dreamer" MC: T109	
					CLLG: p. 43	
	Vocabulary			Targeted	Weekly Plan T78-T79	(OPTIONAL)
CC.L.4.6 Acquire & use accurately grade-	I will use words	Domain-specific	BWL	Vocabulary &	J – L 2 Introduce Vocabulary	T128 Weekly
appropriate general academic & domain-	and phrases that I	Precise actions	<i>MI:</i> p. 90	Strategies	T86-T87	Test
specific words & phrases, including those that	learn through		WTW: Chapters 7, 8, 9	J – L 2	Develop Background	Target
signal precise actions, emotions, or states of	listening and				"The Troublemaker Who	Vocabulary
being (e.g., quizzed, whined, stammered) and	reading, especially			STRATEGY:	Healed a Nation"T84-T85	Prefixes in-, im-,
that are basic to a particular topic (e.g., wildlife,	words related to			Prefixes in-, im-, il-, ir-	"Dr. Martin Luther King Jr."	il-, ir-
conservation, and endangered when discussing	fourth grade topics.			WORD CARDS	T88-T89	2.2-2.3
animal preservation).				Cards 11-20	Vocabulary Strategies	
(Defeate FCDC Vesselvelens Crit : C. 1)				TARGET	T114-T115	
(Refer to FSPS Vocabulary Criteria Grade 4)				VOCABULARY:	Prefixes in-, im-, il-, ir-	
				injustices, numerous, segregation, example	Projectable 2.5 (Prefixes)	
				nourishing, captured,	1	
				dream, encounters,	• PB: p. 15	
				preferred, recall	AL: prefix, affix, base	

	FORT SMITH SCHOOLS – GRADE 4 Curriculum: Literacy & Integrated Content MT – WEEK 2								
	Spelling			J – L 1	T39 Decoding	(OPTIONAL)			
Refer to FSPS Ongoing CCSS G				The VCV Syllable	J – L 1Detailed Spelling Plan	T55 Weekly			
CC.RF.4.3a Use combined knowledge of all lett & affixes) to read accurately				Pattern	T44-T45	Decoding Test			
CC.L.4.2d Spell grade-appropriate words correctly			out of context.		• Day 1: Pretest PB : p. 4	1.6-1.7			
CC.L.4.2u Spell grade-appropriate words correcting	y, consulting references as	necucu.		Spelling:	• Day 2: Word Sort PB : p. 5				
	Spelling Words:			Short a and Long	Day 3: Word Families	T45 Spelling			
(Basic) blade, gray, past, afraid, magic, delay, a		, sale, hang, stain,	glass, raft, jail, crayon, fact, stale,	а	Day 4: Connect to Writing	Assessment			
	steak		3		PB : p. 6				
	i ew) skate, plan, chain, tod			Day 5: Assessment					
(Challenge)	fraction, trait, champion, a		J – L 1	Detailed Grammar Plan	(ODTIONAL)				
	Grammar	Complete	T46-T49 J – L 1	(OPTIONAL)					
CC.L.4.1Demonstrate command of the conventions of	I will produce	Produce	http://languagearts.pppst.com/i	•	• Day 1: Complete Sentences	T55 Weekly			
standard English grammar and usage when writing or speaking.	complete	Recognize	ndex.html	Sentences	Projectable 1.6 PB : p. 7	Tests 1.8-1.9			
CC.L.4.1f Produce complete sentences,	sentences.	Complete	MM2-3	AL:	Day 2: Sentence Fragments	1.0-1.9			
recognizing & correcting inappropriate	 I will recognize 	sentences	MM4-5	Simple subject,	Projectable 1.7 PB: p. 8				
fragments & run-ons.	and correct	Fragments Run-ons	MI EE	simple predicate,	Day 3: Writing Complete				
(Refer to FSPS Ongoing CCSS Grade 4)	fragments and run-	IXUII-0113		sentence	Sentences Projectable 1.8				
	ons.			fragment,	PB: p. 9				
				complete	Day 4: Review Complete				
				sentence	Sentences Spiral Review:				
					Contractions PB: p. 10				
					Day 5: Connet to Writing				
					• (Fluency) PB: p. 11				
	Writing								
CC.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique,	 I will establish a 	Establish	Raising the Quality of						
descriptive details, and clear event sequences.	situation, introduce	Situation	Narrative Writing (T)		Refer to Journeys				
CC.W.4.3a Orient the reader by establishing	a narrator and/or	Introduce Narrator	Writing Fiction; Big Dreams, Tall Ambitions (T)		Lessons 1-4, 9-10, 16-20				
a situation & introducing a narrator and/or	characters, and	Characters	<i>LC</i> : Book 4, p. 59, 85,115		Married				
characters; organize an event sequence that	organize an event	Organize	<i>CL</i> : p. 61, 62, 63		Narrative				
unfolds naturally.	sequence.	Event	LC: Raising the Quality of		Text Types & Purposes				
		Sequence	Narrative Writing, p. 69		W.4.3				
CC.W.4.3b Use dialogue and description to	I will use dialogue	Dialogue	Raising the Quality of		1.42-				
develop experiences and events or show the	and description to	Description Events	Narrative Writing (T) Writing Fiction; Big Dreams,		L.4.3a				
responses of characters to situations.	develop events and	Characters	Tall Ambitions (T)						
	characters.	onal actors	LC: Writing Fiction, Big						
			Dreams p. 27, 43, 73						
			<i>CL:</i> p. 48, 53, 55						

			- 1 Odifficatatii. Efforacy & fiftogratica oof	110111	IVII VVLLIX Z
CC.W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.	I will use transitional words and phrases to manage the sequence of events	Transitional words Transitional phrases Sequence of events	<i>MM4-5:</i> p. 74,155		
CC.W.4.3d Use concrete words & phrases & sensory details to convey experiences & events precisely.	I will use concrete words and phrases and sensory details.	Concrete words Concrete phrases Sensory details	Raising the Quality of Narrative Writing (T) Writing Fiction; Big Dreams, Tall Ambitions (T) CL: p. 68, 69, 70, 71		
CC.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CC.W.4.3e Provide a conclusion that follows from the narrated experiences or events.	I will provide a conclusion.	Conclusion	Raising the Quality of Narrative Writing (T) Writing Fiction; Big Dreams, Tall Ambitions (T) LC: Book 4, p. 133 LC: Raising the Quality, Book 2, p. 137 CL: p. 70, 71, 103		
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 MI LC: Book 6, Lesson 13 & 14, p. 175 & 187 WP: p. 48-49 (voice) LC: Book 2, Lesson 13, p. 147 (commas)		

	FORT SMITH SCHO	Curriculum: Literacy & Integ	rated Content		11 – WEEK 3-5	
	COMMON CORE STATE STAND	ARDS		LESSON FOCUS	MATERIALS, EXAMPLES AND EXPLANATIONS	ASSESSMENTS
	Comprehension: Extended Text	Study		Teacher-s	elected Materials for Extended 1	ext Study
 Teacher may choose standards that bes Refer to FSPS Extended Text Study Crit Refer to FSPS Vocabulary Instruction Gu 	eria	enre.		Ref	er to Year at a Glance for Standa Suggested Read Aloud	ards
Key Ideas & Details RL.4.2 RL.4.3				J - L3	"How Tia Lola Came to (Realistic Fiction- 860L)	Stay"
Integration of Knowledge & Ideas RL.4.7 RL.4.9					Story Structure Summarize	
CC.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	I will determine the theme of a story, drama, or poem using details in	Theme Story Drama	<i>TDC:</i> p. 19-22 (T) <i>GRW:</i> p. 361-362 (T) <i>STW-2:</i> p. 188-190		Sequence of Events Drawing Conclusions	
	the text. • I will summarize a story, drama, or poem.	Poem Details Text	CT: Book 4, Lesson 15, p. 56 RP: p. 99-113 (T) CT: Extend and Investigate, p. 120-124		Recount Evaluate	
cc.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).	 I will use specific details from the story or drama to describe a character in depth. I will use specific details from the story or drama to describe a setting in depth. I will use specific details from the story or drama to describe an event in depth. 	Details Story Drama Event	GRW: p. 441-446, appendices p. 17-23 TDC: p. 19-22 (T) GRW: p. 395-396 (T) BWL: Chapter 5, p. 72 TDC: p. 156			
CC.RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	I will make connections between the texts, identifying where each version reflects specific descriptions in the text.	Compare Contrast Point of view First-person narrations Third-person narrations	RP: p. 99-113 (T) CT: Extend and Investigate, p. 120-124			

	FURT SWITH SCHO	OLS - GRADE 4	Curriculum: Literacy & Integ	rated Content	IVI	1 – WEEK 3-5
	I will compare and contrast themes, topics, and patterns of events in stories, myths, and traditional literature from different cultures. Spelling SSS Grade 4 for CC.RF.4.3a and Compared to the stories of themselves and contrast themselves of the stories			J – L 2 Open & Closed	• Decoding T113 J – L 2 Detailed Spelling	T129 Weekly
CC.L.4.2d Spell grade-appropriate words corr (Basic) west, steep, member, gleam, frest	tely unfamiliar multisyllabic words rectly, consulting references as new Spelling Words:	s in context & out ceded. Delieve, speck, kept t, leave	of context.	Syllables Spelling: short e & Long e	Plan T118-T119 Day 1: Teach the Principle/Pretest PB: p. 16 Day 2: Word Sort PB: p. 17 Day 3: Word Families Day 4: Connect to Writing PB: p. 18 Day 5: Assessment	Decoding Test 2.6-2.7 T119 Spelling Assessment
Spelling Words: (Basic) skill, crime, grind, (Chall	tonight, brick, flight, live, chill, deliç sigh, fright, remind, split (Review) gift, tight, sight, blind, lenge) ignorant, recognize, advice	shiny	ide, witness, wind, district, inch,	J – L 3 The VCCV Syllable Spelling: Short i and Long i	 Decoding T183 J - L 3 Detailed Spelling Plan T188-T189 Day 1: Teach the Principle/Pretest PB: p. 28 Day 2: Word Sort PB: p. 29 Day 3: Word Families Day 4: Connect to Writing PB: p. 30 Day 5: Assessment 	T199 Weekly Decoding Test 3.10-3.11 T189 Spelling Assessment

	FORT SMITH SCH	IOOLS – GRAD	E 4 Curriculum: Literacy & Integ	rated Content	M1	I – WEEK 3-5
Spelling Words: (Basic) block, shown, oatmeal, wrote, fellow, scold, coast, odd, locate, slope throat, host, online, shock, solve, known, remote, stock, boast, globe (Review) foam, shadow, clock, glow, coach (Challenge) bonus, approach, motion, continent, accomplish					 Decoding T255 J - L 4 Detailed Spelling	T271 Weekly Decoding Test 4.6-4.7 T261 Spelling Assessment
	Grammar			<mark>J – L 2</mark>	Detailed Grammar Plan	(OPTIONAL)
CC.I.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.I.4.1f Produce complete sentences, recognizing & correcting inappropriate fragments and run-ons.	I will produce complete sentences. I will recognize and correct fragments and runons.	Produce Recognize Complete sentences Fragments Run-ons	http://languagearts.pppst.com/index.html MM2-3 MM4-5 MI EE	Subjects and Predicates Kinds of Sentences AL: complete subject:, complete predicate, compound subject, compound predicate	 T120-T123 J-L2 Day 1: Teach Complete Subjects Projectable 2.6 PB: p. 19 Day 2: Teach Complete Predicates Projectable 2.7 PB: p. 20 Day 3: Teach Compound Subjects & Predicates Projectable 2.8 PB: p. 21 Day 4: Review Subjects & Predicates Spiral Review: Contractions PB: p. 22 Day 5: Connect to Writing 	T129 Weekly Test 2.8-2.9 Subjects & Predicates

(Sentence Fluency) **PB**: p. 23

FORT SMITH SCHOOLS – GRADE 4 Curriculum: Literacy & Integrated Content

M1 – WEEK 3-5

		0020 0.0.02	4 Curriculum: Literacy & Integ	4		I - WEEK 3-5
CC.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I will produce and expand sentences.	Declarative Interrogative Imperative Exclamatory Compound	http://languagearts.pppst.com/in dex.html MM2-3 MM4-5 MI EE	J – L 3 Kinds of Sentences Progressive Verb Tenses AL: statement, question, command, exclamation	Detailed Grammar Plan J-L3 T190-T193 Day 1: Teach Declarative & Interrogative Sentences Projectable 3.6 PB: p. 31 Day 2: Teach Imperative & Exclamatory Sentences Projectable 3.7 PB: p. 32 Day 3: Teach Four Kinds of Sentences Projectable 3.8 PB: p. 33 Day 4: Review Kinds of Sentences Spiral Review: Contractions PB: p. 34 Day 5: Connect to Writing (Sentence Fluency) PB: p. 35 Projectable 3.6-3.8	(OPTIONAL) T199 Weekly Test 3.12- 3.13
CC.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	 I will produce complete sentences. I will recognize and correct fragments and run-ons. 	Produce Recognize Complete sentences Fragments Run-ons	http://languagearts.pppst.com/index.html MM2-3 MM4-5 MI EE	J – L 4 Simple and Compound Sentences Review Nouns Refer to J-L5 for Nouns AL: simple sentence, compound sentence, conjunction, subject-verb	J - L 4 Detailed Grammar Plan T262-T265 Day 1: Teach Simple & Compound Sentences Projectable 4.6 PB: p. 43 Day 2: Teach Subject-Verb Agreement Projectable 4.7 PB: p. 44 Day 3: Teach Combining Simple Sentences Projectable 4.8 PB: p. 45 Day 4: Review Simple & Compound Sentences Spiral Review: Making Comparisons PB: p. 46 Day 5: Connect to Writing (Sentence Fluency) PB: p. 47 agreement	(OPTIONAL) T271 Weekly Test 4.8-4.9 Simple & Compound Sentences

		OOLS - GIVADI	E 4 Curriculum: Literacy & integ	
CC.W.4.3 Write narratives to develop real or imagined	Writing	Fotobliob	Delainer the Overlity of Nametive	Refer to Journeys
experiences or events using effective technique, descriptive details, and clear event sequences. CC.W.4.3a Orient the reader by establishing a situation & introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	I will establish a situation, introduce a narrator and/or characters, and organize an event sequence.	Establish Situation Introduce Narrator Characters Organize Event Sequence	Raising the Quality of Narrative Writing (T) Writing Fiction; Big Dreams, Tall Ambitions (T) LC: Book 4, p. 59, 85,115 CL: p. 61, 62, 63 LC: Raising the Quality of Narrative Writing, p. 69	Lessons 1-4, 9-10, 16-20 Narrative Text Types & Purposes W.4.3 Production/Distribution
CC.W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.	I will use dialogue and description to develop events and characters.	Dialogue Description Events Characters	Raising the Quality of Narrative Writing (T) Writing Fiction; Big Dreams, Tall Ambitions (T) LC: Writing Fiction, Big Dreams p. 27, 43, 73 CL: p. 48, 53, 55	W.4.5 W.4.6 L.4.3a
CC.W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.	I will use transitional words and phrases to manage the sequence of events.	Transitional words Transitional phrases Sequence of events	<i>MM4-5:</i> p. 74,155	
CC.W.4.3d Use concrete words & phrases & sensory details to convey experiences & events precisely.	I will use concrete words and phrases and sensory details.	Concrete words Concrete phrases Sensory details	Raising the Quality of Narrative Writing (T) Writing Fiction; Big Dreams, Tall Ambitions (T) CL: p. 68, 69, 70, 71	
CC.W.4.3e Provide a conclusion that follows from the narrated experiences or events.	I will provide a conclusion.	Conclusion	Raising the Quality of Narrative Writing (T) Writing Fiction; Big Dreams, Tall Ambitions (T) LC: Book 4, p. 133 LC: Raising the Quality, Book 2, p. 137 CL: p. 70, 71, 103	
CC.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	I will use guidance from peers and adults to plan, revise, and edit.	Guidance Peers Revise Edit	GRW: p. 63-66 (T); p. 77-80 WP: p. 19-20 (T) LC: Book 1, p. 37-45; p. 169-173	
CC.W.4.6 With some guidance and support from adults, use technology, including the	I will use technology to produce and	Technology Publish	Tikatot http://www.tikatok.com/ Storybird http://storybird.com/	

	FORT SMITH SCH	OOLS – GRADI	E 4 Curriculum: Literacy & Integra	ated Content	M1 – WEEK 3-5
Internet, 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.	publish writing. I will use technology to interact and collaborate with others. I will demonstrate command of keyboarding skills to type one page in a single sitting.	Interact Collaborate Command Keyboarding skills Sitting	Writing with Writers/Scholastic http://teacher.scholastic.com/writ ewit/ Stonesoup http://www.stonesoup.com/ (T) Read, Write, Think http://tenkely.org/Read_Write_Think.html (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.co m/sentencevariety.html TAW: p. 62-72 (revision) (T) CL NCL MI LC: Book 6, Lesson 13 & 14, p. 175 & 187 WP: p. 48-49 (voice) LC: Book 2, Lesson 13, p. 147 (commas)		

	COMMON CORE STATE STANDARDS					ASSESSMENTS
 Teacher may choose standards that b Refer to FSPS Research Connections Refer to FSPS Vocabulary Instruction 		ected Materials for Research Co r to Year at a Glance for Standar				
Key Ideas & Details RI.4.2 Integration of Knowledge & Ideas RI.4.8 RI.4.9					Main Idea & Details Comparison Author's Purpose	
CC.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	 I will determine the main idea of a text to explain how it is supported by details. I will summarize informational text. 	Main idea Text Explain Key details Summarize	CT: Book 5, Lesson 21, p. 56, Book 6, Lesson 24, p. 24 STW: p. 166 (T) NRP: p. 90-91		Drawing Conclusion	
CC.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	I will explain how an author uses reasons and evidence to support particular points in a text.	Explain Reasons Evidence	<i>STW-2</i> : p.166-169			
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 .	Integrate Topic Subject	CT: Book 6, Lesson 22, p. 2 GRW: Appendix 34			
Refer to FSPS Ongoing CCSS Grade 4 for CC.RF.4.3a and CCL.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) wait, weight, heard, herd, days, daze, heel, heal, peak, peek, sent, cent, scent, feet, feat, vain, vane, vein, miner, minor (Review) it's, its, their, there, they're (Challenge) raise, raze, rays, principal, principle				J-L5 Homophones Spelling: Homophones	J – L 5 Detailed Spelling Plan T336-T337 Day 1: Pretest PB: p. 52 Day 2: Sort PB: p. 53 Day 3: homophones Day 4: Connect to Writing PB: p. 54 Day 5: Assessment	T347 Weekly Decoding Test 5.7-5.8 T337 Spelling Assessment

	TORT SWITTI SC	HOOLS - GIVADE	- 4 Curriculum. Literacy & int	egrated Content	IVI	I - VVLLK 0-7
(Basic) bunch, fruit, argue, crumb, crew, tune, jui (Rev (Challenge)	J – L 6 Common Consonant Spelling: Patterns: Digraphs Digraphs, Vowels u, yoo, & oo	J – L 6 Detailed Spelling PlanT46-T47 • Day 1: Teach the Principle/Pretest PB: p. 64 • Day 2: Word Sort PB: p. 65 • Day 3: Word Families • Day 4: Connect to Writing PB: p. 66 • Day 5: Assessment	T57 Weekly Decoding Test 6.6-6.7 T47 Spelling Assessment			
	Grammar					
CC.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.4.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bad, rather than a red small bag.).	I will use adjectives in conventional order.	Adjectives Conventional order	http://languagearts.pppst.com/index.html MM2-3 MM4-5 MI EE	Order Adjectives	Teacher Selected Materials f	or Grammar Study
CC.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	 I will produce complete sentences. I will recognize and correct fragments and run-ons. 	Produce Recognize Complete sentences Fragments Run-ons	http://languagearts.pppst.com/i ndex.html MM2-3 MM4-5 MI EE	Correcting Fragments and Run-Ons	Teacher Selected Materials fo	r Grammar Study
	Writing				Refer to Journeys	
CC.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons & information. CC.W.4.1a. introduce a topic or text clearly, state an opinion, & create an organizational structure in which related ideas are grouped to support the writer's purpose.	I will introduce a topic or text, state an opinion, and create an organizational structure that supports my purpose.	Topic Text Opinion Organizational structure Purpose	Using Supporting Details & Examples, p. 62 (T) Is That a Fact?, p. 163 (T) NCL: Appendix R (T) LC: Writing Unit 3-5, Lesson, 6, p. 71, Lesson 7, p. 83 MM4-5: p. 140 NCL: p. 58, p.59, p.60	Lessons 7, 11-15 Opinion *brief notes Text Types & Purposes W.4.1 Research to Build & Present Knowledge		
CC.W.4.1b. Provide reasons that are	I will provide	Reasons	Using Supporting Details &	-	W.4.8	•
supported by facts & details.	reasons that are supported by facts and details.	Facts Details	Examples, p. 62 (T) Is That a Fact?, p. 163 (T) NCL: Appendix R (T) WBT: Chapter 130-146		<u>w.4.8</u> L.4.1b	
CC.W.4.1c. Link opinion & reasons using	I will use words and	Phrases	Using Supporting Details &			
				•		

FORT SMITH SCHOOLS – GRADE 4 Curriculum: Literacy & Integrated Content					
words and phrases.	phrases to link my opinion and reasons.	Opinion Reasons	Examples, p. 62 (T) Is That a Fact?, p. 163 (T) NCL: Appendix R (T) LC: Book 3, Lesson 15 p. 183 MM4-5: p. 155	Opinion	
CC.W.4.1d. Provide a concluding statement or section related to the opinion presented.	I will provide a concluding statement or section.	Concluding statement Concluding section	Using Supporting Details & Examples, p. 62 (T) Is That a Fact?, p. 163 (T) NCL: Appendix R (T) LC: Book 3, Lesson 16, p. 195		
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 recall information from experiences or gather information from print and digital sources.	Recall Experiences Gather Print sources Digital sources Categorize	CT: Book 6, Lesson 22, pg. 2- 13		

sources

I will take notes and

categorize information. • I will provide a list of

sources.

	TOKT SWITTIT ODER		ADE 4 Curriculum: Literacy a	x integrated content		IVIZ - VVEEK I
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	EXPLANATIONS & EXAMPLES	ASSESSMENTS
	Comprehension			Comprehension/	Read Aloud J - L 5	(OPTIONAL)
CC.RL.4.3 Describe in depth a character,	I will use specific	Details	<i>GRW:</i> p. 441-446,	<u>Fluency</u>	"Mighty Joe Magarac"	T346 Weekly Test
setting, or event in a story or drama,	details from the	Story	appendices p. 17-23	<mark>J – L 5</mark>	300-T301	5.5-5.6
drawing on specific details in the text (e.g.,	story or drama to	Drama	<i>TDC:</i> p. 19-22 (T)	Skill:	• CLLG: p. 49	
a character's thoughts, words, or actions).	describe a	Event	GRW: p. 395-396 (T)	Understanding	Target Vocabulary T301	
	character in depth.		BWL: Chapter 5, p. 72 TDC: p. 156	Characters	Main Selection	
	I will use specific		760. p. 150		"Stormalong"T308-T323	
	details from the			Strategy:	• CLLG: p. 48	
	story or drama to			Infer/Predict	Introduce: Understanding	
	describe a setting			0	Characters; T306-T307	
	in depth.			Genre: Tall Tale/Folktale	Projectable 5.2	
	I will use specific			Tall Tale/T Olklaic	• PB: p. 49	
	details from the				• Projectables 5.3a, 5.3b	
	story or drama to describe an event			AL: character traits,	Stop & Think T311, T317,	
	in depth.			relationships, infer	T319	
CC.RL.4.5 Explain major differences between	I will refer to	Structural	<i>GRW:</i> p. 444 (T)	·	Characters T328-T329	
poems, drama, and prose, and refer to the	structural elements	elements	GRW: p. 410-422		Projectable 5.4 (Column	
structural elements of poems (e.g., verse,	to explain major	Poems	<i>WP:</i> p. 35-36 (T)		Chart: PB: p. 50	
rhythm, meter) and drama (e.g., casts of	differences among	Drama			Connect To "Hoderi the	
characters, settings, descriptions, dialogue,	poems, drama, and	Prose			Fisherman" T324-T327	
stage directions) when writing or speaking about a text.	prose.				MC: T327 CLLG: p. 49	
about a text.	Vasahulani			Targeted Vocabulary	Weekly Plan T298-T299	(ODTIONAL)
CC.L.4.5 Demonstrate understanding of figurative	Vocabulary	Flain	hate the control of t	<u>& Strategies</u>		(OPTIONAL)
language, word relationships, and nuances in word	I will explain the	Explain Similes	http://www.readwritethink.org/ http://www.readworks.org/	<u> </u>	J – L 5 Introduce	T346 Weekly
meanings.	meaning of simple similes and	Metaphors	GRW: (figurative language)		Vocabulary T306-T307	Test
CC.L.4.5a Explain the meaning of simple similes	metaphors.	Metaphors	WP: p. 45 (figurative	STRATEGY:	Develop Background	Target
and metaphors (e.g., as pretty as a picture) in	тпетарного.		language)	Analogies	" Mexican Dove " T304-T305	Vocabulary
CONTEXT. (The rigor of this standard is not addressed in this Journeys			LC: Book 6, Lesson 13, p.	WODD CADDS	"What Does It Take to	Analogies
lesson.)			175	WORD CARDS Cards 91-100	Become a Dancer?"	10.2-10.3
CC.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word	I will demonstrate	Antonyms	http://www.readwritethink.org/	TARGET	T308-T309	
meanings.	my understanding	Synonyms	http://www.readworks.org/ GRW: (figurative language)	VOCABULARY:	Vocabulary Strategies	
CC.L.4.5c Demonstrate understanding of	of words by		WP: p. 45 (figurative	debut, stubborn,	T332-T333 Analogies	
words by relating them to their opposites	relating them to		language)	permission, hauling, mournful, towered,	Projectable 10.5 (Analogies)	
(antonyms) and to words with similar but not	their antonyms and		<i>LC</i> : Book 6, Lesson 13, p.	triumph, discouraged,		
identical meanings (synonyms).and	to their synonyms.		175	toured, border	PB: p. 111 AL: analogy	
metaphors.						

	FURT SWITH FUBLI	С 3СПООЕЗ = В	RADE 4 Curriculum: Literacy	a integrated Conten		IVIZ - WEEK I
	Spelling			J – L 7	Decoding T113	T129 Weekly
Refer to FSPS Ongoing CCSS G				Common	J - L 7 Detailed Spelling	Decoding Test
CC.RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, & morphology (e.g., roots					<i>Plan</i> T118-T119	7.6-7.7
& affixes) to read accurately			out of context.	Consonant Patterns: Clusters	Day 1: Principle/Pretest	
CC.L.4.2d Spell grade-appropriate words correctly	y, consulting references a	Patterns, Clusters	PB: p. 76	T119 Spelling		
	Spelling Words:				•	Assessment
(Basic) bloom, proof, booth, cookbook, tool, sh	nampoo, put, wool, stool, j	prove, group, brook	, foolish, bush, crooked, booth,	Spelling:	• Day 2: Word Sort PB: p.77	
	ccoon, hook, groom, roof,			Vowel Sounds /oo/	Day 3: Word Families	
) stood, spoon, shook, ba			and /oo/	 Day 4: Connect to Writing 	
(Challenge) bu	lletin, cocoon, cushion, pr	oofread, marooned			PB : p. 78	
					Day 5: Assessment	
	Grammar					
CC.L.4.1 Demonstrate command of the conventions of	I will form and	Form	http://languagearts.pppst.com/i	Progressive Verb		
standard English grammar and usage when writing or speaking.	use progressive	Progressive	ndex.html	Tenses	Teacher Selected Materials f	or Grammar Study
CC.L.4.1b Form and use the progressive (e.g.,	verb tenses.	Verb tenses	MM2-3			
I was walking; I am walking; I will be walking)			MM4-5			
verb tenses.			MI			
VEID (CH3C3.	Writing					
CC.W.4.1 Write opinion pieces on topics or texts,	I will introduce a	Topic	Using Supporting Details &		Refer to Journeys	
supporting a point of view with reasons		Text	Examples, p. 62 (T)			
& information.	topic or text, state an	Opinion	Is That a Fact?, p. 163 (T)		Lessons 7, 11-15	
CC.W.4.1a. introduce a topic or text clearly,	opinion, and create	Organizational	NCL: Appendix R (T)			
state an opinion, & create an organizational	an organizational	structure	LC: Writing Unit 3-5, Lesson,			
structure in which related ideas are grouped	structure that	Purpose	6, p. 71, Lesson 7, p. 83			
to support the writer's purpose.	supports my purpose.	i uiposo	<i>MM4-5:</i> p. 140		Opinion	
			<i>NCL:</i> p. 58, p.59, p.60			
CC.W.4.1b. Provide reasons that are supported	I will provide	Reasons	Using Supporting Details &		Tout Times 9 Durnesse	
by facts & details.	reasons that are	Facts	Examples, p. 62 (T)		Text Types & Purposes	
	supported by facts	Details	Is That a Fact?, p. 163 (T)		W.4.1	
	_ ''		NCL: Appendix R (T)			
	and details.		WBT: Chapter 130-146			
CC.W.4.1c. Link opinion & reasons using	I will use words	Phrases	Using Supporting Details &			
words and phrases.	and phrases to link	Opinion	Examples, p. 62 (T)			
·	my opinion and	Reasons	Is That a Fact?, p. 163 (T)			
	1 .		NCL: Appendix R (T)			
	reasons.		LC: Book 3, Lesson 15 p. 183			
			<i>MM4-5:</i> p. 155			
CC.W.4.1d. Provide a concluding statement or	I will provide a	Concluding	Using Supporting Details &			
section related to the opinion presented.	concluding statement	statement	Examples, p. 62 (T)			
	or section.	Concluding	Is That a Fact?, p. 163 (T)			
	J. 303110111	section	NCL: Appendix R (T)			
			LC: Book 3, Lesson 16, p. 195			

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comp	rehension: Extended T					
 Teacher may choose standards that bes Refer to FSPS Extended Text Study Cri Refer to FSPS Vocabulary Instruction G 	Teacher-selected Materials for Extended Text Study (Integrate Poetry) Refer to Year at a Glance for Standards					
Craft and Structure RL.4.5 RL.4.6 RI.4.5 RI.4.6 Integration of Knowledge & Ideas RL.4.9 RI.4.9 Research to Build & Present Knowledge W.4.9a W.4.9b CC.RL.4.5 Explain major differences between poems, drama, and prose, and refer to the	•I will refer to structural elements	Structural elements	<i>GRW</i> : p. 444 (T) <i>GRW</i> : p. 410-422		Text Structure Describing Details Point of View Summarize Authors Purpose Visualize	
structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. CC.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	to explain major differences among poems, drama, and prose. • I will compare and contrast the point of view of different stories, including the difference	Poems Drama Prose Compare Contrast Point of view First-person narrations	<i>WP</i> : p. 35-36 (T) <i>GRW</i> : p. 397 (T)			
	between first- and third-person narrations.	Third-person narrations				

	FURT SWITTI FUBL	<u> </u>	RADE 4 Curriculum: Literacy	a integrated content	IVIZ - VVEEK Z-4
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	Describe Structure Informational text	<i>GRW</i> : p. 402-404 (T)		
CC.RI.4.6 Compare & contrast the point of view from which different stories are narrated, including the difference between first-& third-person narrations.	or part of a text. • I will compare and contrast the point of view of different stories, including the difference between first- and third-	Compare Contrast Point of view First-person narrations Third-person	<i>GRW</i> : p. 397 (T)		
CC.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, & traditional literature from different cultures.	person narrations. I will compare and contrast themes, topics, and patterns of events in stories, myths, and traditional literature from different cultures.	narrations Compare Contrast Themes Topics Patterns of events Stories Myths Traditional literature	<i>TDC</i> : p. 143-146		
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.	Cultures Integrate Texts Topic Subject	CT: Book 6, Lesson 22, p. 2 GRW: Appendix 34		
CC.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CC.W.4.9a Apply grade 4 Reading standards to literature (e.g., "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].").	I will apply grade Reading standards to literature.	Standards Literature	LC: Book 5		
CC.W.4.9b Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	I will apply grade Reading standards to informational texts.	Standards Informational texts	LC: Book 5		

FORT SMITH PUBLIC SCHOOLS – GRADE 4 Curriculum: Literacy	& Integrated Content	N	12 – WEEK 2-4
Spelling 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) aloud, bald, hawk, south, faucet, proud, claw, tower, stalk, couple, howl, false, dawn, allow, drown, pause, fault, cause, amount, cloudier (Review) awful, power, sound, almost, thousand (Challenge) applaud, foul, browse, gnaw, doubt	J – L 8 Stressed & Unstressed Syllables Spelling: Vowel Sounds /ou/, /o/	 T187 Decoding J - L 8 Detailed Spelling Plan T192-T193 Day 1: Pretest PB: p. 88 Day 2: Word Sort PB: p. 89 Day 3: Word Families Day 4: Connect to Writing PB: p. 90 Day 5: Assessment 	T203 Weekly Decoding Test 8.11-8.12 T193 Spelling Assessment
Spelling Words: (Basic) spark, prepare, cheer, scarf, scare, repair, earring, scarce, weird, sharp, rear, spare, upstairs, gear, tear, hairy, compare, alarm harsh, square (Review) air, clear, large, pair, chair (Challenge) weary, startle, appear, barnacle, awareness	J – L 9 Common Beginning Syllables Spelling: Vowel + /r/ Sounds	 T259 Decoding J - L 9 Detailed Spelling PlanT264-T265 Day 1: Pretest PB: p.100 Day 2: Word Sort PB: p. 101 Day 3: Word Families Day 4: Connect to Writing PB: p. 102 Day 5: Assessment 	T275 Weekly Decoding Test 9.6-9.7 T265 Spelling Assessment
Spelling Words: (Basic) learn, dirty, worn, record, sore, thirst, burn, cure, board, course, worth, early, return, pure, world, search, worse, thirteen, sport, current (Review) first, hurt, work, third, storm (Challenge) curious, thorough, earnest, portion, foreign	J – L 10 Vowel + r Sound in Multi-Syllable Words Spelling: More Vowel + /r/ Sounds	 T331 Decoding J-L 10 Detailed Spelling Plan	T347 Weekly Decoding Test 10.6-10.7 T337 Spelling Assessment

Grammar						
CC.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.4.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	I will form and use progressive verb tenses.	Form Progressive verb tenses	http://languagearts.pppst.com/ index.html MM2-3 MM4-5 MI EE	Review Progressive Verb Tenses	Teacher Selected Materials	for Grammar Study
CC.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	I will produce complete sentences. I will recognize and correct fragments and run-ons.	Produce Recognize Complete sentences Fragments Run-ons	http://languagearts.pppst.com/ index.html MM2-3 MM4-5 MI EE	J – L 8 Conjunctions (need skill for Lesson on Commas) AL: conjunction, compound sentence, complex sentence, correlative conjunction	J-L8 Detailed Grammar Plan T194 -T197 Day 1: Teach Coordinating Projectable 8.6 PB: p. 91 Day 2: Teach Conjunctions Projectable 8.7 PB: p. 92 Day 3: Correlative Projectable 8.8 PB: p. 93 Day 4: Review Spiral Review: Kinds of Sentences PB: p. 94 Day 5: Connect to Writing PB: p. 95	(OPTIONAL) T203 Weekly Test 8.13 – 8.14
CC.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.	I will use commas and quotation marks to mark direct speech and quotations from a text.	Direct speech Quotations	http://grammar.ccc.commne t.edu/grammar/powerpoint. htm MI TP MM2-3 MM4-5 WP: p.52-53 (dialogue)	J – L 9 Commas Quotation Marks Note not all Journeys materials will correlate with	J – L 9 Detailed Grammar Plan T266–T267 • Day 1: Teach Commas with Introductory Words & Names Projectable 9.6 PB: p. 103	(OPTIONAL) T275 Weekly Test 9.8-9.9 Commas

FORT SMITH PUBLIC SCHOOLS – GRADE 4 Curriculum: Literacy & Integrated Content

M2 – WEEK 2-4

	FORT SMITH PUBLIC	: <u>SCHOOLS - G</u>	RADE 4 Curriculum: Literacy		M2 – WEEK 2-4
CC.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.4.2c Use a comma before a coordinating conjunction in a compound sentence.	I will use a comma before a coordinating conjunction in a compound sentence.	Coordinating conjunction Compound sentence	http://grammar.ccc.commne t.edu/grammar/powerpoint. htm MI TP MM2-3 MM4-5	standard. Use a progression to teach standard. AL: comma, series	Day 2: Commas in Dates & Places Projectable 9.7 PB: p. 104 Day 3: Commas in a Series Projectable 9.8 PB: p. 105 Day 4: Review Commas Spiral Review: Nouns PB: p. 106 Day 5: Connect to Writing PB: p. 107
	Writing				
CC.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CC.W.4.2.a Introduce a topic clearly & group related information in paragraphs & sections; include formatting (e.g. headings), illustrations, & multimedia when useful to aiding comprehension.	I will introduce a topic and group related information in paragraphs and sections. I will use formatting, illustrations, and	Topic Paragraphs Sections Formatting Illustrations Multimedia Comprehension	Is That a Fact? NCL: p. 59, 60, 62, 76 NCL: Lesson p. 95, Appendix P (T)		Refer to <i>Journeys</i> Lessons 21-22, 24-25 Inform/Explain
CC.W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information & examples related to the topic.	multimedia. • I will use facts, definitions, concrete details, quotations, or other information and examples to develop the topic.	Facts Definitions Concrete details Quotations Topic	Is That a Fact? NCL: p. 69, 91, 99, 101		*descriptive paragraph Text Types & Purposes W.4.2 Production/Distribution W.4.5
CC.W.4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	I will use words and phrases to link ideas within categories of information.	Phrases Categories	Is That a Fact? NCL		W.4.6 L.4.4c
CC.W.4.2d Use precise language and domain- specific vocabulary to inform about or explain the topic.	I will use precise words and vocabulary to inform or explain a topic.	Precise Inform Explain	Is That a Fact? NCL		
CC.W.4.2e Provide a concluding statement or section related to the information or explanation presented.	I will use a conclusion statement in my writing.	Concluding Statement	Is That a Fact? NCL		

CC.W.4.5 With guidance & support from peers & adults, develop & strengthen writing as needed by planning, revising, & editing.	I will use guidance from peers and adults to plan, revise and edit.	Guidance Peers Revise Edit	GRW: p. 63-66 (T); p. 77-80 WP: p. 19-20 (T) LC: Book 1, p. 37-45; p. 169-173	
CC.W.4.6 With some guidance and support from adults, use technology, including the Internet, 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.	I will use technology to produce and publish writing. I will use technology to interact and collaborate with others.	Technology Publish Interact Collaborate Command Keyboarding skills	Tikatot http://www.tikatok.com/ Storybird http://storybird.com/	Writing with Writers/Scholastic http://teacher.scholastic.com/writewit/ Stonesoup http://www.stonesoup.com/ (T) Read, Write, Think http://tenkely.org/Read Write Think.html (T)
CC.L.4.4c 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.	I will determine the meaning or pronunciation of a word by consulting reference materials.	Determine Pronunciation Consulting Reference materials	http://dictionary.reference.com// // WTW: p.253 & 265 BWL WJ: Chapter 7	

	FURT SMITH PUBLIC	SCHOOLS - GRAD	<u>E 4 Curriculum: Literacy 8</u>	integrated Content		M2 – WEEK 5-6	
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS	
Comp	rehension: Research Conr	nections					
 Teacher may choose standards that best match the Research Connections genre. Refer to FSPS Research Connections Criteria Refer to FSPS Vocabulary Instruction Guidelines K-6 					Teacher Selected Materials for Research Connections Refer to Year at a Glance for Standards		
Key Ideas & Details RI.4.2 RI.4.3 Integration of Knowledge & Ideas RI.4.7 RI.4.8 Research to Build & Present Knowledge W.4.9b					Text & Graphic Features Summarize Key Ideas & Details Question	S	
CC.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	 I will determine the main idea of a text and explain how it is supported by key details. I will summarize informational text. 	Main idea Text Explain Key details Summarize Informational text	CT: Book 5, Lesson 21, p. 56, Book 6, Lesson 24, p. 24 STW: p. 166 (T) NRP: p. 90-91				
CC.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened & why, based on specific information in the text.	I will explain events, procedures, ideas or concepts in an informational text using specific information in the text.	Explain Events Procedures Informational text Specific	<i>STW-2:</i> p. 171-178; p. 210				
cc.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and 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.				

			DE 4 Curriculum: Literacy &	x integrated Conten	<u>l</u>	VIZ - WEEK 5-6
cc.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	I will explain how an author uses reasons and evidence to support particular points in a text.	Explain Reasons Evidence	<i>STW-2</i> : p.166-169			
CC.W.4.9b Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	I will apply grade 4 Reading standards to informational texts.	Standards Informational texts	LC: Book 5			
	Spelling			<mark>J – L 12</mark>	T113 Decoding	Weekly
Refer to FSPS Ongoing CCSS (Grade 4 for CC.RF.4.3a and	CC.L.4.2d when teach	ning spelling.	Base Words and	J - L 12 Detailed Spelling	T129Decoding
CC.RF.4.3a Use combined knowledge of all let	ter-sound correspondences,	, syllabication pattern	s, & morphology (e.g., roots	Endings	Plan T118-T119	Test
& affixes) to read accurately			f context.		Day 1: Principle/Pretest	12.6-12.7
CC.L.4.2d Spell grade-appropriate words correct	ly, consulting references as n	needed.		Spelling:	PB: p. 136	12.0 12.7
	Constitue of Manuals			Words with <i>-ed</i> , or <i>-ing</i>	Day 2: Word Sort	T119 Spelling
(Basic) rising, traced, stripped, slammed, dan	Spelling Words:	ing brogging bandla	d dripped begged dared	-ing	PB : p. 137	Assessment
	g, spotted, raced, dimmed, sp		a, urippeu, beggeu, uareu,		 Day 3: Word Families 	ASSESSMENT
	anging, joking, swimming, wr		 Day 4: Connect to 			
	urged, striving, whipped, brea		Writing PB: p. 138			
		.			 Day 5: Assessment 	
				<mark>J – L 13</mark>	T185 Decoding	T201
Spelling Words:					J – L 13 Detailed Spelling	Weekly Decoding
(Basic) wiped, covered, mapped, pleasing, slipped, putting, traveled, seeking, visiting, mixed, shipped, phoning, offered,					<i>Plan</i> T190-T191	Test 13.10-13.11
smelling, hiking,	checking, fainted, landed, be	Parts	 Day 1: Principle/Pretest 			
(Review)	fixing, saving, stared, droppe		PB : p. 148	T191 Spelling		
,	(Challenge) amusing,	Spelling:	 Day 2: Word Sort 	Assessment		
	-			More Words with –	PB : p. 149	
		ed or –ing	 Day 3: Word Families 			
]	Day 4: Connect to			
			Writing PB: p. 150			
	1140	Day 5: Assessment				
Grammar CC 4.1 Demonstrate command of the				<mark>J-L10</mark> Pronouns	<mark>J-L10</mark> Detailed Grammar Plan T338 – T341	(OPTIONAL)
CC.L.4.1 Demonstrate command of the conventions of standard English grammar & usage	I will use relative		http://languagearts.pppst.co m/index.html	i ionouns	Day 1: Subject & Object	T347 Weekly Test 10.8 – 10.10
when writing or speaking.	pronouns.		MM2-3		Pronouns Proj. 10.6	10.0 - 10.10
CC.L.4.1a Use relative pronouns (who,			MM4-5	AL: pronoun,	PB : p. 115	
whose, whom, which, that) and relative			MI	reflexive	Day 2: Teach Reflexive	
adverbs (where, when, why).			EE	pronoun,	Pronouns Projectable	
				antecedent	10.7 PB: p. 116	

	FORT SMITH PUBLIC	SCHOOLS - GRAI	DE 4 Curriculum: Literacy 8	& Integrated Conten		M2 – WEEK 5-6
CC.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.4.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag.	I will use adjectives in conventional order.	Adjectives Conventional order	http://languagearts.pppst.co m/index.html MM2-3 MM4-5 MI EE	J-L16 Adjectives Ordering Adjectives AL: adjective, noun, adjective of purpose, article	 Day 3: Teach Pronoun-Antecedent Agreement Projectable 10.8 PB: p. 117 Day 4: Review pronouns Spiral Review: Plural Nouns PB: p. 118 Day 5: Connect to Writing PB: p. 119 J-L16 Detailed Grammar Plan T46 – T49 Day 1: Teach Adjectives Projectable 16.6 PB: p. 187 Day 2: Teach Adjectives after Be Projectable 16.7 PB: p. 188 Day 3: Teach Articles Projectable 16.8 PB: p. 189 Day 4: Review Adjectives Spiral Review: Writing Proper Nouns PB: p. 190 Day 5: Connect to Writing Sentence Fluency) PB: p. 191 	(OPTIONAL) T55 Weekly Test 16.8-16.9
CC.W.4.2 Write informative/explanatory texts to	Writing • I will introduce a topic	Topic Paragraphs	Is That a Fact?	-	Refer to <i>Journeys</i> Lessons 21-22, 24-25	
examine a topic and convey ideas and information clearly. CC.W.4.2.a Introduce a topic clearly & group related information in paragraphs & sections; include formatting (e.g. headings), illustrations, & multimedia when useful to aiding comprehension.	and group related information in paragraphs and sections. I will use formatting, illustrations, and multimedia to aid comprehension.	Sections Formatting Illustrations Multimedia Comprehension	NCL: p. 59, 60, 62, 76 NCL: Lesson p. 95, Appendix P (T)		Inform/Explain *short research writing product Text Types & Purposes W.4.2	

CC.W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information & examples related to the topic.	I will use facts, definitions, concrete details, quotations, or other information and examples to develop the topic.	Facts Definitions Concrete details Quotations Topic	Is That a Fact? NCL: p. 69, 91, 99, 101	Research to Build & Present Knowledge W.4.7 W.4.8
CC.W.4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	I will use words and phrases to link ideas within categories of information.	Phrases Categories	Is That a Fact? NCL	
CC.W.4.2d Use precise language and domain- specific vocabulary to inform about or explain the topic.	I will use precise words and vocabulary to inform or explain a topic.	Precise Inform Explain	Is That a Fact? NCL	
CC.W.4.2e Provide a concluding statement or section related to the information or explanation presented.	I will use a conclusion statement in my writing.	Concluding Statement	Is That a Fact? NCL	
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.	Conduct Research projects Topic	20 great research websites http://askatechteacher.wor dpress.com/2009/11/02/20 -great-research-websites- for-kids/ (T)	Squidoo http://www.squidoo.com/k12interactiveresearch (T) LC: Book 3, p. 161-165 NetTracker http://www.nettrekker.com/us http://www.fortsmithlibrary.org/
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 recall information from experiences or gather information from print and digital sources. I will take notes and categorize information. I will provide a list of sources. 	Recall Experiences Gather Print sources Digital sources Categorize sources	CT: Book 6, Lesson 22, pg. 2-13	Squidoo http://www.squidoo.com/k12interactiveresearch (T)

	TOKT SWITTI ODLI	C JUNOULJ - UN	ADE 4 Curriculum. Litera	cy & integrated conten		IVIZ - VVEEK 1-0
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
	Comprehension			Comprehension/	Read Aloud "Race	(OPTIONAL)
CC.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	I will compare and contrast the point of view of different stories, including the difference between first- and third-person narrations.	Compare Contrast Point of view First-person narrations Third-person narrations	<i>GRW</i> : p. 397 (T)	Fluency J - L 20 Skill: Main Idea & Details Strategy: Visualize	Against Death" T-300- T301 CLLG: p.79 Target Vocabulary T301 Main Selection "Sacagawea"T308-T323 CLLG: p.78 Introduce: Main Ideas	T198 Weekly Test 20,4, 20.5
CC.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.	I will describe the differences in focus and the information provided when comparing and contrasting a firsthand and secondhand account of the same event or topic.	Describe Focus Compare Contrast Firsthand account Secondhand	<i>GRW</i> : p. 397 (T)	Genre: Biography And/or Teacher-Selected Read Aloud (Point of View) Point of View Craft and Structure	T306-T307; Visualize T306-T307, T319 Projectable 20.2 PB: p. 229 Projectables 20.3a, 20.3b) Stop & Think T313, T314,T317 Connect To "Native American Nature Poetry" T518-T520 MC: T327 CCLG: p. 79	
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.	Vocabulary I will explain the meaning of simple similes and metaphors.	Explain Similes Metaphors	http://www.readwritethink.org/ http://www.readworks.org/ GRW: (figurative language) WP: p. 45 (figurative language) LC: Book 6, Lesson 13, p. 175	Targeted Vocabulary & Strategies J - L 20 STRATEGY: Compound Words WORD CARDS Cards 191-200 TARGET VOCABULARY: territory, accompany proposed, interpreter, duty, supplies, route, corps, clumsy, landmark	Weekly Plan T294-T2957 J - L 20 Introduce Vocabulary T302-T303 Develop Background "Exploring the West" T304-T305 Vocabulary Strategies T332-T333 • Projectable 20.5 • PB: p. 231	(OPTIONAL) T274 Weekly Test Target Vocabulary Compound Words 20.2-20.3

	cy & integrated Conte	M2 - WEEK 7-8				
	Spelling			<mark>J – L 14</mark>	 T259 Decoding 	Weekly T275
Refer to FSPS Ongoing CCSS (Recognizing Suffixes	<mark>J – L 14</mark> Detailed	Decoding Test			
CC.RF.4.3a Use combined knowledge of all					Spelling Plan T264-T265	14.6-14.7
roots & affixes) to read accurate			out of context.	Spelling:	Day 1: Pretest	
CC.L.4.2d Spell grade-appropriate words corre	ectly, consulting references	as needed.		Final long e	• PB : p. 160	T265 Spelling
					Day 2: Word Sort	Assessment
(Dagia) plantu haaksu prairia ahimpau tu	Spelling Words:	مل براه محاد محاد ماد	away malady allay duty		• PB : p. 161	Assessment
(Basic) plenty, hockey, prairie, chimney, tu	irkey, Starry, Ility, nungry, da jury, colony, movie, empty, v		owsy, melody, alley, duty,		Day 3: Word Families	
	iew) cherry, jelly, sticky, woi				Day 4: Connect to	
	i llenge) envy, fiery, mercy, o				Writing PB : p. 162	
	- 3 -7 - 5 - 5 - 5	, , , , , , , , , , , , , , , , , , ,			 Day 5: Assessment 	
	Grammar			<mark>J – L 17</mark>	J – L 17 Detailed	(OPTIONAL)
CC.L.4.1 Demonstrate command of the conventions of standard English grammar &	I will use relative	Relative Adverbs	http://languagearts.pppst.c		Grammar PlanT118-T121	T127 Weekly Test
usage when writing or speaking.	adverbs.		om/index.html MM2-3	Relative Adverbs	• Day 1: Teach Adverbs	17.8-17.9
CC.L.4.1a Use relative pronouns (who,			MM4-5		Projectable 17.6 PB: p.	
whose, whom, which, that) and relative			MI	AL: adverb, adverb of frequency, adverb of	199	
adverbs (where, when, why).			EE	intensity	 Day 2: Extend Adverbs 	
				intensity	Projectable 17.7 PB: p.	
					200	
					Day 3: Teach Adverbs	
					Projectable 17.8 PB :	
					p.201	
					 Day 4: Review Adverbs 	
					Spiral Review:	
					Possessive Nouns PB :	
					p. 202	
					Day 5: Connect to	
					Writing PB : p. 203	
	Writing				Refer to <i>Journeys</i>	
CC.W.4.1 Write opinion pieces on topics or texts,	I will introduce a	Topic	Using Supporting		Lessons 7, 11-15	
supporting a point of view with reasons	topic or text, state an	Text	Details & Examples, p.		LC330H3 7, 11-10	
& information. CC.W.4.1a. introduce a topic or text	opinion, and create	Opinion	62 (T)		Oninion	
clearly, state an opinion, & create an	an organizational	Organizational	Is That a Fact?, p.163 (T)		Opinion	
organizational structure in which related	structure that	structure Purpose	NCL: Appendix R (T)			
ideas are grouped to support the writer's	supports my		LC: Writing Unit 3-5, L-6, p. 71, L-7, p. 83			
purpose.	purpose.		μ. 71, L- 7, μ. 83 ΜΜ4-5: p. 140			
	parposo.		<i>NCL:</i> p. 58, p.59, p.60			
		1	p. 00/ p.0/ p.00	1		

FORT SMITH PUBLIC SCHOOLS – GRADE 4 Curriculum: Literacy & Integrated Content

M2 – WI	EEK 7-	8
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CC.W.4.1b. Provide reasons that are	I will provide reasons	Reasons	Using Supporting	Text Types & Purposes
supported by facts & details.	that are supported by	Facts	Details & Examples, p.	W.4.1
	facts and details.	Details	62 (T)	
	racis and actails.		Is That a Fact?,p. 163 (T)	
			NCL: Appendix R (T)	
			WBT: Chapter 130-146	
CC.W.4.1c. Link opinion & reasons using	 I will use words and 	Phrases	Using Supporting	
words and phrases.	phrases to link my	Opinion Reasons	Details & Examples, p.	
	opinion and reasons.		62 (T)	
	opinion and roasons.		Is That a Fact?, p.163 (T)	
			NCL: Appendix R (T)	
			LC: Book 3, Lesson 15 p.	
			183	
			<i>MM4-5:</i> p. 155	
CC.W.4.1d. Provide a concluding	 I will provide a 	Concluding	Using Supporting	
statement or section related to the opinion	concluding statement	statement	Details & Examples, p.	
presented.	or section.	Concluding	62 (T)	
	or section.	section	<i>Is That a Fact?</i> ,p. 163 (T)	
			NCL: Appendix R (T)	
			LC: Book 3, Lesson 16,	
			p. 195	

	FORT SMITH PUBLIC		ADL 4 Cumculum, I	Incracy & integrat		M3 – WEEK I
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
	Comprehension			FSPS	Read Aloud J - L 11	
CC.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	I will determine the main idea of a text and explain how it is supported by key details. I will summarize	Main idea Text Explain Key details Summarize Informational text	CT: Book 5, Lesson 21, p. 56, Book 6, Lesson 24, p. 24 STW: p. 166 (T) NRP: p. 90-91	Comprehension/ Fluency J - L 11 Skill: Fact and Opinion	"Frisky Whiskers" T12-T13 CLLG: p. 61 Target Vocabulary T13 Main Selection "The Screech Owl Who Like Television" T20-T33 CCLG: p. 60 Introduce: Fact & Opinion; Infer	
20 PM (O consequently Southern)	informational text.	Describe		Strategy: Infer/Predict	/Predict T18-T19 • Projectable: 11.2 PB: p. 121 • Projectables 11.3a, 11.3b	
CC.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.	I will describe the differences in focus and the information provided when comparing and contrasting a firsthand and secondhand account of the same event or topic.	Describe Focus Compare Contrast Firsthand account Secondhand		Genre: Narrative Nonfiction Essential Question: How do animals influence your opinion of nature?	 Frojectables 11.3a, 11.3b Stop & Think T25, T29, T31 Deepen Comprehension: T38-T39 Projectable: 11.4 PB: p. 122 AL: fact, opinion, distinguish Connect To"In the Wild"T34-T37 MC: T37 CCLG: p. 61 AND/ORRead Aloud J - L 13 "On My Way to Meet the Khan"T158-T159 CLLG: p. 65 Target Vocabulary: T159 Main Selection "Antarctic Journal" 	
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.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	Vocabulary I will use context as a clue to the meaning of a word or phrase.	Context Clue Phrase	http://dictionary.refe rence.com/ WTW: p.253 & 265 BWL WJ: Chapter 7	Targeted Vocabulary & Strategies J - L 11 STRATEGY: Suffixes -ful, - less, -ness, -ment WORD CARDS Cards 101-110 TARGET VOCABULARY: presence, disbelief, tempted, biological, endeared, arrangement, pounced, utter, hastened, incident	Weekly Plan T6-T7 J - L 11 Introduce Vocabulary T14-T15 Develop Background "Frisky Whiskers" T12-T13 "Instincts & Learning" T16-T17 Vocabulary Strategies T42-T43 Suffixes -Projectable 11.5 • PB: p. 123 AL: suffix, base word, affix	(OPTIONAL) Assessment T56 Weekly Test Target Vocabulary Suffixes -ful, -less, -ness, -ment 11.2-11.3

	FORT SMITH PUBLIC	ADE 4 Curriculum: L	iteracy & Integra		M3 – WEEK 1	
	Spelling			J – L 15	T331 Decoding	(OPTIONAL)
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) tiniest, hobbies, copied, countries, pitied, easier, laziest, families, spied, happiest, ladies, friendlier, studied, busier, breezier, prettiest, noisier, healthier, butterflies, funniest (Review) hurried, stories, carried, pennies, babies (Challenge) heaviest, categories, communities, multiplied, qualities					J – L 15 Detailed Spelling Plan T336-T337 • Day 1: Pretest PB: p. 172 • Day 2: Word Sort PB: p. 173 • Day 3: Word Families • Day 4: Connect to Writing PB: p. 174 • Day 5: Assessment	T347 Weekly Decoding Test 15.6-15.7 T337 Spelling Assessment
CC.L.4.1Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.4.1f Produce complete sentences, recognizing & correcting inappropriate fragments & run-ons.	I will produce complete sentences. I will recognize and correct fragments and run-ons.	Produce Recognize Complete sentences Fragments Run-ons	http://languagearts. pppst.com/index.ht ml MM2-3 MM4-5 MI EE	<mark>J – L 21</mark> Review Relative Adverbs	Teacher Selected Materials for Gra Refer to <mark>J-L21</mark> for resources	,
	Writing					
CC.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons & information. CC.W.4.1a. introduce a topic or text clearly, state an opinion, & create an organizational structure in which related ideas are grouped to support the writer's purpose.	I will introduce a topic or text, state an opinion, and create an organizational structure that supports my purpose.	Topic Text Opinion Organizational structure Purpose	Using Supporting Details & Examples, p. 62 (T) Is That a Fact?, p. 163 (T) NCL: Appendix R (T) LC: Writing Unit 3- 5, Lesson, 6, p. 71, Lesson 7, p. 83 MM4-5: p. 140 NCL: p. 58, p.59, p.60		Refer to Journeys Lessons 7, 11-15 Opinion Text Types & Purposes W.4.1	
CC.W.4.1b. Provide reasons that are supported by facts & details.	I will provide reasons that are supported by facts and details.	Reasons Facts Details	Using Supporting Details & Examples, p. 62 (T) Is That a Fact?, p. 163 (T) NCL: Appendix R (T) WBT: Chapter 130- 146			

	FORT SMITH PUBLIC	SCHOOLS - GR	RADE 4 Curriculum: Literacy & Integrated Content	M3 – WEEK 1
CC.W.4.1c. Link opinion & reasons using words and phrases.	I will use words and phrases to link my opinion and reasons.	Phrases Opinion Reasons	Using Supporting Details & Examples, p. 62 (T) Is That a Fact?, p. 163 (T) NCL: Appendix R (T) LC: Book 3, Lesson 15 p. 183 MM4-5: p. 155	
CC.W.4.1d. Provide a concluding statement or section related to the opinion presented.	I will provide a concluding statement or section.	Concluding statement Concluding section	Using Supporting Details & Examples, p. 62 (T) Is That a Fact?, p. 163 (T) NCL: Appendix R (T) LC: Book 3, Lesson 16, p. 195	

FORT SMITH PUBLIC SCHOOLS - GRADE 4 CURRICUIT				Interacy & integrate	/I3 - WEEK 2-4	
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehe	ension: Extended Text St	Teacher-selected Materials for Extended Text Study				
Teacher may choose standards that best ma	tch the extended text stud	y genre.			Refer to Year at a Glance for Standards	,
Refer to FSPS Extended Text Study Criteria					Conclusions]
Refer to FSPS Vocabulary Instruction Guidel	ines K-6				Visualize	
Key Ideas & Details					Visualize	
RL.4.2					Cause/Effect	
RL.4.3					Summarize	
Integration of Knowledge & Ideas					Summanze	
RL.4.7					Text Structure	
RL.4.9					Analyze/Evaluate	
					, , , , , , , , , , , , , , , , , , ,	
Research to Build & Present Knowledge]
W.4.9a						
W.4.9b	,	-				
CC.RL.4.2 Determine a theme of a story,	I will determine the theme of a	Theme Story	<i>TDC:</i> p. 19-22 (T) <i>GRW:</i> p. 361-362			
drama, or poem from details in the text; summarize the text.	the theme of a story, drama, or	Drama	(T)			
Summarize the text.	poem using details	Poem	<i>STW-2:</i> p. 188-190			
	in the text.	Details	CT: Book 4, Lesson			
	 I will summarize 	Text	15, p. 56 <i>RP:</i> p. 99-113 (T)			
	a story, drama, or		CT: Extend and			
	poem.		Investigate, p. 120-			
OO DL 4.2 December to death a	1 111 10	Datalla	124			
CC.RL.4.3 Describe in depth a character, setting, or event in a story or	 I will use specific details from the 	Details Story	<i>GRW:</i> p. 441-446, appendices p. 17-23			
drama, drawing on specific details in the	story or drama to	Drama	<i>TDC:</i> p. 19-22 (T)			
text (e.g., a character's thoughts, words,	describe a character	Event	GRW: p. 395-396			
or actions).	in depth.		(T)			
	I will use specific		BWL: Chapter 5, p. 72			
	details from the		<i>TDC:</i> p. 156			
	story or drama to		,			
	describe a setting in depth.					
	I will use specific					

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CC.RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	details from the story or drama to describe an event in depth. • I will make connections between the texts, identifying where each version reflects specific descriptions in the text.	Compare Contrast Point of view First-person narrations Third-person narrations	RP: p. 99-113 (T) CT: Extend and Investigate, p. 120- 124			
CC.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, & traditional literature from different cultures.	I will compare and contrast themes, topics, and patterns of events in stories, myths, and traditional literature from different cultures.	Compare Contrast Themes Topics Patterns of events Stories Myths Traditional literature Cultures	<i>TDC</i> : p. 143-146			
CC.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CC.W.4.9a Apply grade 4 Reading standards to literature (e.g., "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].").	I will apply grade 4 Reading standards to literature.	Standards Literature	LC: Book 5			
CC.W.4.9b Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	I will apply grade 4 Reading standards to informational texts.	Standards Informational texts	LC: Book 5			
	Spelling			<mark>J – L 16</mark>	T187 Decoding	T55 Weekly
Refer to FSPS Ongoing CCSS Grade CC.RF.4.3a Use combined knowledge of all le (e.g., roots & affixes) to read accurately CC.L.4.2d Spell grade-appropriate words correct	e 4 for CC.RF.4.3a and CC etter-sound correspondency unfamiliar multisyllabic	ces, syllabication p words in context &	atterns, & morphology	Sounds/Spelling Changes	J – L 16Detailed Spelling Plan T44-T45 Day 1: Pretest PB: p.1848 Day 2: Sort PB: p. 185	Decoding Test 16.6-16.7 T45 Spelling Assessment

		5 301100L3 - GI	RADE 4 Curriculum: I	Incracy & integrate		13 - WEEK Z-4
Spelling Words: (Basic) risky, track, topic, blank, question, pocket, monkey, junk, equal, ache, public, attack, struck, earthquake, picnic, banker, electric, blanket, mistake, stomach (Review) quick, squeeze, shark, second, circus (Challenge) request, skeleton, peculiar, attic, reckless Spelling Words: (Basic) glance, judge, damage, package, twice, stage, carriage, since, practice, marriage, baggage, office, message, bridge, chance, notice, ridge, manage, palace, bandage (Review) once, dance, change, age, bounce (Challenge) fringe, average, fleece, fragrance, excellence				Spelling: Words with /k/ /ng/ /kw/ J – L 17 More Sound/Spelling Changes Spelling: Final /j/ and /s/	 Day 3: Word Families Day 4: Connect to Writing PB: p. 186 Day 5: Assessment T111 Decoding J - L 17 Detailed Spelling Plan T116-T117 Day 1: (Pretest)PB: p.196 Day 2: Sort PB: p. 197 Day 3: Word Families Day 4: Connect to Writing PB: p. 198 	T275 Weekly Decoding Test 17.6-17.7 T117 Spelling Assessment
					Day 5: Assessment	
	Grammar			<mark>J – L 18</mark>	Detailed Grammar Plan J – L 18	(OPTIONAL)
CC.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.4.1e Form and use prepositional phrases.	I will form and use prepositional phrases.	Form Preposition phrases	LC: Book 6, Lesson 13, p. 175	Prepositional Phrases Prepositional Phrases-Adverbs	T190-T192 Day 1: Teach Prepositions Projectable 18.6 PB: p. 211 Day 2: Teach Prepositional Phrases Projectable: 18.7 PB: p. 212 Day 3: Extend Prepositional Phrases Projectable: 18.8 PB: p.213 Day 4: Review Prepositional Phrases Spiral Review: Verbs in the Present PB: p.214 Day 5: Connect to Writing PB: p. 215 AL: preposition, prepositional phrase Teacher Selected Materials for Gra	T57 Weekly Test 18.13-18.14
	Writing					
CC.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CC.W.4.3a Orient the reader by establishing a situation & introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	I will establish a situation, introduce a narrator and/or characters, and organize an event sequence.	Establish Situation Introduce Narrator Characters Organize Event	Raising the Quality of Narrative Writing (T) Writing Fiction; Big Dreams, Tall Ambitions (T) LC: Book 4, p. 59,		Refer to Journeys Lessons 1-4, 9-10,16-20 Reflective Narrative *story starters	

	FURT SWITH PUBLI	C 20H00F2 - G	RADE 4 CUMCUIUM: L	Literacy & Integrated Content	M3 – WEEK 2-4
		Sequence	85,115 CL: p. 61, 62, 63 LC: Raising the Quality of Narrative Writing, p. 69		
CC.W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.	I will use dialogue and description to develop events and characters.	Dialogue Description Events Characters	Raising the Quality of Narrative Writing (T) Writing Fiction; Big Dreams, Tall Ambitions (T) LC: Writing Fiction, Big Dreams p. 27, 43, 73 CL: p. 48, 53, 55	Text Types & Purposes W.4.3 Production/Distribution W.4.5 W.4.6	
CC.W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.	I will use transitional words and phrases to manage the sequence of events	Transitional words Transitional phrases Sequence of events	<i>MM4-5:</i> p. 74,155		
CC.W.4.3d Use concrete words & phrases & sensory details to convey experiences & events precisely.	I will use concrete words and phrases and sensory details.	Concrete words Concrete phrases Sensory details	Raising the Quality of Narrative Writing (T) Writing Fiction; Big Dreams, Tall Ambitions (T) CL: p. 68, 69, 70, 71		
CC.W.4.3e Provide a conclusion that follows from the narrated experiences or events.	I will provide a conclusion.	Conclusion	Raising the Quality of Narrative Writing (T) Writing Fiction; Big Dreams, Tall Ambitions (T) LC: Book 4, p. 133 LC: Raising the Quality, Book 2, p. 137 CL: p. 70, 71, 103		
CC.W.4.5 With guidance and support from	I will use guidance	Guidance Peers	GRW : p. 63-66 (T); p. 77-80		

	TORT SWITTIT ODER	0 001100L0 0	INADE + Cumculum. E	illeracy & integrated content	IVIS - VVLLIX Z-4
peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.W.4.6 With some guidance and support from adults, use technology, including the Internet, 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.	from peers and adults to plan, revise, and edit. I will use technology to produce and publish writing. I will use technology to interact and collaborate with others. I will demonstrate command of keyboarding skills to type one page in a single sitting.	Revise Edit Technology Publish Interact Collaborate Command Keyboarding skills Sitting	WP: p. 19-20 (T) LC: Book 1, p. 37- 45; p. 169-173 Tikatot http://www.tikatok.co m/ Storybird http://storybird.com/ Writing with Writers/Scholastic http://teacher.scholas tic.com/writewit/ Stonesoup http://www.stonesoup .com/ (T) Read, Write, Think http://tenkely.org/Rea d Write Think.html (T)		
CC.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.4.1g Correctly use frequently confused words (e.g., to, too, two; there, their). (This standard is only taught in the "Vocabulary Strategies" section (Day 4) of <i>Journeys</i> .) CC.L.4.2 demonstrate command of the conventins of	I will correctly use homonyms.	Homonyms	http://languagearts.p ppst.com/index.html MM2-3 MM4-5 MI EE		
CC.L.4.2 demonstrate command of the conventins of standard English capitalization, punctuation, and spelling when writing. CC.L.4.2b Use correct capitalization.	I will use correct capitalization.	Capitalization	http://grammar.ccc.co mmnet.edu/grammar/ powerpoint.htm MI TP MM2-3 MM4-5		

	FURT SWITH PUBL		ADE 4 CUITICUIUI	II. Literacy & Integr		IVIS - WEEK 5-0
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehensi	on: Research Connec	tions		Tea	cher Selected Materials for Research Conn	ections
 Teacher may choose standards that bes Refer to FSPS Research Connections C Refer to FSPS Vocabulary Instruction G 	st match the Research C Criteria			, rea	Refer to Year at a Glance for Standards	
K-6 Key Ideas & Details RI.4.3 Craft & Structure					Compare/Contrast Question Text Structure	
RI.4.5					Text Structure	
KI.4.3					Visualize	
Integration of Knowledge & Ideas RI.4.8 RI.4.9						
Research to Build & Present Knowledge						
W.4.9b						
CC.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened & why, based on specific information in the text.	I will explain events, procedures, ideas or concepts in an informational text using specific information in the text.	Explain Events Procedures Informational text Specific	<i>STW-2:</i> 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	<i>GRW</i> : p. 402-404 (T)			
CC.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	I will explain how an author uses reasons and evidence to support particular points in a text.	Explain Reasons Evidence	STW-2 : p.166-169			

	n: Literacy & integra	ated Content	WEEK 5-6			
CC.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. CC.W.4.9b Apply grade 4 Reading standards to	 I will integrate information from two texts on the same topic to write or speak about the subject. I will apply grade 	Integrate Texts Topic Subject Standards	CT: Book 6, Lesson 22, p. 2 GRW: Appendix 34			
informational texts (e.g., "Explain how an author	4 Reading	Informational texts				
uses reasons and evidence to support particular points in a text").	standards to informational texts.					
Refer to FSPS Ongoing CCSS Grade 4 CC.RF.4.3a Use combined knowledge of a morphology (e.g., roots & affixes) to read accura CC.L.4.2d Spell grade-appropriate words correctly S (Basic) unused, refresh, dislike, replace, un unload, recall, displease, unev (Review) reuse (Challenge) disband, re	Spelling for CC.RF.4.3a and CC all letter-sound correspondence ately unfamiliar multisyly, consulting references pelling Words: appaid, redo, disorder, uen, rebuild, restart, ur, unfair, rewrite, unclearrange, discontinue,	ondences, syllabication labic words in context as needed. unplanned, distrust, ncover, untidy, discolar, untie	n patterns, & t & out of context.	J – L 18 Recognizing Prefixes re-, un-, dis- Spelling: Prefixes re-, un-, dis-	 T183 Decoding	T199 Weekly Decoding Test 18.11-18.12 T189 Spelling Assessment
(Basic) colorful weakness movement en clumsiness pavement pe (Review	eaceful fondness neat v) statement wasteful ge) penniless treatmer	ness speechless	J - L 19 More Common Suffixes Spelling: Suffixes	 T255 Decoding	T271 Weekly Decoding Test 19.8-19.19 T261 Spelling Assessment	
CC.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.4.1b Form and use progressive verb tenses (e.g. I was walking; I am walking; I will be walking)	I will form and use progressive verb tenses.	Form Progressive verb tenses	http://languagea rts.pppst.com/in dex.html MM2-3 MM4-5 MI EE	Review Progressive Verb Tenses	Teacher Selected Materials for C	Grammar Study

	FORT SMITH PUBL	IC 2CHOOL2 - GR	ADE 4 Curriculur	n: Literacy & integra	ited Content IVI3 – WEEK 5-6
CC.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.4.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	I will use modal auxiliary verbs.	Auxiliary	http://languagea rts.pppst.com/in dex.html MM2-3 MM4-5 MI EE	Modal Auxiliaries	Teacher Selected Materials for Grammar Study
	Writing				
CC.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CC.W.4.2.a Introduce a topic clearly & group related information in paragraphs & sections;	I will introduce a topic and group related information in paragraphs and	Topic Paragraphs Sections Formatting Illustrations Multimedia	Is That a Fact? NCL: p. 59, 60, 62, 76 NCL: Lesson p. 95, Appendix P		Refer to <i>Journeys</i> Lessons 21-22, 24-25
include formatting (e.g. headings), illustrations,	paragraphs and sections.	Comprehension	(T)		Analytical Inform/Explain
& multimedia when useful to aiding comprehension.	 I will use formatting, 	Comprehension			7 than y thou in the Explain
comprehension.	illustrations, and				*short research writing product
	multimedia to aid				*compare & contrast paragraph
20 11 1 1 1 1 1 1 1 1 1 1	comprehension.	F	I. That a FaulO		compare a commact paragraph
CC.W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information & examples related to the	I will use facts, definitions, concrete details,	Facts Definitions Concrete details	Is That a Fact? NCL: p. 69, 91, 99, 101		Text Types & Purposes W.4.2
topic.	quotations, or	Quotations Topic	,		VV.4.2
	other information				Research to Build & Present Knowledge
	and examples to				<u>W.4.7</u>
	develop the topic.	DI	1 71 1 5 10		W.4.8
CC.W.4.2c Link ideas within categories of information using words and phrases (e.g.,	I will use words and phrases to	Phrases Categories	Is That a Fact? NCL		
another, for example, also, because).	link ideas within	Categories	NOL		
and the state of t	categories of				
	information.				
CCW 4.2d Hos procing languages and describe	Leadil are a constant	Dro -!	In That a Factor		
CC.W.4.2d Use precise language and domain- specific vocabulary to inform about or explain the	I will use precise words and	Precise Inform	Is That a Fact? NCL		
topic.	vocabulary to	Explain			
·	inform or explain a	F			
	topic.				
CC.W.4.2e Provide a concluding statement or	• I will use a	Concluding	Is That a Fact?		
section related to the information or explanation	conclusion	Statement	NCL		
presented.	statement in my writing.				

				m = moraej a magratoa comem	
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.	Conduct Research projects Topic	20 great research websites http://askatechte acher.wordpress .com/2009/11/02 /20-great- research- websites-for- kids/ Squidoo http://www.squid oo.com/k12inter activeresearch (T) LC: Book 3, p. 161-165	NetTracker http://www.nettrekker.com/us http://www.fortsmithlibrary.org/ Squidoo http://www.squidoo.com/k12interactiveresearch (T)	
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 recall information from experiences or gather information from print and digital sources. I will take notes and categorize information. I will provide a list of sources. 	Recall Experiences Gather Print sources Digital sources Categorize	CT: Book 6, Lesson 22, pg. 2-13		

FORT SMITH PUBLIC SCHOOLS - GRADE 4 CURICU						IVI3 – WEEK /
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
	Т	eacher-Selected Read Aloud and Resources				
CC.RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	I will refer to structural elements to explain major differences among poems, drama, and prose.	Structural elements Poems Drama Prose	GRW: p. 444 (T) GRW: p. 410-422 WP: p. 35-36 (T)	·	(Integrate Author Study/Poetry)	
CC.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	I will compare and contrast the point of view of different stories, including the difference between first- and third-person narrations.	Compare Contrast Point of view First-person narrations Third-person narrations	<i>GRW</i> : p. 397 (T)			
	Spelling			<mark>J – L 20</mark>	T331 Decoding	T347
Refer to FSPS Ongoing CCSS Grade A CC.RF.4.3a Use combined knowledge of morphology (e.g., roots & affixes) to read a CC.L.4.2d Spell grade-appropriate words correspond (Basic) million collect lumber pepper	all letter-sound correspond accurately unfamiliar muncontext. ctly, consulting references coelling Words:	ondences, syllabicat Itisyllabic words in s as needed.	tion patterns, & context & out of	VCCV Pattern and Word Parts Spelling: Words with VCCV Pattern	J – L 20 Detailed Spelling Plan T188-T189 Day 1: (Pretest) PB: p. 232 Day 2: Word Sort PB: p. 233 Day 3: Word Families Day 4: Connect to Writing PB: p. 234 Day 5: Assessment	Weekly Decoding Test 20.8-20.9 T337 Spelling Assessment
(Review) engine	e picture survive (Challe	nae) seldom effort				
(Constitution) on grant	Grammar	3.,		J – L 20	Teacher Selected Materials for Gra	ammar Study
CC.L.4.1 Demonstrate command of the conventions of standard English grammar & usage when writing or speaking. CC.L.4.1a Use relative pronouns (who, whose, whose, whom, which, that) and relative adverbs (where, when, why).	I will adverbs correctly.	Adverbs	http://languageart s.pppst.com/inde x.html MM2-3 MM4-5 MI EE	Abbreviations Capitalization	Refer to <mark>J-L21</mark> for resour	,
	Writing				Refer to Journeys	
CC.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CC.W.4.2.a Introduce a topic clearly & group related information in paragraphs &	I will introduce a topic and group related information in paragraphs and	Topic Paragraphs Sections Formatting	Is That a Fact? NCL: p. 59, 60, 62, 76 NCL: Lesson p. 95, Appendix P		Lessons 21-22, 24-25	

				ini. Elleracy & integrated Content Wis – WEEK 7
sections; include formatting (e.g. headings),	sections.	Illustrations	(T)	Analytical Inform/Explain
illustrations, & multimedia when useful to	 I will use formatting, 	Multimedia		
aiding comprehension.	illustrations, and	Comprehension		*short research writing product
	multimedia to aid	·		
	comprehension.			*compare & contrast paragraph
CC.W.4.2.b Develop the topic with facts,	I will use facts,	Facts	Is That a Fact?	
definitions, concrete details, quotations, or	definitions, concrete	Definitions	<i>NCL:</i> p. 69, 91,	
other information & examples related to the	details, quotations,	Concrete details	99, 101	Text Types & Purposes
topic.	or other information	Quotations	,	W 4.0
topic.		Topic		W.4.2
	and examples to	Topic		
	develop the topic.	DI.		Research to Build & Present Knowledge
CC.W.4.2c Link ideas within categories of	 I will use words and 	Phrases	Is That a Fact?	<u>W.4.7</u>
information using words and phrases (e.g.,	phrases to link ideas	Categories	NCL	W.4.8
another, for example, also, because).	within categories of			
	information.			
CC.W.4.2d Use precise language and	 I will use precise 	Precise	Is That a Fact?	
domain-specific vocabulary to inform about or	words and vocabulary	Inform	NCL	
explain the topic.	to inform or explain a	Explain		
	topic.			
CC.W.4.2e Provide a concluding statement	I will use a	Concluding	Is That a Fact?	
or section related to the information or	conclusion statement	Statement	NCL	
explanation presented.	in my writing.			
CC.W.4.7 Conduct short research projects	I will conduct short	Conduct	<i>LC</i> : Book 3, p.	20 great research websites
that build knowledge through investigation	research projects to	Research	161-165	http://askatechteacher.wordpress.com/2009/11/02/20-great-research-websites-for-kids/
of different aspects of a topic.		projects	101 100	Squidoo http://www.squidoo.com/k12interactiveresearch (T)
or different aspects or a topic.	build knowledge	Topic		NetTracker http://www.nettrekker.com/us
OOW 40 Decall relevant later westland from	about a topic.	·	<i>CT:</i> Book 6,	http://www.fortsmithlibrary.org/
CC.W.4.8 Recall relevant information from	I will recall	Recall		Squidoo http://www.squidoo.com/k12interactiveresearch (T)
experiences or gather relevant information	information from	Experiences	Lesson 22, pg. 2- 13	THE PROPERTY OF THE PROPERTY O
form print and digital sources; take notes	experiences or	Gather	13	
and categorize information, and provide a	gather information	Print sources		
list of sources.	from print and digital	Digital sources		
	sources.	Categorize		
	I will take notes and			
	categorize			
	information.			
	I will provide a list of			
	sources.			

FORT SMITH PUBLIC SCHOOLS – GRADE 4 Curriculum: Literacy & Integrated Content

M4 – WEEK 1-3

	Literacy & integrat	VI4 – WEEK 1-3				
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehe	ension: Extended Text S					
 Teacher may choose standards that be Refer to FSPS Extended Text Study Co Refer to FSPS Vocabulary Instruction O 	riteria	xt study genre.		Tea	cher-selected Materials for Extended Text S Refer to Year at a Glance for Standards	ludy
Key Ideas & Details RI.4.3					Text & Graphic Features Question	
Craft & Structure RI.4.6					Sequence of Events Analyze/Evaluate	
Integration of Knowledge & Ideas RI.4.7 RI.4.9 Research to Build & Present Knowledge W.4.9b					Cause/Effect Analyze/ Summarize	
CC.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened & why, based on specific information in the text.	I will explain events, procedures, ideas or concepts in an informational text using specific information in the text.	Explain Events Procedures Informational text Specific	<i>STW-2:</i> p. 171-178; p. 210			
CC.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.	I will describe the differences in focus and the information provided when comparing and contrasting a firsthand and secondhand account of the same event or topic.	Describe Focus Compare Contrast Firsthand account Secondhand	<i>GRW</i> : p. 397 (T)			

	FURT SWITTI PUBL	IC SCHOOLS - G	RADE 4 Curriculum:	Literacy & integrat	ea Content	/14 – WEEK 1-3
CC.RI.4.7 Interpret information presented	 I will interpret 	Interpret	GRW : p.403 (T)			
visually, orally, or quantitatively (e.g., in charts,	information	Visual	<i>STW-1</i> : p. 117-121			
graphs, diagrams, time lines, animations, or	presented visually,	information	(T)			
interactive elements on Web pages) and	orally, or	Oral information	CT: Book 2, Lesson			
explain how the information contributes to an	quantitatively.	Quantitative	4, p. 2; Book 4,			
understanding of the text in which it appears.	 I will explain how 	information	Lesson 13, p. 44			
	the information	Text				
	contributes to my					
	understanding of					
	the text.					
CC.RI.4.9 Integrate information from two texts	I will integrate	Integrate	CT: Book 6, Lesson	Integrate Writing		
on the same topic in order to write or speak	information from two	Topic	22, p. 2			
about the subject knowledgeably.	texts on the same	Subject	GRW: Appendix 34			
	topic.					
CC.W.4.9b Apply grade 4 Reading standards	I will apply grade	Standards	LC: Book 5			
to informational texts (e.g., "Explain how an	4 Reading	Informational				
author uses reasons and evidence to support	standards to	texts				
particular points in a text").	informational texts.					
	Spelling			<mark>J – L 21</mark>	T41 Decoding	T57
Refer to FSPS Ongoing CCSS Grade					J – L 21Detailed Spelling Plan	Weekly Decoding
CC.RF.4.3a Use combined knowledge of all le				VCV Pattern and	T118-T119	Test
(e.g., roots & affixes) to read accurately				Word Parts	Day 1: Teach the Principle/Pretest	21.6-21.7
CC.L.4.2d Spell grade-appropriate	•	ng references as nee	ded.		PB: p. 244	21.0 21.7
	Spelling Words:			Spelling:	• Day 2: Word Sort PB : p. 245	T47 Spelling
(Basic) event, humor, rapid, music, relief,	planet, detail, unite, fi	rozen, figure, siren	, polite, hotel,	Words with VCV	Day 3: Word Families	Assessment
protest, punish, defe	end, relay, habit, stude	nt, moment		Pattern	 Day 4: Connect to Writing PB: p. 246 	Assessificial
(Review) alive	, open, orange, begin, f	forest			Day 5: Assessment	
(Challenge) rumo	or, jealous, license, ima	ge, rival			24) 0.763033mon	
	'			<mark>J – L 22</mark>	T113 Decoding	T205
	Spelling Words:			Syllable Patterns	J – L 22 Detailed Spelling Plan T190-	Weekly Decoding
(Basic) dentist, final, finish, narrow, sh		ollow, divide, famo	ous, recent, silver,	and Word Parts	T191	Test
	ner, minus, minute, valu				Day 1: Teach the Principle/Pretest	
	in, enough, market, pe			Spelling:	PB: p. 256	23.10-23.11
	it, secure, standard, fro			Words with VCCV	 Day 2: Word Sort PB: p. 257 	T10E Challing
(Challenge) decer	it, secure, standard, IFC	milier, stampede		Pattern	Day 2: Word Sort PB. p. 237Day 3: Word Families	T195 Spelling
					1	Assessment
					Day 4: Connect to Writing PB: p. 258Day 5: Assessment	
					•	

Spelling Words:				Literacy & integral	eu Content IV	14 - WEEK 1-3
(Basic) poster, secret, whether, author clothing, apron, whiskers, degree, gather b (Challenge) regre	J - L 23 Difficult VCCV Patterns Spelling: Words with VCCV Pattern	 T189 Decoding J - L 23 Detailed Spelling Plan T194-T195 Day 1: Teach the Principle/Pretest PB: p. 268 Day 2: Word Sort PB: p. 269 Day 3: Word Families Day 4: Connect to Writing PB: p. 270 Day 5: Assessment 	T199 Weekly Decoding Test 18.11-18.12 T189 Spelling Assessment			
	Grammar					
CC.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.4.1g Correctly use frequently confused words (e.g., to, too, two; there, their).	I will correctly use homonyms.	Homonyms	http://languagearts.pppst .com/index.html MM2-3 MM4-5 MI EE	Frequently Confused Words		
CC.L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. CC.L.4.3b Choose punctuation for effect.	I will choose punctuation for effect.	Punctuation Effect	http://www.languagearts.pppst.com/sentencevariety.html TAW: p. 62-72 (revision) (T) CL NCL MI LC: Book 6, Lesson 13 & 14, p. 175 & 187	Punctuation for Effect	Teacher Selected Materials for Gra	mmar Study
CC.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.	I will use commas and quotation marks to mark direct speech and quotations from a text. Writing	Direct speech Quotations	http://grammar.ccc.com mnet.edu/grammar/powe rpoint.htm MI TP MM2-3 MM4-5 WP: p.52-53 (dialogue)	J – L 23 Review Quotations Direct Speech		
CC.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CC.W.4.2.a Introduce a topic clearly & group related information in paragraphs & sections; include formatting (e.g. headings), illustrations, & multimedia when useful to aiding comprehension.	I will use formatting, illustrations, and multimedia to aid comprehension.	Topic Paragraphs Sections Formatting Illustrations Multimedia Comprehension	Is That a Fact? NCL: p. 59, 60, 62, 76 NCL: Lesson p. 95, Appendix P (T)		Refer to Journeys Lessons 21-22, 24-25 Analytical Inform/Explain *Cause/Effect	

				Literacy & Integrated Content M4 – WEEK 1-3
CC.W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information & examples related to the topic.	I will use facts, definitions, concrete details, quotations, or other information and examples to develop the topic.	Facts Definitions Concrete details Quotations Topic	Is That a Fact? NCL: p. 69, 91, 99, 101	Text Types & Purposes W.4.2 Production/Distribution W.4.5 W.4.6 L.4.5c
CC.W.4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	I will use words and phrases to link ideas within categories of information.	Phrases Categories	Is That a Fact? NCL	
CC.W.4.2d Use precise language and domain- specific vocabulary to inform about or explain the topic.	I will use precise words and vocabulary to inform or explain a topic.	Precise Inform Explain	Is That a Fact? NCL	
CC.W.4.2e Provide a concluding statement or section related to the information or explanation presented.	I will use a conclusion statement.	Concluding Statement	Is That a Fact? NCL	
CC.W.4.5 With guidance & support from peers & adults, develop & strengthen writing as needed by planning, revising, & editing.	I will use guidance from peers and adults to plan, revise and edit.	Guidance Peers Revise Edit	GRW: p. 63-66 (T); p. 77-80 WP: p. 19-20 (T) LC: Book 1, p. 37- 45; p. 169-173	
CC.W.4.6 With some guidance and support from adults, use technology, including the Internet, 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.	I will demonstrate command of keyboarding skills to type one page in a single sitting.	Technology Publish Interact Collaborate Command Keyboarding skills Sitting	Tikatot http://www.tikatok.c om/ Storybird http://storybird.com/	Writing with Writers/Scholastic http://teacher.scholastic.com/writewit/ Stonesoup http://www.stonesoup.com/ (T) Read, Write, Think http://tenkely.org/Read Write Think.html (T)
CC.L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).and metaphors.	I will demonstrate understanding of words by relating them to their antonyms and synonyms.	Antonyms Synonyms	http://www.readwritethink.org/ http://www.readworks.org/ GRW: (figurative language) WP: p. 45 (figurative language)	

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
	iteria	ions		Te	eacher Selected Materials for Research Connect Refer to Year at a Glance for Standards Key Details Describing Compare/Contrast Drawing Conclusions	tions
CC.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	 I will determine the main idea of a text and explain how it is supported by key details. I will summarize informational text. 	Main idea Text Explain Key details Summarize Informational text	CT: Book 5, Lesson 21, p. 56, Book 6, Lesson 24, p. 24 STW: p. 166 (T) NRP: p. 90-91			
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.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	I will explain how an author uses reasons and evidence to support particular points in a text.	Explain Reasons Evidence	<i>STW-2</i> : p.166-169			
CC.W.4.9b Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	I will apply grade 4 Reading standards to informational texts.	Standards Informational texts	LC: Book 5			1
	Spelling			<mark>J – L 24</mark>	T331 Decoding	T277

	FORT SMITH PUBLIC	C SCHOOLS – G	RADE 4 Curriculum	: Literacy & Integr	rated Content N	Л4 – WEEK 4-5
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) hundred, supply, single, middle, explain, surprise, pilgrim, sandwich, instead, complete, monster, settle, address, farther, sample, although, turtle, athlete, orchard, kingdom (Review) daughter, neighbor, children, pumpkin, uncle (Challenge) fortress, instant, exclaim, mattress, sculptor				VCCCV Pattern Spelling: Words with VCCV Pattern	J-L 24 Detailed Spelling Plan T336- T337 Day 1: Teach the Principle/Pretest PB: p. 280 Day 2: Word Sort PB: p. 281 Day 3: Word Families Day 4: Connect to Writing PB: p. 282 Day 5: Spelling	Weekly Decoding Test 24.8-24.9 T267 Spelling Assessment
Spelling Words: (Basic) idea, lion, usual, radio, liar, poem, India, piano, January, quiet, poet, science, diary, violin, period, February, cereal, video, meteor, rodeo (Review): giant, lesson, program, quart, problem (Challenge) variety, gradual, geography, diagram, punctuate				J – L 25 VV Pattern Spelling: Words with VV Pattern	 T331 Decoding J - L 25 Detailed Spelling Plan T336- T337 Day 1: Teach the Principle/Pretest PB: p. 292 Day 2: Word Sort PB: p. 293 Day 3: Word Families Day 4: Connect to Writing PB: p. 294 Day 5: Spelling Assessment 	T347 Weekly Decoding Test 25.8-25.10 T337 Spelling Assessment
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) WP: p. 45 (figurative language) LC: Book 6, Lesson 13, p. 175	Similes & Metaphors	Teacher Selected Materials for Gran	nmar Study
CC.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons & information. CC.W.4.1a. introduce a topic or text clearly, state an opinion, & create an organizational structure in which related ideas are grouped to support the writer's purpose.	Writing ■ I will introduce a topic or text, state an opinion, and create an organizational structure that supports my purpose.	Topic Text Opinion Organizational structure Purpose	Using Supporting Details & Examples, p. 62 (T) Is That a Fact?, p. 163 (T) NCL: Appendix R (T) LC: Writing Unit 3-	Note 101313 Willing Chicha E		

	FURT SWITH PUBLI	C 3CHOOL3 - G	RADE 4 Cumculum	: Literacy & Integrated Content	M4 – WEEK 4-5
			5, Lesson, 6, p. 71, Lesson 7, p. 83	Text Types & Purposes	
			<i>MM4-5:</i> p. 140	W.4.1	
			NCL : p. 58, p.59, p.60		
CC.W.4.1b. Provide reasons that are supported by facts & details.	I will provide reasons that are supported by facts and details.	Reasons Facts Details	Using Supporting Details & Examples, p. 62 (T) Is That a Fact?, p. 163 (T) NCL: Appendix R (T) WBT: Chapter 130-146	Research to Build & Present Knowledge W.4.7 W.4.8	
CC.W.4.1c. Link opinion & reasons using words and phrases.	I will use words and phrases to link my opinion and reasons.	Phrases Opinion Reasons	Details & Examples, p. 62 (T) Is That a Fact?, p. 163 (T) NCL: Appendix R (T) LC: Book 3, Lesson 15 p. 183 MM4-5: p. 155		
CC.W.4.1d. Provide a concluding statement or section related to the opinion presented.	I will provide a concluding statement or section.	Concluding statement Concluding section	Using Supporting Details & Examples, p. 62 (T) Is That a Fact?, p. 163 (T) NCL: Appendix R (T) LC: Book 3, Lesson 16, p. 195		
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.	Conduct Research projects Topic	LC: Book 3, p. 161-165	20 great research websites http://www.squidoo.com/k12interactiveresearch (T) NetTracker http://www.nettrekker.com/us	s.com/2009/11/02/20-

FORT SMITH PUBLIC SCHOOLS – GRADE 4 Curriculum: Literacy & Integrated Content M4 – WEEK 4-5								
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. 	Recall Experiences Gather Print sources Digital sources Categorize sources	CT: Book 6, Lesson 22, pg. 2- 13	http://www.fortsmithlibrary.org/ Squidoo http://www.squidoo.com/k12interactiveresearch (T)				

	FURT SWILLIN PUBLIC		ADE + Carriculani	. Literacy & integrat		14 - WEEK 0-7
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
	Comprehension					(OPTIONAL)
			I	<u>Fluency</u>	T230-T231	T274 Weekly
CC.RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	I will refer to structural elements to explain major differences among poems, drama, and prose.	Structural elements Poems Drama Prose	GRW: p. 444 (T) GRW: p. 410-422 WP: p. 35-36 (T)	J – L 14 Skill: Text and Graphic Features Strategy:	 Target Skill: Text & Graphic Features CLLG: p. 67 Target Vocabulary T231 Main Selection "The Life & Times of the Ant"T238-T251 CLLG: p.66 Introduce: Text & Graphic Features; Question T236- 	Tests 14.4-14.5
CC.RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	I will make connections between the texts, identifying where each version	Compare Contrast Point of view First-person narrations	RP: p. 99-113 (T) CT: Extend and Investigate, p. 120-124	Question Genre: Informational	 T237 Projectable 14.2 PB: p. 157 Projectables 14.3a, 14.3b Stop & Think T243, T245, T247 Deepen Comprehension: Text & Graphic Features T256-T257 	
directions in the text.	reflects specific I hird-p	Third-person narrations		Essential Question: How do illustrations make a text interesting	 Projectable 14.4 (Column Chart: Text & Graphic Features) PB: p. 158 AL: text features, graphic features, boldface print Connection To "The Dove and the Ant" T252-T255 MC: T255 CLLG: p. 67 	
	Vocabulary			<u>Targeted</u>	J – L 14 Introduce VocabularyT232-	(OPTIONAL)
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.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	I will use context as a clue to the meaning of a word or phrase.	Context Clue Phrase	http://dictionary.re ference.com/ WTW: p.253 & 265 BWL WJ: Chapter 7	Vocabulary & Strategies J - L 14 STRATEGY: Suffixes -able ,-ible WORD CARDS Cards 131-140 TARGET VOCABULARY social, exchanges, excess, reinforce, storage, transport, chamber, scarce, obstacles, transfer	T233 Develop Background "Wicked Wind"T230-T231" The Amazing Ant"T234-T235 Vocabulary Strategies T260-T261 Suffixes –able, -ible Projectable 14.5 • PB: p. 159 AL: suffix	T274 Weekly Tests 14.2-14.3

	FORT SMITH PUBLI	: Literacy & Integrat	14 – WEEK 6-7			
Refer to FSPS Ongoing CCSS Grade 4 CC.RF.4.3a Use combined knowledge of morphology (e.g., roots & affixes) to read accur CC.L.4.2d Spell grade-appropriate w (Basic) enter, banner, sugar, shower, motor, colla actor, polar (Review) river, (Challenge) calen	J - L 26 Common Final Syllables Spelling: Final Schwa + /r/	 T255 Decoding J - L 26 Detailed Spelling PlanT260-T261 Day 1: Teach the Principle (Pretest) PB: p.220 Day 2: Word Sort PB: p. 221 Day 3: Word Families Day 4: Connect to Writing PB: p. 222 Day 5: Spelling Assessment 	T271 Weekly Decoding Test 19.6-19.7 T261 Spelling Assessment			
CC.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.	I will use commas and quotation marks to mark direct speech and quotations from a text.	Direct speech Quotations	http://grammar.cc c.commnet.edu/gr ammar/powerpoin t.htm MI TP MM2-3 MM4-5 WP: p.52-53 (dialogue)	J-L24 Review Commas: Coordination Conjunction	Teacher Selected Materials for Grammar Study Refer to <mark>J-L24</mark> for resources	
	Writing		(dialogue)			
CC.W.4.5 With guidance & support from peers & adults, develop & strengthen writing as needed by planning, revising, & editing.	I will use guidance from peers and adults to plan, revise and edit.	Guidance Peers Revise Edit	GRW: p. 63-66 (T); p. 77-80 WP: p. 19-20 (T) LC: Book 1, p. 37-45; p. 169-173	Review & Analyze Writing Prompts and Purpose Production/ Distribution W.4.5		
CC.W.4.6 With some guidance and support from adults, use technology, including the Internet, 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.	I will demonstrate command of keyboarding skills to type one page in a single sitting.	Technology Publish Interact Collaborate Command Keyboarding skills Sitting	Tikatot http://www.tikatok .com/ Storybird http://storybird.co m/	Writing with Writers/Scholastic http://teacher.scholastic.com/writewit/ Stonesoup http://www.stonesoup.com/ (T) Read, Write, Think http://tenkely.org/Read_Write_Think.html (T)		

Reference FSPS Year at a Glance Week 3: Placeholder week for State Assessment Testing: The actual placement of this week will be determined by each school.							
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS	
	Comprehension			Comprehension/	Read Aloud	(OPTIONAL)	
CC.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	I will determine the theme of a story, drama, or poem using details in the text. I will summarize a story, drama, or poem.	Theme Story Drama Poem Details Text	TDC: p. 19-22 (T) GRW: p. 361- 362 (T) STW-2: p. 188- 190 CT: Book 4, Lesson 15, p. 56 RP: p. 99-113 (T) CT: Extend and Investigate, p. 120-124	Fluency J - L 15 Skill: Author Purpose Main Ideas & Details Strategy: Compare/Contrast Monitor/Clarify Genre:	J – L 15 "Forests Are Forever" T304-T305 Target Skill: Main Ideas & Details CLLG: p. 69 Target Vocabulary T305 Main Selection "Ecology for Kids" T312-T323 Genre: Informational Text CLLG: p. 68 Introduce: Main Ideas & Details; Monitor/Clarify T310-T311 Projectable 15.2 (Main Idea & Details;	T346 Weekly Test 15.4-15.5	
CC.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	 I will determine the main idea of a text and explain how it is supported by key details. I will summarize informational text. 	Main idea Text Explain Key details Summarize Informational text	CT: Book 5, Lesson 21, p. 56, Book 6, Lesson 24, p. 24 STW: p. 166 (T) NRP: p. 90-91	Informational Essential Question: How do details help you understand the	 Monitor/Clarify) PB: p. 169 Projectables 15.3a, 15.3b (Web: Main Idea & Details) Stop & Think T315, T317, T319 Deepen Comprehension: Infer Main Ideas & Details T328-T329 Projectable 15.4 (Web: Main Idea and Details) 		
CC.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	I will compare and contrast the point of view of different stories, including the difference between first- and third-person narrations.	Compare Contrast Point of view First-person narrations Third-person narrations	<i>GRW</i> : p. 397 (T)	main idea?	 PB: p. 170 AL: main idea, supporting details, infer Connect To "Wonderful Weather" T324-T327 Genre: Poetry MC: T327 CLLG: p. 69 		
CC.RI.4.6 Compare & contrast the point of view from which different stories are narrated, including the difference between first-& third-person narrations.	• I will compare and contrast the point of view of different stories, including the difference between first- and third-person narrations.	Compare Contrast Point of view First-person narrations Third-person narrations	<i>GRW</i> : p. 397 (T)				

CC.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, & traditional literature from different cultures. 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 compare and contrast themes, topics, and patterns of events in stories, myths, and traditional literature from different cultures. I will integrate information from two texts on the same topic to write or speak about the subject.	Compare Contrast Themes Topics Patterns of events Stories Myths Traditional literature Cultures Integrate Texts Topic Subject	<i>TDC:</i> p. 143-146 <i>CT:</i> Book 6, Lesson 22, p. 2 <i>GRW:</i> Appendix 34			
Refer to FSPS Ongoing CCSS Grade ACC.RF.4.3a Use combined knowledge of morphology (e.g., roots & affixes) to read accur CC.L.4.2d Spell grade-appropriate words correct (Basic) Words: title, towel, battle, pedal, metal, tangle, ankle, (Review) cir (Challenge) cance	J - L 27 More Final Syllables Spelling: Final Schwa /l/	 T113 Decoding J – L 27 Detailed Spelling Plan T118-T119 Day 1: Teach the Principle (Pretest) PB: p. 256 Day 2: Word Sort PB: p. 257 Day 3: Word Families Day 4: Connect to Writing PB: p. 258 Day 5: Spelling Assessment 	T129 Weekly Decoding Test 22.6-22.7 T119 Spelling Assessment			
(Basic) library, another, hospital, example imagine, camera, potato, remer (Review) unluck (Challenge) intern	J – L 28 Stress in Multi- Syllable Words Spelling: Three Syllable Words	 T119 Decoding	T133 Weekly Decoding Test 28.10-28.111 T125 Spelling Assessment			

	Grammar				
CC.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CC.L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.	I will recognize and explain the meaning of common idioms, adages, and proverbs.	Common idioms Adages Proverbs	http://www.readwritet hink.org/ http://www.readworks .org/ GRW: (figurative language) WP: p. 45 (figurative language) LC: Book 6, Lesson 13, p.	Common Idioms, Adages, and Proverbs	Teacher Selected Materials for Grammar Focus
	Writing				
CC.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CC.W.4.3a Orient the reader by establishing a situation & introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	I will establish a situation, introduce a narrator and/or characters, and organize an event sequence.	Establish Situation Introduce Narrator Characters Organize Event Sequence	Raising the Quality of Narrative Writing (T) Writing Fiction; Big Dreams, Tall Ambitions (T) LC: Book 4, p. 59, 85,115 CL: p. 61, 62, 63 LC: Raising the Quality of Narrative Writing, p. 69		Refer to Journeys Lessons 1-4, 9-10,16-20 Narrative *story starter prompts Refer to FSPS Writing Criteria A,B Text Types & Purposes
CC.W.4.3b Use dialogue and description to develop experiences and events or show	I will use dialogue and description to	Dialogue Description	Raising the Quality of Narrative Writing		
the responses of characters to situations.	develop events and	Events	(T) Writing Fiction;		<u>W.4.3</u>
	characters.	Characters	Big Dreams, Tall Ambitions (T)		Production/ Distribution
			<i>LC:</i> Writing Fiction, Big		W.4.5
			Dreams p. 27, 43, 73 <i>CL:</i> p. 48, 53,		W.4.6
CC.W.4.3c Use a variety of transitional	I will use transitional	Transitional	55 <i>MM4-5:</i> p.		L.4.4c
words and phrases to manage the	words and phrases to	words	74,155		
sequence of events.	manage the sequence of events	Transitional phrases			

CC.W.4.3d Use concrete words & phrases & sensory details to convey experiences & events precisely.	I will use concrete words and phrases and sensory details.	Concrete words Concrete phrases Sensory details	Raising the Quality of Narrative Writing (T) Writing Fiction; Big Dreams, Tall Ambitions (T) CL: p. 68, 69, 70, 71	
CC.W.4.3e Provide a conclusion that follows from the narrated experiences or events	I will provide a conclusion.	Conclusion	Raising the Quality of Narrative Writing (T) Writing Fiction; Big Dreams, Tall Ambitions (T) LC: Book 4, p. 133 LC: Raising the Quality, Book 2, p. 137 CL: p. 70, 71, 103	
CC.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	I will use guidance from peers and adults to plan, revise, and edit.	Guidance Peers Revise Edit	GRW: p. 63-66 (T); p. 77-80 WP: p. 19-20 (T) LC: Book 1, p. 37-45; p. 169- 173	Writing with Writers/Scholastic http://teacher.scholastic.com/writewit/Stonesoup http://www.stonesoup.com/ (T) Read, Write, Think http://tenkely.org/Read Write Think.html (T)
CC.W.4.6 With some guidance and support from adults, use technology, including the Internet, 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.	I will demonstrate command of keyboarding skills to type one page in a single sitting.	Technology Publish Interact Collaborate Command Keyboarding skills Sitting	Tikatot http://www.tikato k.com/ Storybird http://storybird.c	
CC.L.4.4c 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.	I will determine the meaning or pronunciation of a word by consulting reference materials.	Determine Pronunciation Consulting Reference materials	http://dictionary.r eference.com/ WTW: p.253 & 265 BWL WJ: Chapter 7	

W-3 State Assessments

FORT SMITH PUBLIC SCHOOLS – GRADE 4 Curriculum: Literacy & Integrated Content							
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS	
(Comprehension			Comprehension/	Read Aloud <mark>J – L 24</mark>	(OPTIONAL)	
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. CC.RI.4.6 Compare & contrast the point of view from which different stories are narrated, including the difference between first-& third-person narrations.	I will explain events, procedures, ideas or concepts in an informational text and using specific information in the text. I will compare and contrast the point of view of different stories, including the difference between	Explain Events Procedures Informational text Specific Compare Contrast Point of view First-person narrations Third-person	<i>STW-2</i> : p. 171-178; p. 210	Fluency J - L 24 Skill: Cause/Effect Strategy: Summarize Genre: Narrative Nonfiction	"New Friends in the Newsroom" T234-T235 Target Skill: Compare/Contrast CLLG: p. 87 Target Vocabulary T235 Main Selection "Owen and Mzee" T242-T252 Genre: Narrative Nonfiction CLLG: p. 86 Introduce: Compare/Contrast and Analyze/Evaluate T240-241 Projectable 24.2 (Compare and	T276 Weekly Test 24.4-24.5	
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.	first- and third-person narrations. I will interpret information presented visually, or ally, 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		Contrast, PB : p. 277 Projectables 24.3a, 24.3b (Venn Diagram: Compare and Contrast) Stop & Think T245, T249, T251 Deepen Comprehension: Analyze Compare and Contrast T258-T259 Projectable 24.4 PB: p. 278 AL: analyze, evaluate Connect To"Sea Sanctuary" T254-T257 Genre: Play MC: T257 CLLG: p. 87		
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) half, comb, mortgage, honor, fasten, kneel, wreath, calm, answer, handsome, wrinkle, listen, fetch, yolk, climb, honest, knuckle, plumber, limb, folktale (Review) talk, knife, wrong, knock, hour (Challenge): tomb, glisten, design, hasten, wrestle				J – L 29 Words with Silent Consonants Spelling: Words with Silent Consonants	 T165 Decoding J - L 29 Detailed Spelling Plan T170-T171 Day 1: Teach the Principle/Pretest PB: p. 328 Day 2: Word Sort PB: p. 329 Day 3: Word Families Day 4: Connect to Writing PB: p. 330 Day 5: Spelling Assessment 	T179 Weekly Decoding Test 29.6-29.7 T171 Spelling Assessment	

	FORT SMITH P	PUBLIC SCHOOLS	5 – GRADE 4 Curri	iculum: Literacy & Integ	rated Content N	/15 – WEEK 4-5
FORT SMITH PUBLIC SCHOOLS – GRADE 4 Curric 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				J – L 30 Unusual Spellings Spelling: Unusual Spellings	 T211 Decoding J - L 30 Detailed Spelling Plan T216=T217 Day 1: Teach the Principle/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 	T225 Weekly Decoding Test 30.6-30.7 T217 Spelling Assessment
CC.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CC.L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	I will demonstrate my understanding of words by relating them to their antonyms and to their synonyms.	Antonyms Synonyms	http://www.readwritet hink.org/ http://www.readworks .org/ GRW: (figurative language) WP: p. 45 (figurative language) LC: Book 6, Lesson 13, p.	Antonyms/Synonyms	Teacher Selected Materials for G	Grammar Focus
CC.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CC.W.4.2.a Introduce a topic clearly & group related information in paragraphs & sections; include formatting (e.g. headings), illustrations, & multimedia when useful to aiding comprehension. CC.W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information & examples related to the topic.	Writing I will introduce a topic and group related information in paragraphs and sections. I will use formatting, illustrations, and multimedia. I will use facts, definitions, concrete details, quotations, or other information and examples to	Topic Paragraphs Sections Formatting Illustrations Multimedia Comprehension Facts Definitions Concrete details Quotations Topic	Is That a Fact? NCL: p. 59, 60, 62, 76 NCL: Lesson p. 95, Appendix P (T) Is That a Fact? NCL: p. 69, 91, 99, 101		Refer to Journeys Lessons 23 Inform: Instruct *sequential paragraph Refer to FSPS Writing Criteria D Text Types & Purposes W.4.2	

	FORT SMITH P	PUBLIC SCHOOLS	- GRADE 4 Curr	iculum: Literacy & Integrated Content	M5 – WEEK 4-5
CC.W.4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	I will use words and phrases to link ideas within categories of information.	Phrases Categories	Is That a Fact? NCL	Production/ Distribution W.4.5 W.4.6	
CC.W.4.2d Use precise language and domain- specific vocabulary to inform about or explain the topic.	I will use precise words and vocabulary to inform or explain a topic.	Precise Inform Explain	Is That a Fact? NCL		
CC.W.4.2e Provide a concluding statement or section related to the information or explanation presented.	I will use a conclusion statement in my writing.	Concluding Statement	Is That a Fact? NCL		
CC.W.4.5 With guidance & support from peers & adults, develop & strengthen writing as needed by planning, revising, & editing.	I will use guidance from peers and adults to plan, revise and edit.	Guidance Peers Revise Edit	GRW: p. 63-66 (T); p. 77-80 WP: p. 19-20 (T) LC: Book 1, p. 37-45; p. 169- 173	Writing with Writers/Scholastic http://teacher.scholastic.stonesoup http://www.stonesoup.com/ (T) Read, Write, Think http://tenkely.org/Read_Write_Think.html	
CC.W.4.6 With some guidance and support from adults, use technology, including the Internet, 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.	I will use technology to produce and publish writing. I will use technology to interact and collaborate with others.	Technology Publish Interact Collaborate Command Keyboarding skills	Tikatot http://www.tikato k.com/ Storybird http://storybird.com/		

			_			M6 – WEEK 5
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
	Comprehension			<mark>J – L 19</mark>	J – L 19 Main Selection	(OPTIONAL)
CC.RI.4.3 Explain events, procedures,	 I will explain 	Explain	<i>STW-2:</i> p. 171-178; p.	<mark>J-L22</mark>	"Harvesting Hope"	T270 Weekly
ideas, or concepts in a historical, scientific,	events, procedures,	Events	210		T236-T246 Genre: Biography CLLG:	Test
or technical text, including what happened	ideas or concepts in	Procedures		and/or	p. 76	19.4-19.5
and why, based on specific information in	an informational text	Informational text		Teacher Selected	• Introduce: Persuasion T234-T235	17.1 17.0
the text.	and using specific	Specific		Read Aloud	Infer/Predict T234-T235,	
	information in the text.				• Projectable 19.2 PB: p. 217	
CC.RI.4.5 Describe the overall structure (e.g.,	 I will describe the 	Describe Structure	<i>GRW</i> : p. 402-404 (T)		Projectables 19.3a,19.3b	
chronology, comparison, cause/effect,	structure of events,	Informational text			• Stop & Think T239, T243, T245	
problem/solution) of events, ideas, concepts, or	ideas, concepts or				Stop & Hillik 1237, 1243, 1243	
information in a text or part of a text.	information in a text				J – L 22 Main Selection "I Could	
	or part of a text.				do That!"T94-T104 Genre:	
CC.RI.4.7 Interpret information presented	I will interpret	Interpret	<i>GRW:</i> p.403 (T)		Biography	
visually, orally, or quantitatively & explain how	information presented	Visual information	CTW 4 117 101 (T)		• CLLG: p. 82	
the information contributes to an	visually, orally, or	Oral information	<i>STW-1:</i> p. 117-121 (T)			
understanding of the text in which it appears.	quantitatively.	Quantitative	CT: Book 2, Lesson 4,		Introduce: Cause/Effect, Infor/Dradiet T03 T03	
	•I will explain how the	information	p. 2; Book 4, Lesson		Infer/Predict T92-T93	
	information	Text	13, p. 44		Projectable 22.2	
	contributes to my understanding of the		15, β. 44		• PB: p. 253	
	text.				Projectables 22.3a,	
CC.RI.4.9 Integrate information from two texts	I will integrate	Integrate	CT: Book 6, Lesson 22,	_	• Stop & Think T99,T101,T105	
on the same topic in order to write or speak	information from two	Texts	p. 2		Deepen Comprehension: Table T110	
about the subject knowledgeably.	texts on the same	Topic	GRW: Appendix 34		Cause and Effect T110-T111	
about the subject knowledgedbry.	topic to write or speak	Subject	The second		Projectable 22.4	
	about the subject.	,			PB: p. 254 AL: cause, effect	
CC.L.4.5 Demonstrate understanding of figurative	I will explain the	Explain	http://www.readwritethink.org/	1	MC: T109	
language, word relationships, and nuances in	meaning of simple	Similes Metaphors	http://www.readworks.org/			
word meanings.	similes and	'	GRW: (figurative			
CC.L.4.5a Explain the meaning of simple	metaphors.		language) <i>P:</i> p. 45			
similes and metaphors (e.g., as pretty as a	'		(figurative language)			
picture) in context.			LC: Book 6, Lesson			
			13, p. 175			
	<mark>J – L 30</mark>	T211 Decoding	T225			
Refer to FSPS Ongoing CCSS Grade 4 for CC.RF.4.3a and CC.L.4.2d when teaching spelling.				Review	<mark>J – L 30</mark> Detailed Spelling Plan	Weekly Decoding
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.				Unusual Spellings	T216=T217	Test 30.6-30.7
CC.L.4.2d Spell grade-appropriate words correct			OI COITEAL		• Day 1: Pretest PB : p. 337	
33.2. 1.24 Open grade appropriate words correct	ij, sonsaiting references a	5 1150 0 001				

						M6 – WEEK 5
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					 Day 2: Word Sort PB: p. 338 Day 3: Word Families Day 4: Connect to Writing PB: p. 339 Day 5: Spelling Assessment 	T217 Spelling Assessment
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).	Grammar • I will use grade appropriate Greek and Latin affixes and roots as clues to the meanings of words.	Greek Latin Affixes Roots	http://languagearts.ppps t.com/index.html MM2-3 MM4-5 MI EE	Greek and Latin Affixes and Roots	Teacher Selected Materials for	Grammar Study
		Refer to Journeys				
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.	Conduct Research projects Topic	LC: Book 3, p. 161-165	Lessons 21, 24-25 Research to Build and Present Knowledge Standards *brief notes *problem/solution paragraph		
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. 	Recall Experiences Gather Print sources Digital sources Categorize	CT: Book 6, Lesson 22, pg. 2-13		productiny solution paragraph	
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.ppps t.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)	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.fortsmithlibrary.org/ Squidoo http://www.squidoo.com/k12interactiveresearch (T)		