

FORT SMITH PUBLIC SCHOOLS 4th Grade Literacy: Year at a Glance 2015-2016

Dates	Module 1 Reading			Module 1 Writing			
	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected Read-Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing
FSPS READING FOCUS: Narrative				FSPS WRITING FOCUS: Narrative			
<i>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.</i>							
W-1 Aug. 17-21	Rules and Routines/Pre-Assessment Suggested Read-Aloud Teacher Selected Read-Aloud			Rules and Routines/Pre-Assessment Suggested Skills Review Schwa Sound (3 rd grade curriculum) Review Words that begin with 'a' or 'be' (3 rd grade curriculum)			
W-2 Aug. 24-28	Key Ideas & Details <u>RL.4.2</u> 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 a and Long a	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 <u>RL.4.2</u> 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 - L 2, J - L 3 Subjects & Predicates Kinds of Sentences L.4.1f J - L 4, J-L5 Simple/Compound Sentences Review Nouns L.4.1f	J - L 2 Open and Closed Syllables Words with Short/Long e J - L 3 VCCV Syllable Patterns Short i and Long i J - L 4 VCV and VCCV Short o and Long o	Text Types & Purposes <u>W.4.3</u> 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 <u>RI.4.2</u> 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 - L 5 Homophones Homophones J - L 6 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

Refer to *FSPS Literacy Moodle* for a list of Extended Text Study & Research Connections Resources

FSPS: Elementary Literacy

FORT SMITH PUBLIC SCHOOLS 4th Grade Literacy: Year at a Glance 2015-2016

Basic Module Information:

- 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: Print	Text Features: Graphic	Text Features: Organizational	Writing Genres	Technology 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

FORT SMITH PUBLIC SCHOOLS 4th Grade Literacy: Year at a Glance 2015-2016

Dates	Module 2 Reading			Module 2 Writing			
	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected Read-Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing
FSPS READING FOCUS: Informational (Inform) and Integrate Poetry							
FSPS WRITING FOCUS:Informational: Inform/Explain							
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.							
W-1 Oct. 5-9	Key Ideas & Details <u>RL.4.3</u> Craft and Structure <u>RL.4.5</u> <u>L.4.5a,c</u>	Understanding Characters Infer/Predict	J – L 5 “Stormalong” (Tall Tale- 900L)	Progressive Verb Tenses <u>L.4.1b</u>	J – L 7 Common Consonant Patterns: Clusters Vowel Sounds /oo/ /oo/	Text Types & Purposes <u>W.4.1</u>	Refer to Journeys Lessons 7, 11-15 Opinion Refer to FSPS Writing Criteria E
END OF FIRST QUARTER October 15, 2015							
W-2 Oct. 12-16 W-3 Oct. 19-23 W-4 Oct. 26-30	Craft and Structure <u>RL.4.5</u> <u>RL.4.6</u> <u>RI.4.5</u> <u>RI.4.6</u> Integration of Knowledge & Ideas <u>RL.4.9</u> <u>RI.4.9</u> Research to Build & Present Knowledge <u>W.4.9a</u> <u>W.4.9b</u>	Text Structure Describing Details Point of View Summarize Authors Purpose Visualize	Extended Text Study (Integrate Poetry)	Review Progressive Verb Tenses <u>L.4.1b</u> J – L 8 Conjunctions (need skill for lesson: commas) <u>L.4.1f</u> J – L 9 Commas, Quotation Marks <u>L.4.2b</u> <u>L.4.2c</u>	J – L 8 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 /ōō/	Text Types & Purposes <u>W.4.2</u> Production/ Distribution <u>W.4.5</u> <u>W.4.6</u> <u>L.4.4c</u>	Refer to Journeys Lessons 21-22, 24-25 Inform/Explain *descriptive paragraph Refer to FSPS Writing Criteria C

FORT SMITH PUBLIC SCHOOLS 4th Grade Literacy: Year at a Glance 2015-2016

Dates	Module 2 Reading			Module 2 Writing			
	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 <i>Journeys</i> 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 <i>Journeys</i> Lessons 7, 11-15 Opinion Refer to FSPS Writing Criteria E
Nov. 25-27	THANKSGIVING RECESS						

FORT SMITH PUBLIC SCHOOLS 4th Grade Literacy: Year at a Glance 2015-2016

Basic Module Information:

- 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

FORT SMITH PUBLIC SCHOOLS 4th Grade Literacy: Year at a Glance 2015-2016

Dates	Module 3 Reading			Module 3 Writing			
	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 WRITING FOCUS: Reflective Narrative							
The focus of reading and writing must be combined. This requires using evidence to develop and assess the student's ability to 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/	Text Types & 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 QUARTER December 17, 2015							
WINTER RECESS 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 affixes Suffixes -ful, -less, -ness, -ment	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 Analytical Inform/Explain *short research writing product *compare & contrast paragraph
W-7 Jan. 25-29	Craft & Structure RL.4.5 RL.4.6 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		Refer to FSPS Writing Criteria C

Refer to *FSPS Literacy Moodle* for a list of Extended Text Study & Research Connections Resources

FSPS: Elementary Literacy

FORT SMITH PUBLIC SCHOOLS 4th Grade Literacy: Year at a Glance 2015-2016

Basic Module Information:

- 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.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

FORT SMITH PUBLIC SCHOOLS 4th Grade Literacy: Year at a Glance 2015-2016

Dates	Module 4 Reading			Module 4 Writing			
	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected Read-Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing
FSPS READING FOCUS: Science/Technical Text and/or Series of Historical Events				FSPS WRITING FOCUS: Analytical Inform/Explain			
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.							
W-1 Feb. 1-5 W-2 Feb. 8-12 W-3 Feb. 15-19	Key Ideas & Details <u>RI.4.3</u> Craft & Structure <u>RI.4.6</u> Integration of Knowledge & Ideas <u>RI.4.7</u> <u>RI.4.9</u> Research to Build & Present Knowledge <u>W.4.9b</u>	Text & Graphic Features Question Sequence of Events Analyze/Evaluate Cause/Effect Analyze/Summarize	Extended Text Study	Frequently Confused Words <u>L.4.1g</u> Punctuation for Effect <u>L.4.3b</u> J – L 23 Quotations Direct Speech <u>L.4.2b</u>	J – L 21 VCV Pattern/Parts Words with VCV Pattern J – L 22 Syllable Patterns VCCV & VCV Pattern J – L 23 Difficult VCCV Words with VCCV	Text Types & Purposes <u>W.4.2</u> Production/Distribution <u>W.4.5</u> <u>W.4.6</u> <u>L.4.5c</u>	Refer to Journeys Lessons 21-22, 24-25 Analytical Inform/Explain * cause and effect paragraph Refer to FSPS Writing Criteria C
W-4 Feb. 22-26 W-5 Feb. 29- Mar. 4	Key Ideas & Details <u>RI.4.2</u> Craft & Structure <u>RI.4.5</u> Integration of Knowledge & Ideas <u>RI.4.8</u> Research to Build & Present Knowledge <u>W.4.9b</u>	Key Details Describing Compare/Contrast Drawing Conclusions	Research Connections	Similes & Metaphors <u>L.4.5a</u>	J – L 24 VCCCV Pattern Words with VCCCV J – L 25 VV Pattern Words with VV Pattern (idea, lion)	Text Types & Purposes <u>W.4.1</u> Research to Build & Present Knowledge <u>W.4.7</u> <u>W.4.8</u>	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 <u>RL.4.5</u> Integration of Knowledge & Ideas <u>RL.4.7</u> <u>L.4.4a</u>	Sequence Key Details	J – L 14 “The Life and Times of the Ant” (Informational Text-1040L)	J – L 24 Review Commas: Coordination Conjunction <u>L.4.2b</u>	J – L 26 Common Final Syllables Final Schwa + /r/	Production/Distribution <u>W.4.5</u> <u>W.4.6</u>	Review & Analyze Writing Prompts and Purpose
END OF THIRD QUARTER March 11, 2016				SPRING RECESS March 21-25, 2015			

FORT SMITH PUBLIC SCHOOLS 4th Grade Literacy: Year at a Glance 2015-2016

Basic Module Information:

- 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.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	RL Standards	RI Standards	Text Features: Print	Text Features: Graphic	Text Features: Organizational	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

FORT SMITH PUBLIC SCHOOLS 4th Grade Literacy: Year at a Glance 2015-2016

Dates	Module 5 Reading			Module 5 Writing			
	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected Read-Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing
FSPS READING FOCUS: Technical Procedure							
FSPS WRITING FOCUS: Story Starters, Inform:Instruct							
<i>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.</i>							
State Assessment 4 th Grade WINDOW							
<i>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.</i>							
W-1 Mar. 28- Apr. 1 W-2 Apr. 4-8	Key Ideas & Details <u>RL.4.2</u> <u>RI.4.2</u> Craft and Structure <u>RL.4.6</u> <u>RI.4.6</u> Integration of Knowledge & Ideas <u>RL.4.9</u> <u>RI.4.9</u>	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 + // J – L 28 Stress in Multi-Syllable Words Three Syllable Words	Text Types & Purposes <u>W.4.3</u> Production/ Distribution <u>W.4.5</u> <u>W.4.6</u> 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	Placeholder week for State Assessment Testing: The actual placement of this week will be determined by each school.						
W-4 Apr. 18-22 W-5 April 25-29	Key Ideas & Details <u>RI.4.3</u> Craft & Structure <u>RI.4.6</u> Integration of Knowledge & Ideas <u>RI.4.7</u>	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 <u>W.4.2</u> Production/ Distribution <u>W.4.5</u> <u>W.4.6</u>	Refer to Journeys Lessons 23 Inform: Instruct *sequential paragraph Refer to FSPS Writing Criteria D

FORT SMITH PUBLIC SCHOOLS 4th Grade Literacy: Year at a Glance 2015-2016

Basic Module Information:

- 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.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	Text Features: Print	Text Features: Graphic	Text Features: Organizational	Writing Genres	Technology Terms
Technical Narrative Nonfiction	Summarize Detail Theme	Procedure Concept	Sidebar	Cross-Section/ Cutaway	Review all	Instruct Sequential- Paragraph	Write Plot

FORT SMITH PUBLIC SCHOOLS 4th Grade Literacy: Year at a Glance 2015-2016

Dates	Module 6 Reading			Module 6 Writing			
	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected Read-Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing
FSPS READING FOCUS: Series of Historical Events							
FSPS WRITING FOCUS: Brief Notes							
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.							
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	J – L 19 “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 QUARTER May 25, 2016							

FORT SMITH PUBLIC SCHOOLS 4th Grade Literacy: Year at a Glance 2015-2016

Basic Module Information:

- 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	Reading 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.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	RL Standards	RI Standards	Text Features: Print	Text Features: Graphic	Text Features: Organizational	Writing Genres	Technology Terms
Review All	Review All	Review All	Review All	Review All	Review All	Brief Notes Problem-Solution- Paragraph	Review All

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

M1 – WEEK 1

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension				COMPREHENSION/ FLUENCY <ul style="list-style-type: none"> • Read to Self (on level texts) • Retell a familiar text • Setting up rituals & routines 	Teacher Selected Read-Aloud	Journeys Assessments and Materials
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.	<ul style="list-style-type: none"> • I will draw inferences from the text and refer to details and examples in a text when explaining my inferences. 	Inferences Text Details Examples	<i>CT</i> : Book 3, Lesson 8 p. 12 <i>NRP</i> : p. 78-86 <i>STW2</i> : p. 144, p.148-153 (T) <i>CT</i> : Book 4, Lesson 11, p. 15			
Vocabulary				Review Grammar Skills	<ul style="list-style-type: none"> • Journeys Assessments and Materials 	
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.	<ul style="list-style-type: none"> • I will use knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar words. 	Letter-sound correspondence Syllabication patterns Morphology Unfamiliar	<i>GRW</i> : Chapters 20 and 22 <i>WJ</i> : Chapter 6-7			
Grammar				Teach Rituals and Routines for Writing Workshop (These routines will continue throughout the year)		(OPTIONAL) Writing Pre-Prompt Comprehensive Screening Assessment <ul style="list-style-type: none"> • p 7-8 (Prompt will be scored using AR Writing Rubric) p 28-29 are optional.
CC.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> • 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 <i>MM2-3</i> <i>MM4-5</i> <i>MI</i> <i>EE</i>			
Writing						
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.	<ul style="list-style-type: none"> • I will write for an appropriate time based on a specific time, purpose, and audience. 	Appropriate Purpose Audience	<i>GRW</i> : Chapter 5 <i>WP</i> : Chapters 1 & 2 <i>LC</i> : Book 1 <i>WBT</i>			

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXAMPLES AND EXPLANATIONS	ASSESSMENTS
Comprehension				Comprehension/Fluency J – L 2	Main Selection “My Brother Martin” T92-T105 • CLLG: p. 42 Introduce: Author’s Purpose; T90-T91 • Projectable 2.2 (Author’s Purpose: Monitor/Clarify) • PB: p. 13 Projectables 2.3a, 2.3b (Inference Map) • Stop & Think T97, T101, T103 Deepen Comprehension: Analyze T110-T111 • Projectable 2.4 (Inference Map: Analyze Author’s Purpose) PB: p. 14 AL: author’s purpose, infer, author’s viewpoint Connect To “Langston Hughes: A Poet & a Dreamer” MC: T109 CLLG: p. 43	(OPTIONAL) T128 Weekly Test 2.4-2.5
CC.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<ul style="list-style-type: none"> 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	Skill: Conclusions Strategy: Monitor/Clarify Genre: Biography/Poetry Read Aloud J – L 2 “The Troublemaker Who Healed a Nation” T84-T85 • CLLG: p. 43 • Target Vocabulary 85		
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).	<ul style="list-style-type: none"> 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. 	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			
Vocabulary				Targeted Vocabulary & Strategies J – L 2	Weekly Plan T78-T79 J – L 2 Introduce Vocabulary T86-T87 Develop Background “The Troublemaker Who Healed a Nation” T84-T85 “Dr. Martin Luther King Jr.” T88-T89 Vocabulary Strategies T114-T115 Prefixes <i>in-</i> , <i>im-</i> , <i>il-</i> , <i>ir-</i> • Projectable 2.5 (Prefixes) • PB: p. 15 AL: prefix, affix, base	(OPTIONAL) T128 Weekly Test Target Vocabulary Prefixes <i>in-</i> , <i>im-</i> , <i>il-</i> , <i>ir-</i> 2.2-2.3
CC.L.4.6 Acquire & use accurately grade-appropriate general academic & domain-specific words & phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation). (Refer to FSPS Vocabulary Criteria Grade 4)	<ul style="list-style-type: none"> I will use words and phrases that I learn through listening and reading, especially words related to fourth grade topics. 	Domain-specific Precise actions	BWL MI: p. 90 WTW: Chapters 7, 8, 9	STRATEGY: Prefixes <i>in-</i> , <i>im-</i> , <i>il-</i> , <i>ir-</i> WORD CARDS Cards 11-20 TARGET VOCABULARY: injustices, numerous, segregation, example nourishing, captured, dream, encounters, preferred, recall		

Spelling				J - L 1	The VCV Syllable Pattern Spelling: Short <i>a</i> and Long <i>a</i>	T39 Decoding J - L 1 Detailed Spelling Plan T44-T45 • Day 1: Pretest PB: p. 4 • Day 2: Word Sort PB: p. 5 • Day 3: Word Families • Day 4: Connect to Writing PB: p. 6 • Day 5: Assessment	(OPTIONAL) T55 Weekly Decoding Test 1.6-1.7 T45 Spelling Assessment
Refer to FSPS Ongoing CCSS Grade 4 for CC.RF.4.3a and CC.L.4.2d when teaching spelling. CC.RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, & morphology (e.g., roots & affixes) to read accurately unfamiliar multisyllabic words in context & out of context. CC.L.4.2d Spell grade-appropriate words correctly, consulting references as needed. Spelling Words: (Basic) blade, gray, past, afraid, magic, delay, amaze, drain, maybe, break, sale, hang, stain, glass, raft, jail, crayon, fact, stale, steak (Review) skate, plan, chain, today, erase (Challenge) fraction, trait, champion, activity, graceful							
Grammar				J - L 1	Complete Sentences AL: Simple subject, simple predicate, sentence fragment, complete sentence	Detailed Grammar Plan T46-T49 J - L 1 • Day 1: Complete Sentences Projectable 1.6 PB: p. 7 • Day 2: Sentence Fragments Projectable 1.7 PB: p. 8 • Day 3: Writing Complete Sentences Projectable 1.8 PB: p. 9 • Day 4: Review Complete Sentences Spiral Review: Contractions PB: p. 10 • Day 5: Connet to Writing • (Fluency) PB: p. 11	(OPTIONAL) T55 Weekly Tests 1.8-1.9
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. (Refer to FSPS Ongoing CCSS Grade 4)	• 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				
Writing				Refer to Journeys Lessons 1-4, 9-10, 16-20 Narrative Text Types & Purposes W.4.3 L.4.3a			
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				
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				

CC.W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.	<ul style="list-style-type: none"> I will use transitional words and phrases to manage the sequence of events 	Transitional words Transitional phrases Sequence of events	MM4-5: p. 74,155	
CC.W.4.3d Use concrete words & phrases & sensory details to convey experiences & events precisely.	<ul style="list-style-type: none"> I will use concrete words and phrases and sensory details. 	Concrete words Concrete phrases Sensory details	<i>Raising the Quality of Narrative Writing</i> (T) <i>Writing Fiction; Big Dreams, Tall Ambitions</i> (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.	<ul style="list-style-type: none"> I will provide a conclusion. 	Conclusion	<i>Raising the Quality of Narrative Writing</i> (T) <i>Writing Fiction; Big Dreams, Tall Ambitions</i> (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.	<ul style="list-style-type: none"> 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)	

COMMON CORE STATE STANDARDS				LESSON FOCUS	MATERIALS, EXAMPLES AND EXPLANATIONS	ASSESSMENTS
Comprehension: Extended Text Study <ul style="list-style-type: none"> Teacher may choose standards that best match the extended text study genre. Refer to FSPS Extended Text Study Criteria Refer to FSPS Vocabulary Instruction Guidelines K-6 <p>Key Ideas & Details RL.4.2 RL.4.3</p> <p>Integration of Knowledge & Ideas RL.4.7 RL.4.9</p>				<p>Teacher-selected Materials for Extended Text Study Refer to Year at a Glance for Standards</p> <p>Suggested Read Aloud J – L 3 “How Tia Lola Came to Stay” (Realistic Fiction- 860L)</p> <div> <p>Story Structure Summarize</p> <p>Sequence of Events Drawing Conclusions</p> <p>Recount Evaluate</p> </div>		
CC.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<ul style="list-style-type: none"> 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	<i>TDC</i> : p. 19-22 (T) <i>GRW</i> : p. 361-362 (T) <i>STW-2</i> : p. 188-190 <i>CT</i> : Book 4, Lesson 15, p. 56 <i>RP</i> : p. 99-113 (T) <i>CT</i> : Extend and Investigate, p. 120-124			
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).	<ul style="list-style-type: none"> 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	<i>GRW</i> : p. 441-446, appendices p. 17-23 <i>TDC</i> : p. 19-22 (T) <i>GRW</i> : p. 395-396 (T) <i>BWL</i> : Chapter 5, p. 72 <i>TDC</i> : 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.	<ul style="list-style-type: none"> 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	<i>RP</i> : p. 99-113 (T) <i>CT</i> : Extend and Investigate, p. 120-124			

<p>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.</p>	<ul style="list-style-type: none"> I will compare and contrast themes, topics, and patterns of events in stories, myths, and traditional literature from different cultures. 	<p>Compare Contrast Themes Topics Patterns of events Stories Myths Traditional literature Cultures</p>	<p><i>TDC:</i> p. 143-146</p>	
<p style="text-align: center;">Spelling</p> <p>Refer to FSPS Ongoing CCSS Grade 4 for CC.RF.4.3a and CC.L.4.2d when teaching spelling.</p> <p>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.</p> <p>CC.L.4.2d Spell grade-appropriate words correctly, consulting references as needed.</p> <p style="text-align: center;">Spelling Words:</p> <p style="text-align: center;">(Basic) west, steep, member, gleam, fresh, freedom, speed, steam, beast, believe, speck, kept, cheap, pretend, greed, shelf, least, eager, reason, chief</p> <p style="text-align: center;">(Review) sweet, smell, spent, treat, leave</p> <p style="text-align: center;">(Challenge) echo, menu, creature, reveal, restaurant</p>				<p style="text-align: center;">J – L 2</p> <p>Open & Closed Syllables</p> <p style="text-align: center;">Spelling: short e & Long e</p> <p>• Decoding T113 J – L 2 Detailed Spelling Plan T118-T119</p> <ul style="list-style-type: none"> 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 <p>T129 Weekly Decoding Test 2.6-2.7</p> <p>T119 Spelling Assessment</p>
<p>Spelling Words: (Basic) skill, crime, grind, tonight, brick, flight, live, chill, delight, build, ditch, decide, witness, wind, district, inch, sigh, fright, remind, split</p> <p style="text-align: center;">(Review) gift, tight, sight, blind, shiny</p> <p style="text-align: center;">(Challenge) ignorant, recognize, advice, twilight, rigid</p>				<p style="text-align: center;">J – L 3</p> <p>The VCCV Syllable</p> <p style="text-align: center;">Spelling: Short i and Long i</p> <p>• Decoding T183 J – L 3 Detailed Spelling Plan T188-T189</p> <ul style="list-style-type: none"> 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 <p>T199 Weekly Decoding Test 3.10-3.11</p> <p>T189 Spelling Assessment</p>

<p>Spelling Words: (Basic) block, shown, oatmeal, wrote, fellow, scold, coast, odd, locate, slope throat, host, online, shock, solve, known, remote, stock, boast, globe</p> <p>(Review) foam, shadow, clock, glow, coach</p> <p>(Challenge) bonus, approach, motion, continent, accomplish</p>				<p>J – L 4</p> <p>VCV & VCCV Syllable Patterns</p> <p>Spelling: Short o & Long o</p>	<ul style="list-style-type: none"> Decoding T255 J – L 4 Detailed Spelling Plan T260-T261 Day 1: Teach the Principle (Pretest) PB: p. 40 Day 2: Word Sort PB: p. 41 Day 3: Word Families Day 4: Connect to Writing PB: p. 42 Day 5: Assessment 	<p>T271 Weekly Decoding Test 4.6-4.7</p> <p>T261 Spelling Assessment</p>
<p>Grammar</p>				<p>J – L 2</p> <p>Subjects and Predicates Kinds of Sentences</p> <p>AL: complete subject, complete predicate, compound subject, compound predicate</p>	<p>Detailed Grammar Plan T120-T123 J – L 2</p> <ul style="list-style-type: none"> 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 (Sentence Fluency) PB: p. 23 	<p>(OPTIONAL)</p> <p>T129 Weekly Test 2.8-2.9 Subjects & Predicates</p>
<p>CC.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.L.4.1f Produce complete sentences, recognizing & correcting inappropriate fragments and run-ons.</p>	<ul style="list-style-type: none"> I will produce complete sentences. I will recognize and correct fragments and run-ons. 	<p>Produce</p> <p>Recognize</p> <p>Complete sentences</p> <p>Fragments</p> <p>Run-ons</p>	<p>http://languagearts.pppst.com/index.html</p> <p>MM2-3</p> <p>MM4-5</p> <p>MI</p> <p>EE</p>			

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

M1 – WEEK 3-5

<p>CC.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> • I will produce and expand sentences. 	<p>Declarative Interrogative Imperative Exclamatory Compound</p>	<p>http://languagearts.pppst.com/index.html <i>MM2-3</i> <i>MM4-5</i> <i>MI</i> <i>EE</i></p>	<p>J – L 3 Kinds of Sentences Progressive Verb Tenses</p> <p>AL: statement, question, command, exclamation</p>	<p>Detailed Grammar Plan J – L 3 T190-T193</p> <ul style="list-style-type: none"> • 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 <p>Projectable 3.6-3.8</p>	<p>(OPTIONAL) T199 Weekly Test 3.12- 3.13</p>
<p>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.</p>	<ul style="list-style-type: none"> • I will produce complete sentences. • I will recognize and correct fragments and run-ons. 	<p>Produce Recognize Complete sentences Fragments Run-ons</p>	<p>http://languagearts.pppst.com/index.html <i>MM2-3</i> <i>MM4-5</i> <i>MI</i> <i>EE</i></p>	<p>J – L 4 Simple and Compound Sentences Review Nouns</p> <p>Refer to J-L5 for Nouns</p> <p>AL: simple sentence, compound sentence, conjunction, subject-verb</p>	<p>J – L 4 Detailed Grammar Plan T262-T265</p> <ul style="list-style-type: none"> • 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 	<p>(OPTIONAL) T271 Weekly Test 4.8-4.9 Simple & Compound Sentences</p>

Writing				<p>Refer to Journeys Lessons 1-4, 9-10, 16-20</p> <p>Narrative</p> <p>Text Types & Purposes W.4.3</p> <p>Production/Distribution W.4.5 W.4.6</p> <p>L.4.3a</p>
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.	<ul style="list-style-type: none"> I will establish a situation, introduce a narrator and/or characters, and organize an event sequence. 	Establish Situation Introduce Narrator Characters Organize Event Sequence	<i>Raising the Quality of Narrative Writing</i> (T) <i>Writing Fiction; Big Dreams, Tall Ambitions</i> (T) LC: Book 4, p. 59, 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.	<ul style="list-style-type: none"> I will use dialogue and description to develop events and characters. 	Dialogue Description Events Characters	<i>Raising the Quality of Narrative Writing</i> (T) <i>Writing Fiction; Big Dreams, Tall Ambitions</i> (T) LC: Writing Fiction, Big Dreams p. 27, 43, 73 CL: p. 48, 53, 55	
CC.W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.	<ul style="list-style-type: none"> I will use transitional words and phrases to manage the sequence of events. 	Transitional words Transitional phrases Sequence of events	MM4-5: p. 74, 155	
CC.W.4.3d Use concrete words & phrases & sensory details to convey experiences & events precisely.	<ul style="list-style-type: none"> I will use concrete words and phrases and sensory details. 	Concrete words Concrete phrases Sensory details	<i>Raising the Quality of Narrative Writing</i> (T) <i>Writing Fiction; Big Dreams, Tall Ambitions</i> (T) CL: p. 68, 69, 70, 71	
CC.W.4.3e Provide a conclusion that follows from the narrated experiences or events.	<ul style="list-style-type: none"> I will provide a conclusion. 	Conclusion	<i>Raising the Quality of Narrative Writing</i> (T) <i>Writing Fiction; Big Dreams, Tall Ambitions</i> (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.	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> I will use technology to produce and 	Technology Publish	<i>Tikatot</i> http://www.tikatok.com/ <i>Storybird</i> http://storybird.com/	

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.	<p>publish writing.</p> <ul style="list-style-type: none"> • 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	<p><i>Writing with Writers/Scholastic</i> http://teacher.scholastic.com/writing/ <i>Stonesoup</i> http://www.stonesoup.com/ (T) <i>Read, Write, Think</i> http://tenkely.org/Read_Write_Think.html (T)</p>	
<p>CC.L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CC.L.4.3a Choose words and phrases to convey ideas precisely.</p>	<ul style="list-style-type: none"> • I will choose words and phrases to convey ideas precisely. 	Phrases Convey Precisely	<p>http://www.languagearts.pppst.com/sentencevariety.html <i>TAW</i>: p. 62-72 (revision) (T) <i>CL</i> <i>NCL</i> <i>MI</i> <i>LC</i>: Book 6, Lesson 13 & 14, p. 175 & 187 <i>WP</i>: p. 48-49 (voice) <i>LC</i>: Book 2, Lesson 13, p. 147 (commas)</p>	

COMMON CORE STATE STANDARDS				LESSON FOCUS	MATERIALS, EXAMPLES AND EXPLANATIONS	ASSESSMENTS
Comprehension: Research Connections				<div>Teacher Selected Materials for Research Connections Refer to Year at a Glance for Standards</div> <div><div>Main Idea & Details Comparison Author's Purpose Drawing Conclusions</div></div>		
<ul style="list-style-type: none">Teacher may choose standards that best match the Research Connections genre.Refer to FSPS Research Connections CriteriaRefer to FSPS Vocabulary Instruction Guidelines K-6 <p>Key Ideas & Details <u>RI.4.2</u></p> <p>Integration of Knowledge & Ideas <u>RI.4.8</u> <u>RI.4.9</u></p>						
CC.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none">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			
CC.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	<ul style="list-style-type: none">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			
CC.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<ul style="list-style-type: none">I will integrate information from two texts on the same topic .	Integrate Topic Subject	CT: Book 6, Lesson 22, p. 2 GRW: Appendix 34			
Spelling				<div>J – L 5</div> <div>Homophones</div> <div>Spelling: Homophones</div>		
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						

<p>Spelling Words:</p> <p>(Basic) bunch, fruit, argue, crumb, crew, tune, juice, refuse, truth, young, clue, trunk, amuse, suit, rude, trust, dew, stuck, rescue, brush</p> <p>(Review) drew, true, cube, Sunday, stuff</p> <p>(Challenge) computer, mustard, tissue, customer, attitude</p>				<p>J – L 6</p> <p>Common Consonant</p> <p>Spelling:</p> <p>Patterns: Digraphs Digraphs, Vowels u, yoo, & oo</p>	<p>J – L 6<i>Detailed Spelling Plan</i>T46-T47</p> <ul style="list-style-type: none">• 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	<p>T57 Weekly Decoding Test 6.6-6.7</p> <p>T47 Spelling Assessment</p>
<p>Grammar</p>				<p>Order Adjectives</p>	<p>Teacher Selected Materials for Grammar Study</p>	
<p>CC.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.L.4.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bad, rather than a red small bag.).</p>	<ul style="list-style-type: none">• I will use adjectives in conventional order.	<p>Adjectives Conventional order</p>	<p>http://languagearts.pppst.com/index.html</p> <p><i>MM2-3</i> <i>MM4-5</i> <i>MI</i> <i>EE</i></p>			
<p>CC.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>	<ul style="list-style-type: none">• I will produce complete sentences.• I will recognize and correct fragments and run-ons.	<p>Produce Recognize Complete sentences Fragments Run-ons</p>	<p>http://languagearts.pppst.com/index.html</p> <p><i>MM2-3</i> <i>MM4-5</i> <i>MI</i> <i>EE</i></p>	<p>Correcting Fragments and Run-Ons</p>	<p>Teacher Selected Materials for Grammar Study</p>	
<p>Writing</p>				<p>Refer to Journeys Lessons 7, 11-15</p> <p>Opinion *brief notes</p> <p>Text Types & Purposes W.4.1</p> <p>Research to Build & Present Knowledge W.4.8 L.4.1b</p>		
<p>CC.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons & information.</p> <p>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.</p>	<ul style="list-style-type: none">• I will introduce a topic or text, state an opinion, and create an organizational structure that supports my purpose.	<p>Topic Text Opinion Organizational structure Purpose</p>	<p><i>Using Supporting Details & Examples</i>, p. 62 (T) <i>Is That a Fact?</i>, p. 163 (T) <i>NCL:</i> Appendix R (T) <i>LC:</i> Writing Unit 3-5, Lesson, 6, p. 71, Lesson 7, p. 83 <i>MM4-5:</i> p. 140 <i>NCL:</i> p. 58, p.59, p.60</p>			
<p>CC.W.4.1b. Provide reasons that are supported by facts & details.</p>	<ul style="list-style-type: none">• I will provide reasons that are supported by facts and details.	<p>Reasons Facts Details</p>	<p><i>Using Supporting Details & Examples</i>, p. 62 (T) <i>Is That a Fact?</i>, p. 163 (T) <i>NCL:</i> Appendix R (T) <i>WBT:</i> Chapter 130-146</p>			
<p>CC.W.4.1c. Link opinion & reasons using</p>	<ul style="list-style-type: none">• I will use words and	<p>Phrases</p>	<p><i>Using Supporting Details &</i></p>			

words and phrases.	phrases to link my opinion and reasons.	Opinion Reasons	<i>Examples</i> , p. 62 (T) <i>Is That a Fact?</i> , p. 163 (T) <i>NCL</i> : Appendix R (T) <i>LC</i> : Book 3, Lesson 15 p. 183 <i>MM4-5</i> : p. 155	Opinion
CC.W.4.1d. Provide a concluding statement or section related to the opinion presented.	<ul style="list-style-type: none"> I will provide a concluding statement or section. 	Concluding statement Concluding section	<i>Using Supporting Details & Examples</i> , p. 62 (T) <i>Is That a Fact?</i> , p. 163 (T) <i>NCL</i> : Appendix R (T) <i>LC</i> : Book 3, Lesson 16, p. 195	
CC.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	<ul style="list-style-type: none"> 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	<i>CT</i> : Book 6, Lesson 22, pg. 2-13	

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension				Comprehension/ Fluency J – L 5 Skill: Understanding Characters Strategy: Infer/Predict Genre: Tall Tale/Folktales AL: character traits, relationships, infer	Read Aloud J – L 5 “Mighty Joe Magarac” 300-T301 • CLLG: p. 49 • Target Vocabulary T301 Main Selection “Stormalong” T308-T323 • CLLG: p. 48 • Introduce: Understanding Characters; T306-T307 • Projectable 5.2 • PB: p. 49 • Projectables 5.3a, 5.3b Stop & Think T311, T317, T319 Characters T328-T329 • Projectable 5.4 (Column Chart: PB: p. 50 Connect To “Hoderi the Fisherman” T324-T327 MC: T327 CLLG: p. 49	(OPTIONAL) T346 Weekly Test 5.5-5.6
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).	<ul style="list-style-type: none"> 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.4.5 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.	<ul style="list-style-type: none"> 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)			
Vocabulary				Targeted Vocabulary & Strategies J – L 5 STRATEGY: Analogies WORD CARDS Cards 91-100 TARGET VOCABULARY: debut, stubborn, permission, hauling, mournful, towered, triumph, discouraged, toured, border	Weekly Plan T298-T299 J – L 5 Introduce Vocabulary T306-T307 Develop Background “Mexican Dove” T304-T305 “What Does It Take to Become a Dancer?” T308-T309 Vocabulary Strategies T332-T333 Analogies Projectable 10.5 (Analogies) • PB: p. 111 AL: analogy	(OPTIONAL) T346 Weekly Test Target Vocabulary Analogies 10.2-10.3
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. (The rigor of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> 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			
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).and metaphors.	<ul style="list-style-type: none"> I will demonstrate my understanding of words by relating them to their antonyms and to their synonyms. 	Antonyms Synonyms	http://www.readwritethink.org/ http://www.readworks.org/ GRW: (figurative language) WP: p. 45 (figurative language) LC: Book 6, Lesson 13, p. 175			

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

M2 – WEEK 1

<p>Spelling</p> <p>Refer to FSPS Ongoing CCSS Grade 4 for CC.RF.4.3a and CC.L.4.2d when teaching spelling.</p> <p>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.</p> <p>CC.L.4.2d Spell grade-appropriate words correctly, consulting references as needed.</p> <p>Spelling Words:</p> <p>(Basic) bloom, proof, booth, cookbook, tool, shampoo, put, wool, stool, prove, group, brook, foolish, bush, crooked, booth, raccoon, hook, groom, roof, soup</p> <p>(Review) stood, spoon, shook, balloon, tooth</p> <p>(Challenge) bulletin, cocoon, cushion, proofread, marooned</p>				<p>J – L 7</p> <p>Common Consonant</p> <p>Patterns: Clusters</p> <p>Spelling:</p> <p>Vowel Sounds /oo/ and /oo/</p>	<ul style="list-style-type: none">Decoding T113J – L 7<i>Detailed Spelling Plan</i>T118-T119Day 1: Principle/Pretest PB: p. 76Day 2: Word Sort PB: p.77Day 3: Word FamiliesDay 4: Connect to Writing PB: p. 78Day 5: Assessment	<p>T129 Weekly Decoding Test 7.6-7.7</p> <p>T119 Spelling Assessment</p>
<p>Grammar</p>				<p>Progressive Verb Tenses</p>	<p>Teacher Selected Materials for Grammar Study</p>	
<p>CC.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.L.4.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p>	<ul style="list-style-type: none">I will form and use progressive verb tenses.	<p>Form Progressive Verb tenses</p>	<p>http://languagearts.pppst.com/index.html</p> <p>MM2-3</p> <p>MM4-5</p> <p>MI</p>			
<p>Writing</p>					<p>Refer to Journeys Lessons 7, 11-15</p> <p>Opinion</p> <p>Text Types & Purposes W.4.1</p>	
<p>CC.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons & information.</p> <p>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.</p>	<ul style="list-style-type: none">I will introduce a topic or text, state an opinion, and create an organizational structure that supports my purpose.	<p>Topic Text Opinion Organizational structure Purpose</p>	<p><i>Using Supporting Details & Examples</i>, p. 62 (T)</p> <p><i>Is That a Fact?</i>, p. 163 (T)</p> <p>NCL: Appendix R (T)</p> <p>LC: Writing Unit 3-5, Lesson, 6, p. 71, Lesson 7, p. 83</p> <p>MM4-5: p. 140</p> <p>NCL: p. 58, p.59, p.60</p>			
<p>CC.W.4.1b. Provide reasons that are supported by facts & details.</p>	<ul style="list-style-type: none">I will provide reasons that are supported by facts and details.	<p>Reasons Facts Details</p>	<p><i>Using Supporting Details & Examples</i>, p. 62 (T)</p> <p><i>Is That a Fact?</i>, p. 163 (T)</p> <p>NCL: Appendix R (T)</p> <p>WBT: Chapter 130-146</p>			
<p>CC.W.4.1c. Link opinion & reasons using words and phrases.</p>	<ul style="list-style-type: none">I will use words and phrases to link my opinion and reasons.	<p>Phrases Opinion Reasons</p>	<p><i>Using Supporting Details & Examples</i>, p. 62 (T)</p> <p><i>Is That a Fact?</i>, p. 163 (T)</p> <p>NCL: Appendix R (T)</p> <p>LC: Book 3, Lesson 15 p. 183</p> <p>MM4-5: p. 155</p>			
<p>CC.W.4.1d. Provide a concluding statement or section related to the opinion presented.</p>	<ul style="list-style-type: none">I will provide a concluding statement or section.	<p>Concluding statement Concluding section</p>	<p><i>Using Supporting Details & Examples</i>, p. 62 (T)</p> <p><i>Is That a Fact?</i>, p. 163 (T)</p> <p>NCL: Appendix R (T)</p> <p>LC: Book 3, Lesson 16, p. 195</p>			

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension: Extended Text Study <ul style="list-style-type: none"> Teacher may choose standards that best match the extended text study genre. Refer to FSPS Extended Text Study Criteria Refer to FSPS Vocabulary Instruction Guidelines K-6 <p>Craft and Structure</p> <p>RL.4.5</p> <p>RL.4.6</p> <p>RI.4.5</p> <p>RI.4.6</p> <p>Integration of Knowledge & Ideas</p> <p>RL.4.9</p> <p>RI.4.9</p> <p>Research to Build & Present Knowledge</p> <p>W.4.9a</p> <p>W.4.9b</p>				<p>Teacher-selected Materials for Extended Text Study (Integrate Poetry)</p> <p>Refer to Year at a Glance for Standards</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="color: red; text-align: center;">Text Structure</p> <p style="color: blue; text-align: center;">Describing Details</p> <p style="color: red; text-align: center;">Point of View</p> <p style="color: blue; text-align: center;">Summarize</p> <p style="color: red; text-align: center;">Authors Purpose</p> <p style="color: blue; text-align: center;">Visualize</p> </div>		
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)			
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	GRW: p. 397 (T)			

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.4.6 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	GRW: 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.	• 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	TDC: 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.	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 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	

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

M2 – WEEK 2-4

Spelling	J – L 8		
<p>Refer to FSPS Ongoing CCSS Grade 4 for CC.RF.4.3a and CC.L.4.2d when teaching spelling.</p> <p>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.</p> <p>CC.L.4.2d Spell grade-appropriate words correctly, consulting references as needed.</p> <p align="center">Spelling Words:</p> <p>(Basic) aloud, bald, hawk, south, faucet, proud, claw, tower, stalk, couple, howl, false, dawn, allow, drown, pause, fault, cause, amount, cloudier</p> <p>(Review) awful, power, sound, almost, thousand</p> <p>(Challenge) applaud, foul, browse, gnaw, doubt</p>	<p>Stressed & Unstressed Syllables</p> <p>Spelling: Vowel Sounds /ou/, /o/</p>	<ul style="list-style-type: none"> • 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 	<p>T203 Weekly Decoding Test 8.11-8.12</p> <p>T193 Spelling Assessment</p>
<p align="center">Spelling Words:</p> <p>(Basic) spark, prepare, cheer, scarf, scare, repair, earring, scarce, weird, sharp, rear, spare, upstairs, gear, tear, hairy, compare, alarm harsh, square</p> <p>(Review) air, clear, large, pair, chair</p> <p>(Challenge) weary, startle, appear, barnacle, awareness</p>	<p>J – L 9</p> <p>Common Beginning Syllables</p> <p>Spelling: Vowel + /r/ Sounds</p>	<ul style="list-style-type: none"> • T259 Decoding • J – L 9 Detailed Spelling Plan T264–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 	<p>T275 Weekly Decoding Test 9.6-9.7</p> <p>T265 Spelling Assessment</p>
<p align="center">Spelling Words:</p> <p>(Basic) learn, dirty, worn, record, sore, thirst, burn, cure, board, course, worth, early, return, pure, world, search, worse, thirteen, sport, current</p> <p>(Review) first, hurt, work, third, storm</p> <p>(Challenge) curious, thorough, earnest, portion, foreign</p>	<p>J – L 10</p> <p>Vowel + r Sound in Multi-Syllable Words</p> <p>Spelling: More Vowel + /r/ Sounds</p>	<ul style="list-style-type: none"> • T331 Decoding • J – L 10 Detailed Spelling Plan T336-T337 • Day 1: Pretest PB: p. 112 • Day 2: Word Sort PB: p. 113 • Day 3: Word Families • Day 4: Connect to Writing PB: p. 114 • Day 5: Assessment 	<p>T347 Weekly Decoding Test 10.6-10.7</p> <p>T337 Spelling Assessment</p>

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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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 – L 8 Detailed Grammar Plan T194 –T197 <ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> I will use commas and quotation marks to mark direct speech and quotations from a text. 	Direct speech Quotations	http://grammar.ccc.commnet.edu/grammar/powerpoint.htm MI TP MM2-3 MM4-5 WP: p.52-53 (dialogue)	J – L 9 Commas Quotation Marks <ul style="list-style-type: none"> Note not all Journeys materials will correlate with 	J – L 9 Detailed Grammar Plan T266–T267 <ul style="list-style-type: none"> Day 1: Teach Commas with Introductory Words & Names Projectable 9.6 PB: p. 103 (OPTIONAL) T275 Weekly Test 9.8-9.9 Commas

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.	<ul style="list-style-type: none"> I will use a comma before a coordinating conjunction in a compound sentence. 	Coordinating conjunction Compound sentence	http://grammar.ccc.commnet.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.	<ul style="list-style-type: none"> I will introduce a topic and group related information in paragraphs and sections. I will use formatting, illustrations, and multimedia. 	Topic Paragraphs Sections Formatting Illustrations Multimedia Comprehension	<i>Is That a Fact?</i> NCL: p. 59, 60, 62, 76 NCL: Lesson p. 95, Appendix P (T)	<p>Refer to Journeys Lessons 21-22, 24-25</p> <p>Inform/Explain *descriptive paragraph</p> <p>Text Types & Purposes W.4.2</p> <p>Production/Distribution W.4.5 W.4.6 L.4.4c</p>		
CC.W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information & examples related to the topic.	<ul style="list-style-type: none"> I will use facts, definitions, concrete details, quotations, or other information and examples to develop the topic. 	Facts Definitions Concrete details Quotations Topic	<i>Is That a Fact?</i> NCL: p. 69, 91, 99, 101			
CC.W.4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	<ul style="list-style-type: none"> I will use words and phrases to link ideas within categories of information. 	Phrases Categories	<i>Is That a Fact?</i> NCL			
CC.W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	<ul style="list-style-type: none"> I will use precise words and vocabulary to inform or explain a topic. 	Precise Inform Explain	<i>Is That a Fact?</i> NCL			
CC.W.4.2e Provide a concluding statement or section related to the information or explanation presented.	<ul style="list-style-type: none"> I will use a conclusion statement in my writing. 	Concluding Statement	<i>Is That a Fact?</i> NCL			

CC.W.4.5 With guidance & support from peers & adults, develop & strengthen writing as needed by planning, revising, & editing.	<ul style="list-style-type: none"> 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	<i>Writing with Writers/Scholastic</i> http://teacher.scholastic.com/writewit/ <i>Stonesoup</i> http://www.stonesoup.com/ (T) <i>Read, Write, Think</i> 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.	<ul style="list-style-type: none"> 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/	
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.	<ul style="list-style-type: none"> 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	

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension: Research Connections <ul style="list-style-type: none"> 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 <p>Key Ideas & Details</p> <p>RI.4.2</p> <p>RI.4.3</p> <p>Integration of Knowledge & Ideas</p> <p>RI.4.7</p> <p>RI.4.8</p> <p>Research to Build & Present Knowledge</p> <p>W.4.9b</p>				<p>Teacher Selected Materials for Research Connections</p> <p>Refer to Year at a Glance for Standards</p> <div> <p>Text & Graphic Features</p> <p>Summarize</p> <p>Key Ideas & Details</p> <p>Question</p> </div>		
CC.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> 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	<i>CT</i> : Book 5, Lesson 21, p. 56, Book 6, Lesson 24, p. 24 <i>STW</i> : p. 166 (T) <i>NRP</i> : 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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	<i>GRW</i> : p.403 (T) <i>STW-1</i> : p. 117-121 (T) <i>CT</i> : Book 2, Lesson 4, p. 2; Book 4, Lesson 13, p. 44			

CC.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	<ul style="list-style-type: none"> 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			
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").	<ul style="list-style-type: none"> I will apply grade 4 Reading standards to informational texts. 	Standards Informational texts	LC: Book 5			
Spelling				J – L 12		
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) rising, traced, stripped, slammed, dancing, striped, winning, snapping, bragging, handled, dripped, begged, dared, skipped, hitting, spotted, raced, dimmed, spinning, escaped (Review) changing, joking, swimming, wrapped, tapping (Challenge) urged, striving, whipped, breathing, quizzed				Base Words and Endings Spelling: Words with –ed, or –ing	J – L 12 Detailed Spelling Plan T118-T119 <ul style="list-style-type: none"> Day 1: Principle/Pretest PB : p. 136 Day 2: Word Sort PB: p. 137 Day 3: Word Families Day 4: Connect to Writing PB: p. 138 Day 5: Assessment 	Weekly T129Decoding Test 12.6-12.7 T119 Spelling Assessment
Spelling Words: (Basic) wiped, covered, mapped, pleasing, slipped, putting, traveled, seeking, visiting, mixed, shipped, phoning, offered, smelling, hiking, checking, fainted, landed, becoming, wandering (Review) fixing, saving, stared, dropped, grinning (Challenge) amusing,				J – L 13 Recognizing Common Word Parts Spelling: More Words with –ed or –ing	J – L 13 Detailed Spelling Plan T190-T191 <ul style="list-style-type: none"> Day 1: Principle/Pretest PB: p. 148 Day 2: Word Sort PB: p. 149 Day 3: Word Families Day 4: Connect to Writing PB: p. 150 Day 5: Assessment 	T201 Weekly Decoding Test 13.10-13.11 T191 Spelling Assessment
Grammar				J-L10		
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, whom, which, that) and relative adverbs (where, when, why).	<ul style="list-style-type: none"> I will use relative pronouns. 	Relative pronouns	http://languagearts.pppst.com/index.html MM2-3 MM4-5 MI EE	Pronouns AL: pronoun, reflexive pronoun, antecedent	J-L10 Detailed Grammar Plan T338 – T341 <ul style="list-style-type: none"> Day 1: Subject & Object Pronouns Proj. 10.6 PB: p. 115 Day 2: Teach Reflexive Pronouns Projectable 10.7 PB: p. 116 	(OPTIONAL) T347 Weekly Test 10.8 – 10.10

					<ul style="list-style-type: none"> 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 	
<p>CC.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.L.4.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p>	<ul style="list-style-type: none"> I will use adjectives in conventional order. 	Adjectives Conventional order	http://languagearts.pppst.com/index.html MM2-3 MM4-5 MI EE	J-L16 Adjectives Ordering Adjectives AL: adjective, noun, adjective of purpose, article	J-L16 <i>Detailed Grammar Plan</i> T46 – T49 <ul style="list-style-type: none"> 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
Writing						
<p>CC.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p>	<ul style="list-style-type: none"> I will introduce a topic and group related information in paragraphs and sections. I will use formatting, illustrations, and multimedia to aid comprehension. 	Topic Paragraphs Sections Formatting Illustrations Multimedia Comprehension	<i>Is That a Fact?</i> NCL: p. 59, 60, 62, 76 NCL: Lesson p. 95, Appendix P (T)	Refer to Journeys Lessons 21-22, 24-25 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.	<ul style="list-style-type: none"> I will use facts, definitions, concrete details, quotations, or other information and examples to develop the topic. 	Facts Definitions Concrete details Quotations Topic	<i>Is That a Fact?</i> 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).	<ul style="list-style-type: none"> I will use words and phrases to link ideas within categories of information. 	Phrases Categories	<i>Is That a Fact?</i> NCL	
CC.W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	<ul style="list-style-type: none"> I will use precise words and vocabulary to inform or explain a topic. 	Precise Inform Explain	<i>Is That a Fact?</i> NCL	
CC.W.4.2e Provide a concluding statement or section related to the information or explanation presented.	<ul style="list-style-type: none"> I will use a conclusion statement in my writing. 	Concluding Statement	<i>Is That a Fact?</i> NCL	
CC.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<ul style="list-style-type: none"> I will conduct short research projects to build knowledge about a topic. 	Conduct Research projects Topic	<i>20 great research websites</i> http://askatechteacher.wordpress.com/2009/11/02/20-great-research-websites-for-kids/ (T)	<i>Squidoo</i> http://www.squidoo.com/k12interactiveresearch (T) <i>LC:</i> Book 3, p. 161-165 <i>NetTracker</i> http://www.nettrekker.com/us/http://www.fortsmithlibrary.org/ <i>Squidoo</i> http://www.squidoo.com/k12interactiveresearch (T)
CC.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	<ul style="list-style-type: none"> 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	<i>CT:</i> Book 6, Lesson 22, pg. 2-13	

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension				Comprehension/ Fluency J – L 20 Skill: Main Idea & Details Strategy: Visualize Genre: Biography And/or Teacher-Selected Read Aloud (Point of View) Point of View Craft and Structure	Read Aloud “Race Against Death” T-300-T301 • CLLG: p.79 • Target Vocabulary T301 Main Selection “Sacagawea”T308-T323 • CLLG: p. 78 • Introduce: Main Ideas 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	(OPTIONAL) T198 Weekly Test 20,4, 20.5
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)			
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)			
Vocabulary				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
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/ <i>GRW</i> : (figurative language) <i>WP</i> : p. 45 (figurative language) <i>LC</i> : Book 6, Lesson 13, p. 175			

Spelling				J – L 14		
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) plenty, hockey, prairie, chimney, turkey, starry, fifty, hungry, daily, lonely, steady, drowsy, melody, alley, duty, injury, colony, movie, empty, valley (Review) cherry, jelly, sticky, worry, curly (Challenge) envy, fiery, mercy, discovery, mystery				Recognizing Suffixes Spelling: Final long e	• T259 Decoding J – L 14 Detailed Spelling Plan T264-T265 • Day 1: Pretest • PB: p. 160 • Day 2: Word Sort • PB: p. 161 • Day 3: Word Families • Day 4: Connect to Writing PB: p. 162 • Day 5: Assessment	Weekly T275 Decoding Test 14.6-14.7 T265 Spelling Assessment
Grammar				J – L 17		
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, whom, which, that) and relative adverbs (where, when, why).	• I will use relative adverbs.	Relative Adverbs	http://languagearts.pppst.com/index.html MM2-3 MM4-5 MI EE	Relative Adverbs AL: adverb, adverb of frequency, adverb of intensity	J – L 17 Detailed Grammar Plan T118-T121 • Day 1: Teach Adverbs Projectable 17.6 PB: p. 199 • Day 2: Extend Adverbs 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	(OPTIONAL) T127 Weekly Test 17.8-17.9
Writing				Refer to <i>Journeys</i> Lessons 7, 11-15		
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	<i>Using Supporting Details & Examples</i> , p. 62 (T) <i>Is That a Fact?</i> , p.163 (T) NCL: Appendix R (T) LC: Writing Unit 3-5, L- 6, p. 71, L- 7, p. 83 MM4-5: p. 140 NCL: p. 58, p.59, p.60	Opinion		

CC.W.4.1b. Provide reasons that are supported by facts & details.	<ul style="list-style-type: none"> I will provide reasons that are supported by facts and details. 	Reasons Facts Details	<i>Using Supporting Details & Examples</i> , p. 62 (T) <i>Is That a Fact?</i> , p. 163 (T) <i>NCL</i> : Appendix R (T) <i>WBT</i> : Chapter 130-146	Text Types & Purposes W.4.1
CC.W.4.1c. Link opinion & reasons using words and phrases.	<ul style="list-style-type: none"> I will use words and phrases to link my opinion and reasons. 	Phrases Opinion Reasons	<i>Using Supporting Details & Examples</i> , p. 62 (T) <i>Is That a Fact?</i> , p. 163 (T) <i>NCL</i> : Appendix R (T) <i>LC</i> : Book 3, Lesson 15 p. 183 <i>MM4-5</i> : p. 155	
CC.W.4.1d. Provide a concluding statement or section related to the opinion presented.	<ul style="list-style-type: none"> I will provide a concluding statement or section. 	Concluding statement Concluding section	<i>Using Supporting Details & Examples</i> , p. 62 (T) <i>Is That a Fact?</i> , p. 163 (T) <i>NCL</i> : Appendix R (T) <i>LC</i> : Book 3, Lesson 16, p. 195	

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension				FSPS Comprehension/Fluency J – L 11 Skill: Fact and Opinion Strategy: Infer/Predict Genre: Narrative Nonfiction Essential Question: How do animals influence your opinion of nature?	Read Aloud J – L 11 “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 /Predict T18-T19 • Projectable: 11.2 PB: p. 121 • Projectables 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/OR Read Aloud J – L 13 “On My Way to Meet the Khan” T158-T159 CLLG: p. 65 Target Vocabulary: T159 Main Selection “Antarctic Journal”	
CC.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> 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.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<ul style="list-style-type: none"> 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				
Vocabulary				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
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.	<ul style="list-style-type: none"> I will use context as a clue to the meaning of a word or phrase. 	Context Clue Phrase	http://dictionary.reference.com/ WTW: p.253 & 265 BWL WJ: Chapter 7			

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

M3 – WEEK 1

Spelling				J – L 15	<ul style="list-style-type: none">T331 Decoding J – L 15 Detailed Spelling Plan T336-T337 <ul style="list-style-type: none">Day 1: Pretest PB: p. 172Day 2: Word Sort PB: p. 173Day 3: Word FamiliesDay 4: Connect to Writing PB: p. 174Day 5: Assessment	(OPTIONAL) T347 Weekly Decoding Test 15.6-15.7 T337 Spelling Assessment
Refer to FSPS Ongoing CCSS Grade 4 for CC.RF.4.3a and CC.L.4.2d when teaching spelling. CC.RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, & morphology (e.g., roots & affixes) to read accurately unfamiliar multisyllabic words in context & out of context. CC.L.4.2d Spell grade-appropriate words correctly, consulting references as needed. Spelling Words: (Basic) 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				Three-Syllable Words Spelling: Changing Final y to i		
Grammar				J – L 21	Teacher Selected Materials for Grammar Study Refer to J-L21 for resources	
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.	<ul style="list-style-type: none">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	Review Relative Adverbs		
Writing				Refer to Journeys Lessons 7, 11-15 Opinion Text Types & Purposes W.4.1		
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.	<ul style="list-style-type: none">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			
CC.W.4.1b. Provide reasons that are supported by facts & details.	<ul style="list-style-type: none">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			

CC.W.4.1c. Link opinion & reasons using words and phrases.	<ul style="list-style-type: none"> I will use words and phrases to link my opinion and reasons. 	Phrases Opinion Reasons	<i>Using Supporting Details & Examples</i> , p. 62 (T) <i>Is That a Fact?</i> , p. 163 (T) <i>NCL</i> : Appendix R (T) <i>LC</i> : Book 3, Lesson 15 p. 183 <i>MM4-5</i> : p. 155	
CC.W.4.1d. Provide a concluding statement or section related to the opinion presented.	<ul style="list-style-type: none"> I will provide a concluding statement or section. 	Concluding statement Concluding section	<i>Using Supporting Details & Examples</i> , p. 62 (T) <i>Is That a Fact?</i> , p. 163 (T) <i>NCL</i> : Appendix R (T) <i>LC</i> : Book 3, Lesson 16, p. 195	

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension: Extended Text Study <ul style="list-style-type: none"> Teacher may choose standards that best match the extended text study genre. Refer to FSPS Extended Text Study Criteria Refer to FSPS Vocabulary Instruction Guidelines K-6 <p>Key Ideas & Details</p> <p>RL.4.2</p> <p>RL.4.3</p> <p>Integration of Knowledge & Ideas</p> <p>RL.4.7</p> <p>RL.4.9</p> <p>Research to Build & Present Knowledge</p> <p>W.4.9a</p> <p>W.4.9b</p>				Teacher-selected Materials for Extended Text Study Refer to Year at a Glance for Standards <div> <p>Conclusions Visualize</p> <p>Cause/Effect Summarize</p> <p>Text Structure Analyze/Evaluate</p> </div>		
CC.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<ul style="list-style-type: none"> 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	<i>TDC</i> : p. 19-22 (T) <i>GRW</i> : p. 361-362 (T) <i>STW-2</i> : p. 188-190 <i>CT</i> : Book 4, Lesson 15, p. 56 <i>RP</i> : p. 99-113 (T) <i>CT</i> : Extend and Investigate, p. 120-124			
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).	<ul style="list-style-type: none"> 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 Story Drama Event	<i>GRW</i> : p. 441-446, appendices p. 17-23 <i>TDC</i> : p. 19-22 (T) <i>GRW</i> : p. 395-396 (T) <i>BWL</i> : Chapter 5, p. 72 <i>TDC</i> : p. 156			

	details from the story or drama to describe an event in depth.			
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.	<ul style="list-style-type: none"> 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	<i>RP:</i> p. 99-113 (T) <i>CT:</i> 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.	<ul style="list-style-type: none"> 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]").	<ul style="list-style-type: none"> I will apply grade 4 Reading standards to literature. 	Standards Literature	<i>LC:</i> 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").	<ul style="list-style-type: none"> I will apply grade 4 Reading standards to informational texts. 	Standards Informational texts	<i>LC:</i> Book 5	
Spelling				J – L 16
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.				Sounds/Spelling Changes
				<ul style="list-style-type: none"> T187 Decoding J – L 16 <i>Detailed Spelling Plan</i> T44-T45 Day 1: Pretest PB: p.1848 Day 2: Sort PB: p. 185
				T55 Weekly Decoding Test 16.6-16.7 T45 Spelling Assessment

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

M3 – WEEK 2-4

<p>Spelling Words:</p> <p>(Basic) risky, track, topic, blank, question, pocket, monkey, junk, equal, ache, public, attack, struck, earthquake, picnic, banker, electric, blanket, mistake, stomach</p> <p>(Review) quick, squeeze, shark, second, circus</p> <p>(Challenge) request, skeleton, peculiar, attic, reckless</p>				<p>Spelling:</p> <p>Words with /k/ /ng/ /kw/</p>	<ul style="list-style-type: none">• Day 3: Word Families• Day 4: Connect to Writing PB: p. 186• Day 5: Assessment	
<p>Spelling Words:</p> <p>(Basic) glance, judge, damage, package, twice, stage, carriage, since, practice, marriage, baggage, office, message, bridge, chance, notice, ridge, manage, palace, bandage</p> <p>(Review) once, dance, change, age, bounce</p> <p>(Challenge) fringe, average, fleece, fragrance, excellence</p>				<p>J – L 17</p> <p>More Sound/Spelling Changes</p> <p>Spelling:</p> <p>Final /j/ and /s/</p>	<ul style="list-style-type: none">• 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• Day 5: Assessment	<p>T275 Weekly Decoding Test 17.6-17.7</p> <p>T117 Spelling Assessment</p>
<p>Grammar</p>				<p>J – L 18</p> <p>Prepositional Phrases</p>	<p>Detailed Grammar Plan J – L 18</p> <p>T190-T192</p> <ul style="list-style-type: none">• 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	<p>(OPTIONAL)</p> <p>T57 Weekly Test 18.13-18.14</p>
<p>CC.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.L.4.1e Form and use prepositional phrases.</p>	<ul style="list-style-type: none">• I will form and use prepositional phrases.	<p>Form Preposition phrases</p>	<p>LC: Book 6, Lesson 13, p. 175</p>	<p>Prepositional Phrases-Adverbs</p>	<p>Teacher Selected Materials for Grammar Study</p>	
<p>Writing</p>				<p>Refer to Journeys Lessons 1-4, 9-10,16-20</p> <p>Reflective Narrative</p> <p>*story starters</p>		
<p>CC.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>CC.W.4.3a Orient the reader by establishing a situation & introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<ul style="list-style-type: none">• I will establish a situation, introduce a narrator and/or characters, and organize an event sequence.	<p>Establish Situation</p> <p>Introduce Narrator</p> <p>Characters</p> <p>Organize Event</p>	<p><i>Raising the Quality of Narrative Writing</i> (T)</p> <p><i>Writing Fiction; Big Dreams, Tall Ambitions</i> (T)</p> <p>LC: Book 4, p. 59,</p>			

		Sequence	85,115 <i>CL</i> : p. 61, 62, 63 <i>LC</i> : Raising the Quality of Narrative Writing, p. 69	<p>Text Types & Purposes <u>W.4.3</u></p> <p>Production/Distribution <u>W.4.5</u> <u>W.4.6</u></p>
CC.W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.	<ul style="list-style-type: none"> I will use dialogue and description to develop events and characters. 	Dialogue Description Events Characters	<i>Raising the Quality of Narrative Writing</i> (T) <i>Writing Fiction; Big Dreams, Tall Ambitions</i> (T) <i>LC</i> : Writing Fiction, Big Dreams p. 27, 43, 73 <i>CL</i> : p. 48, 53, 55	
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.	<ul style="list-style-type: none"> I will use concrete words and phrases and sensory details. 	Concrete words Concrete phrases Sensory details	<i>Raising the Quality of Narrative Writing</i> (T) <i>Writing Fiction; Big Dreams, Tall Ambitions</i> (T) <i>CL</i> : p. 68, 69, 70, 71	
CC.W.4.3e Provide a conclusion that follows from the narrated experiences or events.	<ul style="list-style-type: none"> I will provide a conclusion. 	Conclusion	<i>Raising the Quality of Narrative Writing</i> (T) <i>Writing Fiction; Big Dreams, Tall Ambitions</i> (T) <i>LC</i> : Book 4, p. 133 <i>LC</i> : Raising the Quality, Book 2, p. 137 <i>CL</i> : p. 70, 71, 103	
CC.W.4.5 With guidance and support from	<ul style="list-style-type: none"> I will use guidance 	Guidance Peers	<i>GRW</i> : p. 63-66 (T); p. 77-80	

peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	from peers and adults to plan, revise, and edit.	Revise Edit	<i>WP</i> : p. 19-20 (T) <i>LC</i> : 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.	<ul style="list-style-type: none"> 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. 	Technology Publish Interact Collaborate Command Keyboarding skills Sitting	<i>Tikatot</i> http://www.tikatok.com/ <i>Storybird</i> http://storybird.com/ <i>Writing with Writers/Scholastic</i> http://teacher.scholastic.com/writewit/ <i>Stonesoup</i> http://www.stonesoup.com/ (T) <i>Read, Write, Think</i> http://tenkely.org/Read_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> .)	<ul style="list-style-type: none"> I will correctly use homonyms. 	Homonyms	http://languagearts.ppsst.com/index.html <i>MM2-3</i> <i>MM4-5</i> <i>MI</i> <i>EE</i>	
CC.L.4.2 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.4.2b Use correct capitalization.	<ul style="list-style-type: none"> I will use correct capitalization. 	Capitalization	http://grammar.ccc.commnet.edu/grammar/powerpoint.htm <i>MI</i> <i>TP</i> <i>MM2-3</i> <i>MM4-5</i>	

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension: Research Connections <ul style="list-style-type: none"> Teacher may choose standards that best match the Research Connections genre. Refer to FSPS Research Connections Criteria Refer to FSPS Vocabulary Instruction Guidelines <p>K-6 Key Ideas & Details RI.4.3</p> <p>Craft & Structure RI.4.5</p> <p>Integration of Knowledge & Ideas RI.4.8 RI.4.9</p> <p>Research to Build & Present Knowledge W.4.9b</p>				Teacher Selected Materials for Research Connections Refer to Year at a Glance for Standards <div> <p>Compare/Contrast Question</p> <p>Text Structure Visualize</p> </div>		
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.	<ul style="list-style-type: none"> I will explain events, procedures, ideas or concepts in an informational text using specific information in the text. 	Explain Events Procedures Informational text Specific	STW-2: p. 171-178; p. 210			
CC.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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			

CC.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	• I will integrate information from two texts on the same topic to write or speak about the subject.	Integrate Texts Topic Subject	CT: Book 6, Lesson 22, p. 2 GRW: Appendix 34			
CC.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				J – L 18	<ul style="list-style-type: none"> T183 Decoding J – L 18 Detailed Spelling Plan T188-T189 Day 1: Teach the Principle (Pretest) PB: p. 208 Day 2: Sort PB: p. 209 Day 3: Word Families Day 4: Connect to Writing PB: p. 210 Day 5: Assessment 	T199 Weekly Decoding Test 18.11-18.12 T189 Spelling Assessment
Refer to FSPS Ongoing CCSS Grade 4 for CC.RF.4.3a and CC.L.4.2d when teaching spelling. CC.RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, & morphology (e.g., roots & affixes) to read accurately unfamiliar multisyllabic words in context & out of context. CC.L.4.2d Spell grade-appropriate words correctly, consulting references as needed. Spelling Words: (Basic) unused, refresh, dislike, replace, unpaid, redo, disorder, unplanned, distrust, rewind, untrue, unload, recall, displease, uneven, rebuild, restart, uncover, untidy, discolor (Review) reuse, unfair, rewrite, unclear, untie (Challenge) disband, rearrange, discontinue, refund, unusual				J – L 18 Recognizing Prefixes re-, un-, dis- Spelling: Prefixes re-, un-, dis-		
Spelling Words: (Basic) colorful weakness movement endless truthful illness cheerful useless beautiful restless clumsiness pavement peaceful fondness neatness speechless (Review) statement wasteful (Challenge) penniless treatment				J – L 19 More Common Suffixes Spelling: Suffixes	<ul style="list-style-type: none"> T255 Decoding J – L 19 Detailed Spelling Plan T260-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. 221 Day 5: Spelling Assessment 	T271 Weekly Decoding Test 19.8-19.19 T261 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 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://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.4.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	<ul style="list-style-type: none"> I will use modal auxiliary verbs. 	Auxiliary	http://languagearts.pppst.com/index.html MM2-3 MM4-5 MI EE	Modal Auxiliaries	Teacher Selected Materials for Grammar Study
<div> <div>Writing</div> <div> <div> 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. </div> <div> CC.W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information & examples related to the topic. </div> <div> CC.W.4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). </div> <div> CC.W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. </div> <div> CC.W.4.2e Provide a concluding statement or section related to the information or explanation presented. </div> </div> <div> <div> <ul style="list-style-type: none"> I will introduce a topic and group related information in paragraphs and sections. I will use formatting, illustrations, and multimedia to aid comprehension. </div> <div> <ul style="list-style-type: none"> I will use facts, definitions, concrete details, quotations, or other information and examples to develop the topic. </div> <div> <ul style="list-style-type: none"> I will use words and phrases to link ideas within categories of information. </div> <div> <ul style="list-style-type: none"> I will use precise words and vocabulary to inform or explain a topic. </div> <div> <ul style="list-style-type: none"> I will use a conclusion statement in my writing. </div> </div> <div> Topic Paragraphs Sections Formatting Illustrations Multimedia Comprehension </div> <div> <i>Is That a Fact?</i> NCL: p. 59, 60, 62, 76 NCL: Lesson p. 95, Appendix P (T) </div> <div> Facts Definitions Concrete details Quotations Topic </div> <div> <i>Is That a Fact?</i> NCL: p. 69, 91, 99, 101 </div> <div> Phrases Categories </div> <div> <i>Is That a Fact?</i> NCL </div> <div> Precise Inform Explain </div> <div> <i>Is That a Fact?</i> NCL </div> <div> Concluding Statement </div> <div> <i>Is That a Fact?</i> NCL </div> </div>					
<div> <div>Refer to Journeys Lessons 21-22, 24-25</div> <div> Analytical Inform/Explain </div> <div> *short research writing product *compare & contrast paragraph Text Types & Purposes W.4.2 Research to Build & Present Knowledge W.4.7 W.4.8 </div> </div>					

<p>CC.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<ul style="list-style-type: none"> • I will conduct short research projects to build knowledge about a topic. 	<p>Conduct Research projects Topic</p>	<p><i>20 great research websites</i> http://askatechteacher.wordpress.com/2009/11/02/20-great-research-websites-for-kids/ <i>Squidoo</i> http://www.squidoo.com/k12interactive-research (T) <i>LC:</i> Book 3, p. 161-165</p>	<p><i>NetTracker</i> http://www.nettrekker.com/us http://www.fortsmithlibrary.org/ <i>Squidoo</i> http://www.squidoo.com/k12interactive-research (T)</p>
<p>CC.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<ul style="list-style-type: none"> • 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. 	<p>Recall Experiences Gather Print sources Digital sources Categorize</p>	<p><i>CT:</i> Book 6, Lesson 22, pg. 2-13</p>	

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension				Teacher-Selected Read Aloud and Resources (Integrate Author Study/Poetry)		
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)			
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	GRW: p. 397 (T)			
Spelling				J – L 20	• T331 Decoding 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	T347 Weekly Decoding Test 20.8-20.9 T337 Spelling Assessment
Refer to FSPS Ongoing CCSS Grade 4 for CC.RF.4.3a and CC.L.4.2d when teaching spelling. CC.RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, & morphology (e.g., roots & affixes) to read accurately unfamiliar multisyllabic words in context & out of context. CC.L.4.2d Spell grade-appropriate words correctly, consulting references as needed. Spelling Words: (Basic) million collect lumber pepper plastic borrow support thirty perfect attend canyon traffic fortune danger soccer (Review) engine picture survive (Challenge) seldom effort				VCCV Pattern and Word Parts Spelling: Words with VCCV Pattern		
Grammar				J – L 20	Teacher Selected Materials for Grammar Study Refer to J-L21 for resources	
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://languagearts.pppst.com/index.html MM2-3 MM4-5 MI EE	Abbreviations Capitalization		
Writing				Refer to Journeys Lessons 21-22, 24-25		
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			

sections; include formatting (e.g. headings), illustrations, & multimedia when useful to aiding comprehension.	sections. • I will use formatting, illustrations, and multimedia to aid comprehension.	Illustrations Multimedia Comprehension	(T)	<p>Analytical Inform/Explain</p> <p>*short research writing product</p> <p>*compare & contrast paragraph</p> <p>Text Types & Purposes</p> <p>W.4.2</p> <p>Research to Build & Present Knowledge</p> <p>W.4.7</p> <p>W.4.8</p>
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	<i>Is That a Fact?</i> <i>NCL</i> : p. 69, 91, 99, 101	
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	<i>Is That a Fact?</i> <i>NCL</i>	
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	<i>Is That a Fact?</i> <i>NCL</i>	
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	<i>Is That a Fact?</i> <i>NCL</i>	
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	<i>LC</i> : Book 3, p. 161-165	<p>20 great research websites</p> <p>http://askatechteacher.wordpress.com/2009/11/02/20-great-research-websites-for-kids/</p> <p>Squidoo http://www.squidoo.com/k12interactiveresearch (T)</p> <p>NetTracker http://www.nettrekker.com/us</p> <p>http://www.fortsmithlibrary.org/</p> <p>Squidoo http://www.squidoo.com/k12interactiveresearch (T)</p>
CC.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	<ul style="list-style-type: none"> • 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	<i>CT</i> : Book 6, Lesson 22, pg. 2-13	

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension: Extended Text Study <ul style="list-style-type: none"> Teacher may choose standards that best match the extended text study genre. Refer to FSPS Extended Text Study Criteria Refer to FSPS Vocabulary Instruction Guidelines K-6 <p>Key Ideas & Details RI.4.3</p> <p>Craft & Structure RI.4.6</p> <p>Integration of Knowledge & Ideas RI.4.7 RI.4.9</p> <p>Research to Build & Present Knowledge W.4.9b</p>				<p>Teacher-selected Materials for Extended Text Study Refer to Year at a Glance for Standards</p> <div> <p>Text & Graphic Features Question</p> <p>Sequence of Events Analyze/Evaluate</p> <p>Cause/Effect Analyze/ Summarize</p> </div>		
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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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)			

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.	<ul style="list-style-type: none"> I will interpret information presented visually, orally, or quantitatively. I will explain how the information contributes to my understanding of the text. 	Interpret Visual information Oral information Quantitative information Text	GRW: p.403 (T) STW-1: p. 117-121 (T) CT: Book 2, Lesson 4, p. 2; Book 4, Lesson 13, p. 44			
CC.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<ul style="list-style-type: none"> I will integrate information from two texts on the same topic . 	Integrate Topic Subject	CT: Book 6, Lesson 22, p. 2 GRW: Appendix 34	Integrate Writing		
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”).	<ul style="list-style-type: none"> I will apply grade 4 Reading standards to informational texts. 	Standards Informational texts	LC: Book 5			
Spelling				J – L 21		
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) event, humor, rapid, music, relief, planet, detail, unite, frozen, figure, siren, polite, hotel, protest, punish, defend, relay, habit, student, moment (Review) alive, open, orange, begin, forest (Challenge) rumor, jealous, license, image, rival				VCV Pattern and Word Parts Spelling: Words with VCV Pattern	<ul style="list-style-type: none"> T41 Decoding J – L 21 Detailed Spelling Plan T118-T119 Day 1: Teach the Principle/Pretest PB : p. 244 Day 2: Word Sort PB: p. 245 Day 3: Word Families Day 4: Connect to Writing PB: p. 246 Day 5: Assessment 	T57 Weekly Decoding Test 21.6-21.7 T47 Spelling Assessment
Spelling Words: (Basic) dentist, final, finish, narrow, shelter, ahead, corner, hollow, divide, famous, recent, silver, capture, cabin, dinner, minus, minute, value, reward, broken (Review) again, enough, market, pencil, powder (Challenge) decent, secure, standard, frontier, stampede				J – L 22 Syllable Patterns and Word Parts Spelling: Words with VCCV Pattern	<ul style="list-style-type: none"> T113 Decoding J – L 22 Detailed Spelling Plan T190-T191 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: Assessment 	T205 Weekly Decoding Test 23.10-23.11 T195 Spelling Assessment

<p>Spelling Words:</p> <p>(Basic) poster, secret, whether, author, rocket, bushel, agree, bucket, ticket, declare, chicken, clothing, apron, whiskers, degree, gather, achieve, rather, bracket, machine (Review) person, basket, between, artist, jacket</p> <p>(Challenge) regret, nephew, method, decline, vibrate</p>				<p>J – L 23</p> <p>Difficult VCCV Patterns</p> <p>Spelling:</p> <p>Words with VCCV Pattern</p>	<p>• T189 Decoding</p> <p>J – L 23 Detailed Spelling Plan</p> <p>T194-T195</p> <p>• Day 1: Teach the Principle/Pretest</p> <p>• PB: p. 268</p> <p>• Day 2: Word Sort PB: p. 269</p> <p>• Day 3: Word Families</p> <p>• Day 4: Connect to Writing PB: p. 270</p> <p>• Day 5: Assessment</p>	<p>T199 Weekly Decoding Test 18.11-18.12</p> <p>T189 Spelling Assessment</p>
<p>Grammar</p>				<p>Frequently Confused Words</p>	<p>Teacher Selected Materials for Grammar Study</p>	
<p>CC.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.L.4.1g Correctly use frequently confused words (e.g., to, too, two; there, their).</p>	<p>• I will correctly use homonyms.</p>	<p>Homonyms</p>	<p>http://languagearts.pppst.com/index.html</p> <p>MM2-3</p> <p>MM4-5</p> <p>MI</p> <p>EE</p>			
<p>CC.L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CC.L.4.3b Choose punctuation for effect.</p>	<p>• I will choose punctuation for effect.</p>	<p>Punctuation Effect</p>	<p>http://www.languagearts.pppst.com/sentencevariety.html</p> <p>TAW: p. 62-72 (revision) (T)</p> <p>CL</p> <p>NCL</p> <p>MI</p> <p>LC: Book 6, Lesson 13 & 14, p. 175 & 187</p>			<p>Punctuation for Effect</p>
<p>CC.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.</p>	<p>• I will use commas and quotation marks to mark direct speech and quotations from a text.</p>	<p>Direct speech Quotations</p>	<p>http://grammar.ccc.mnet.edu/grammar/powerpoint.htm</p> <p>MI</p> <p>TP</p> <p>MM2-3</p> <p>MM4-5</p> <p>WP: p.52-53 (dialogue)</p>	<p>J – L 23 Review Quotations Direct Speech</p>		
<p>Writing</p>				<p>Refer to Journeys Lessons 21-22, 24-25</p> <p>Analytical Inform/Explain</p> <p>*Cause/Effect</p>		
<p>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.</p>	<p>• I will use formatting, illustrations, and multimedia to aid comprehension.</p>	<p>Topic Paragraphs</p> <p>Sections</p> <p>Formatting</p> <p>Illustrations</p> <p>Multimedia</p> <p>Comprehension</p>	<p>Is That a Fact?</p> <p>NCL: p. 59, 60, 62, 76</p> <p>NCL: Lesson p. 95, Appendix P (T)</p>			

CC.W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information & examples related to the topic.	<ul style="list-style-type: none"> I will use facts, definitions, concrete details, quotations, or other information and examples to develop the topic. 	Facts Definitions Concrete details Quotations Topic	<i>Is That a Fact?</i> 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).	<ul style="list-style-type: none"> I will use words and phrases to link ideas within categories of information. 	Phrases Categories	<i>Is That a Fact?</i> NCL	
CC.W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	<ul style="list-style-type: none"> I will use precise words and vocabulary to inform or explain a topic. 	Precise Inform Explain	<i>Is That a Fact?</i> NCL	
CC.W.4.2e Provide a concluding statement or section related to the information or explanation presented.	<ul style="list-style-type: none"> I will use a conclusion statement. 	Concluding Statement	<i>Is That a Fact?</i> NCL	
CC.W.4.5 With guidance & support from peers & adults, develop & strengthen writing as needed by planning, revising, & editing.	<ul style="list-style-type: none"> 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	<i>Writing with Writers/Scholastic</i> http://teacher.scholastic.com/writewit/ <i>Stonesoup</i> http://www.stonesoup.com/ (T) <i>Read, Write, Think</i> 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.	<ul style="list-style-type: none"> I will demonstrate command of keyboarding skills to type one page in a single sitting. 	Technology Publish Interact Collaborate Command Keyboarding skills Sitting	<i>Tikatot</i> http://www.tikatok.com/ <i>Storybird</i> http://storybird.com/	
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.	<ul style="list-style-type: none"> 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
Comprehension: Research Connections <ul style="list-style-type: none"> Teacher may choose standards that best match the extended text study genre. Refer to FSPS Extended Text Study Criteria Refer to FSPS Vocabulary Instruction Guidelines K-6 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				Teacher Selected Materials for Research Connections Refer to Year at a Glance for Standards <div> Key Details Describing Compare/Contrast Drawing Conclusions </div>		
CC.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> 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	<i>CT</i> : Book 5, Lesson 21, p. 56, Book 6, Lesson 24, p. 24 <i>STW</i> : p. 166 (T) <i>NRP</i> : 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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").	<ul style="list-style-type: none"> I will apply grade 4 Reading standards to informational texts. 	Standards Informational texts	<i>LC</i> : Book 5			
Spelling				J – L 24	T331 Decoding	T277

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

M4 – 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
Grammar				Similes & Metaphors	Teacher Selected Materials for Grammar Study	
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				
Writing				Refer to Journeys Lessons 7, 11-15 Opinion *short research writing product Refer to FSPS Writing Criteria E		
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 <i>MM4-5</i> : p. 140 <i>NCL</i> : p. 58, p.59, p.60	<p>Text Types & Purposes</p> <p>W.4.1</p> <p>Research to Build & Present Knowledge</p> <p>W.4.7 W.4.8</p>
CC.W.4.1b. Provide reasons that are supported by facts & details.	<ul style="list-style-type: none"> I will provide reasons that are supported by facts and details. 	Reasons Facts Details	<i>Using Supporting Details & Examples</i> , p. 62 (T) <i>Is That a Fact?</i> , p. 163 (T) <i>NCL</i> : Appendix R (T) <i>WBT</i> : Chapter 130-146	
CC.W.4.1c. Link opinion & reasons using words and phrases.	<ul style="list-style-type: none"> I will use words and phrases to link my opinion and reasons. 	Phrases Opinion Reasons	<i>Details & Examples</i> , p. 62 (T) <i>Is That a Fact?</i> , p. 163 (T) <i>NCL</i> : Appendix R (T) <i>LC</i> : Book 3, Lesson 15 p. 183 <i>MM4-5</i> : p. 155	
CC.W.4.1d. Provide a concluding statement or section related to the opinion presented.	<ul style="list-style-type: none"> I will provide a concluding statement or section. 	Concluding statement Concluding section	<i>Using Supporting Details & Examples</i> , p. 62 (T) <i>Is That a Fact?</i> , p. 163 (T) <i>NCL</i> : Appendix R (T) <i>LC</i> : 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.	<ul style="list-style-type: none"> I will conduct short research projects to build knowledge about a topic. 	Conduct Research projects Topic	<i>LC</i> : Book 3, p. 161-165	
				<p><i>20 great research websites</i> http://askatechteacher.wordpress.com/2009/11/02/20-great-research-websites-for-kids/</p> <p><i>Squidoo</i> http://www.squidoo.com/k12interactiveresearch (T)</p> <p><i>NetTracker</i> http://www.nettrekker.com/us</p>

<p>CC.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<ul style="list-style-type: none"> • I will take notes and categorize information. • I will provide a list of sources. 	<p>Recall Experiences Gather Print sources Digital sources Categorize sources</p>	<p><i>CT:</i> Book 6, Lesson 22, pg. 2-13</p>	<p>http://www.fortsmithlibrary.org/ <i>Squidoo</i> http://www.squidoo.com/k12interactiveresearch (T)</p>
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COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension				Comprehension/ Fluency J – L 14 Skill: Text and Graphic Features Strategy: Question Genre: Informational Essential Question: How do illustrations make a text interesting	Read Aloud J – L 14 “Wicked Wind” T230-T231 <ul style="list-style-type: none"> Target Skill: Text & Graphic Features CLLG: p. 67 Target Vocabulary T231 Main Selection “The Life & Times of the Ant” T238-T251 <ul style="list-style-type: none"> CLLG: p.66 Introduce: Text & Graphic Features; Question T236-T237 Projectable 14.2 PB: p. 157 Projectables 14.3a, 14.3b Stop & Think T243, T245, T247 Deepen Comprehension: Text & Graphic Features T256-T257 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	(OPTIONAL) T274 Weekly Tests 14.4-14.5
Vocabulary				Targeted 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	J – L 14 Introduce Vocabulary T232-T233 Develop Background “Wicked Wind” T230-T231 The Amazing Ant” T234-T235 Vocabulary Strategies T260-T261 Suffixes –able, -ible Projectable 14.5 <ul style="list-style-type: none"> PB: p. 159 AL: suffix 	(OPTIONAL) T274 Weekly Tests 14.2-14.3
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.	<ul style="list-style-type: none"> I will refer to structural elements to explain major differences among poems, drama, and prose. 	Structural elements Poems Drama Prose	<i>GRW:</i> p. 444 (T) <i>GRW:</i> p. 410-422 <i>WP:</i> p. 35-36 (T)			
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.	<ul style="list-style-type: none"> 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	<i>RP:</i> p. 99-113 (T) <i>CT:</i> Extend and Investigate, p. 120-124			
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.	<ul style="list-style-type: none"> I will use context as a clue to the meaning of a word or phrase. 	Context Clue Phrase	http://dictionary.reference.com/ <i>WTW:</i> p.253 & 265 <i>BWL</i> <i>WJ:</i> Chapter 7			

Spelling				J – L 26	<ul style="list-style-type: none"> T255 Decoding J – L 26 Detailed Spelling Plan T260-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
<p>Refer to FSPS Ongoing CCSS Grade 4 for CC.RF.4.3a and CC.L.4.2d when teaching spelling.</p> <p>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.</p> <p>CC.L.4.2d Spell grade-appropriate words correctly, consulting references as needed.</p> <p>Spelling Words:</p> <p>(Basic) enter, banner, sugar, shower, motor, collar, labor, finger, mirror, beggar, favor, bother, fever, doctor, temper, actor, polar, sweater, traitor, whenever</p> <p>(Review) river, summer, dollar, center, number</p> <p>(Challenge) calendar, error, popular, barrier, director</p>				Common Final Syllables		
Grammar				J-L24	Review Commas: Coordination Conjunction	Teacher Selected Materials for Grammar Study Refer to J-L24 for resources
CC.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> I will use commas and quotation marks to mark direct speech and quotations from a text. 	Direct speech Quotations	http://grammar.cc.commnet.edu/grammar/powerpoint.htm MI TP MM2-3 MM4-5 WP: p.52-53 (dialogue)			
Writing				<p>Review & Analyze Writing Prompts and Purpose Production/ Distribution</p> <p>W.4.5 W.4.6</p> <p>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)</p>		
CC.W.4.5 With guidance & support from peers & adults, develop & strengthen writing as needed by planning, revising, & editing.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.tikatot.com/ Storybird http://storybird.com/			

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/Fluency J – L 15 Skill: Author Purpose Main Ideas & Details Strategy: Compare/Contrast Monitor/Clarify Genre: Informational Essential Question: How do details help you understand the main idea?	Read Aloud 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; 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) • PB: p. 170 AL: main idea, supporting details, infer Connect To “Wonderful Weather” T324-T327 Genre: Poetry • MC: T327 CLLG: p. 69	(OPTIONAL) T346 Weekly Test 15.4-15.5
CC.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<ul style="list-style-type: none"> 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			
CC.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> 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.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.	<ul style="list-style-type: none"> 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	GRW: p. 397 (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.	<ul style="list-style-type: none"> 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	GRW: 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.	<ul style="list-style-type: none"> 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	TDC: 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.	<ul style="list-style-type: none"> I will integrate information from two texts on the same topic to write or speak about the subject. 	Integrate Texts Topic Subject	CT: Book 6, Lesson 22, p. 2 GRW: Appendix 34		
Spelling				J – L 27	
<p>Refer to FSPS Ongoing CCSS Grade 4 for CC.RF.4.3a and CC.L.4.2d when teaching spelling.</p> <p>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.</p> <p>CC.L.4.2d Spell grade-appropriate words correctly, consulting references as needed.</p> <p>Spelling Words:</p> <p>(Basic) Words: title, towel, battle, pedal, metal, simple, eagle, special, total, trouble, nickel, gentle, barrel, model, tangle, ankle, marvel, juggle, squirrel, riddle</p> <p>(Review) circle, travel, apple, little, purple</p> <p>(Challenge) cancel, decimal, material, pretzel, triangle</p>				<p>More Final Syllables</p> <p>Spelling: Final Schwa //</p>	<ul style="list-style-type: none"> 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 <p>T129 Weekly Decoding Test 22.6-22.7</p> <p>T119 Spelling Assessment</p>
<p>Spelling Words:</p> <p>(Basic) library, another, hospital, example, deliver, history, however, several, vacation, important, victory, imagine, camera, potato, remember, together, memory, favorite, continue, president</p> <p>(Review) unlucky, powerful, grandmother, November</p> <p>(Challenge) internal, ornament, interview, universe, article</p>				<p>J – L 28</p> <p>Stress in Multi-Syllable Words</p> <p>Spelling: Three Syllable Words</p>	<ul style="list-style-type: none"> T119 Decoding J – L 28 Detailed Spelling Plan T124-T125 Day 1: Teach the Principle (Pretest) PB: p. 319 Day 2: Word Sort PB: p. 320 Day 3: Word Families Day 4: Connect to Writing PB: p. 321 Day 5: Spelling Assessment <p>T133 Weekly Decoding Test 28.10-28.111</p> <p>T125 Spelling Assessment</p>

Grammar				Common Idioms, Adages, and Proverbs	Teacher Selected Materials for Grammar Focus
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.	<ul style="list-style-type: none">I will recognize and explain the meaning of common idioms, adages, and proverbs.	Common idioms Adages Proverbs	http://www.readwritethink.org/ http://www.readworks.org/ GRW: (figurative language) WP: p. 45 (figurative language) LC: Book 6, Lesson 13, p. 175		
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.	<ul style="list-style-type: none">I will establish a situation, introduce a narrator and/or characters, and organize an event sequence.	Establish Situation Introduce Narrator Characters Organize Event Sequence	<i>Raising the Quality of Narrative Writing</i> (T) <i>Writing Fiction: Big Dreams, Tall Ambitions</i> (T) LC: Book 4, p. 59, 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.	<ul style="list-style-type: none">I will use dialogue and description to develop events and characters.	Dialogue Description Events Characters	<i>Raising the Quality of Narrative Writing</i> (T) <i>Writing Fiction: Big Dreams, Tall Ambitions</i> (T) LC: Writing Fiction, Big Dreams p. 27, 43, 73 CL: p. 48, 53, 55		
CC.W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.	<ul style="list-style-type: none">I will use transitional words and phrases to manage the sequence of events	Transitional words Transitional phrases	MM4-5: p. 74,155		

Refer to Journeys Lessons 1-4, 9-10,16-20

Narrative

*story starter prompts

Refer to FSPS Writing Criteria A,B

Text Types & Purposes

W.4.3

Production/ Distribution

W.4.5

W.4.6

L.4.4c

CC.W.4.3d Use concrete words & phrases & sensory details to convey experiences & events precisely.	<ul style="list-style-type: none"> I will use concrete words and phrases and sensory details. 	Concrete words Concrete phrases Sensory details	<i>Raising the Quality of Narrative Writing</i> (T) <i>Writing Fiction: Big Dreams, Tall Ambitions</i> (T) <i>CL</i> : p. 68, 69, 70, 71	
CC.W.4.3e Provide a conclusion that follows from the narrated experiences or events	<ul style="list-style-type: none"> I will provide a conclusion. 	Conclusion	<i>Raising the Quality of Narrative Writing</i> (T) <i>Writing Fiction: Big Dreams, Tall Ambitions</i> (T) <i>LC</i> : Book 4, p. 133 <i>LC</i> : Raising the Quality, Book 2, p. 137 <i>CL</i> : 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.	<ul style="list-style-type: none"> I will use guidance from peers and adults to plan, revise, and edit. 	Guidance Peers Revise Edit	<i>GRW</i> : p. 63-66 (T); p. 77-80 <i>WP</i> : p. 19-20 (T) <i>LC</i> : Book 1, p. 37-45; p. 169-173	<i>Writing with Writers/Scholastic</i> http://teacher.scholastic.com/writewit/ <i>Stonesoup</i> http://www.stonesoup.com/ (T) <i>Read, Write, Think</i> 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.	<ul style="list-style-type: none"> I will demonstrate command of keyboarding skills to type one page in a single sitting. 	Technology Publish Interact Collaborate Command Keyboarding skills Sitting	<i>Tikatot</i> http://www.tikatok.com/ <i>Storybird</i> http://storybird.com/	
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.	<ul style="list-style-type: none"> I will determine the meaning or pronunciation of a word by consulting reference materials. 	Determine Pronunciation Consulting Reference materials	http://dictionary.reference.com/ <i>WTW</i> : p.253 & 265 <i>BWL</i> <i>WJ</i> : Chapter 7	

W-3 State Assessments

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension				Comprehension/Fluency J – L 24 Skill: Cause/Effect Strategy: Summarize Genre: Narrative Nonfiction	Read Aloud J – L 24 “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 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	(OPTIONAL) T276 Weekly Test 24.4-24.5
CC.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	• I will explain events, procedures, ideas or concepts in an informational text and using specific information in the text.	Explain Events Procedures Informational text Specific	STW-2: p. 171-178; p. 210			
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	GRW: p. 397 (T)			
CC.RI.4.7 Interpret information presented visually, orally, or quantitatively & explain how the information contributes to an understanding of the text in which it appears.	• I will interpret information presented visually, orally, or quantitatively. • I will explain how the information contributes to my understanding of the text.	Interpret Visual information Oral information Quantitative information Text	GRW: p.403 (T) STW-1: p. 117-121 (T) CT: Book 2, Lesson 4, p. 2; Book 4, Lesson 13, p. 44			
Spelling				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
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						

<p>Spelling Words:</p> <p>(Basic) Words: meant, routine, style, flood, month, pleasant, guess, women, either, against, disguise, sweat, magazine, guard, receive, wonder, league, type, ceiling, money</p> <p>(Review) front, head, elbow, shoe, mind</p> <p>(Challenge) plaid, onion, guarantee, rhyme, submarine</p>				<p>J – L 30</p> <p>Unusual Spellings</p> <p>Spelling:</p> <p>Unusual Spellings</p>	<ul style="list-style-type: none">• 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	<p>T225</p> <p>Weekly Decoding</p> <p>Test 30.6-30.7</p> <p>T217 Spelling</p> <p>Assessment</p>
<p>Grammar</p>				<p>Antonyms/Synonyms</p>	<p>Teacher Selected Materials for Grammar Focus</p>	
<p>CC.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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).</p>	<ul style="list-style-type: none">• I will demonstrate my understanding of words by relating them to their antonyms and to their synonyms.	<p>Antonyms</p> <p>Synonyms</p> <p>http://www.readwritethink.org/</p> <p>http://www.readworks.org/</p> <p>GRW:</p> <p>(figurative language)</p> <p>WP: p. 45</p> <p>(figurative language)</p> <p>LC: Book 6, Lesson 13, p. 175</p>				
<p>Writing</p>					<p>Refer to Journeys Lessons 23</p> <p>Inform: Instruct</p> <p>*sequential paragraph</p> <p>Refer to FSPS Writing Criteria D</p> <p>Text Types & Purposes</p> <p>W.4.2</p>	
<p>CC.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p>	<ul style="list-style-type: none">• I will introduce a topic and group related information in paragraphs and sections.• I will use formatting, illustrations, and multimedia.	<p>Topic Paragraphs</p> <p>Sections</p> <p>Formatting</p> <p>Illustrations</p> <p>Multimedia</p> <p>Comprehension</p>	<p>Is That a Fact?</p> <p>NCL: p. 59, 60, 62, 76</p> <p>NCL: Lesson p. 95, Appendix P (T)</p>			
<p>CC.W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information & examples related to the topic.</p>	<ul style="list-style-type: none">• I will use facts, definitions, concrete details, quotations, or other information and examples to develop the topic.	<p>Facts</p> <p>Definitions</p> <p>Concrete details</p> <p>Quotations Topic</p>	<p>Is That a Fact?</p> <p>NCL: p. 69, 91, 99, 101</p>			

CC.W.4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	<ul style="list-style-type: none"> I will use words and phrases to link ideas within categories of information. 	Phrases Categories	<i>Is That a Fact?</i> 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.	<ul style="list-style-type: none"> I will use precise words and vocabulary to inform or explain a topic. 	Precise Inform Explain	<i>Is That a Fact?</i> NCL	
CC.W.4.2e Provide a concluding statement or section related to the information or explanation presented.	<ul style="list-style-type: none"> I will use a conclusion statement in my writing. 	Concluding Statement	<i>Is That a Fact?</i> NCL	
CC.W.4.5 With guidance & support from peers & adults, develop & strengthen writing as needed by planning, revising, & editing.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.tikatot.com/ Storybird http://storybird.com/	

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

M6 – WEEK 5

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension				J – L 19 J-L22 and/or Teacher Selected Read Aloud	J – L 19 <u>Main Selection</u> “Harvesting Hope” T236-T246 Genre: Biography CLLG: p. 76 • Introduce: Persuasion T234-T235 Infer/Predict T234-T235, • Projectable 19.2 PB: p. 217 • Projectables 19.3a,19.3b • Stop & Think T239, T243, T245 J – L 22 <u>Main Selection</u> “I Could do That!”T94-T104 Genre: Biography • CLLG: p. 82 • Introduce: Cause/Effect, Infer/Predict T92-T93 • Projectable 22.2 • PB: p. 253 • Projectables 22.3a, • Stop & Think T99,T101,T105 • Deepen Comprehension: Cause and Effect T110-T111 • Projectable 22.4 • PB: p. 254 AL: cause, effect MC: T109	(OPTIONAL) T270 Weekly Test 19.4-19.5
CC.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	• I will explain events, procedures, ideas or concepts in an informational text and using specific information in the text.	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.4.7 Interpret information presented visually, orally, or quantitatively & explain how the information contributes to an understanding of the text in which it appears.	• I will interpret information presented visually, orally, or quantitatively. • I will explain how the information contributes to my understanding of the text.	Interpret Visual information Oral information Quantitative information Text	<i>GRW</i> : p.403 (T) <i>STW-1</i> : p. 117-121 (T) <i>CT</i> : Book 2, Lesson 4, p. 2; Book 4, Lesson 13, p. 44			
CC.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	• I will integrate information from two texts on the same topic to write or speak about the subject.	Integrate Texts Topic Subject	<i>CT</i> : Book 6, Lesson 22, p. 2 <i>GRW</i> : Appendix 34			
CC.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CC.L.4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	• I will explain the meaning of simple similes and metaphors.	Explain Similes Metaphors	http://www.readwritethink.org/ http://www.readworks.org/ <i>GRW</i> : (figurative language) <i>P</i> : p. 45 (figurative language) <i>LC</i> : Book 6, Lesson 13, p. 175			
Spelling				J – L 30 Review Unusual Spellings	• T211 Decoding J – L 30 <u>Detailed Spelling Plan</u> T216=T217 • Day 1: Pretest PB: p. 337	T225 Weekly Decoding Test 30.6-30.7
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.						

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

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				Review Spelling: Unusual Spellings	<ul style="list-style-type: none">Day 2: Word Sort PB: p. 338Day 3: Word FamiliesDay 4: Connect to Writing PB: p. 339Day 5: Spelling Assessment	T217 Spelling Assessment
Grammar						
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., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).	<ul style="list-style-type: none">I will use grade appropriate Greek and Latin affixes and roots as clues to the meanings of words.	Greek Latin Affixes Roots	http://languagearts.pppst.com/index.html MM2-3 MM4-5 MI EE	Greek and Latin Affixes and Roots	Teacher Selected Materials for Grammar Study	
Writing						
CC.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<ul style="list-style-type: none">I will conduct short research projects to build knowledge about a topic.	Conduct Research projects Topic	LC: Book 3, p. 161-165	Refer to Journeys 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 from print and digital sources; take notes and categorize information, and provide a list of sources.	<ul style="list-style-type: none">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			
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.	<ul style="list-style-type: none">I will choose words and phrases to convey ideas precisely.	Phrases Convey Precisely	http://www.languagearts.pppst.com/sentencevariety.html TAW: p. 62-72 (revision) (T) CL NCL LC: Book 6, Lesson 13 & 14, p. 175 & 187 WP: p. 48-49 (voice) LC: Book 2, Lesson 13, p. 147 (commas)	20 great research websites http://askatechteacher.wordpress.com/2009/11/02/20-great-research-websites-for-kids/ Squidoo http://www.squidoo.com/k12interactiveresearch (T) NetTracker http://www.nettrekker.com/us http://www.fortsmithlibrary.org/ Squidoo http://www.squidoo.com/k12interactiveresearch (T)		