

NYS Grade 4 ELA Curriculum Map

June 2013

These grades 3–5 curriculum modules are designed to address CCSS ELA outcomes during a one-hour English Language Arts block. The overarching focus for all modules is on building students’ literacy skills as they develop knowledge about the world.

Taken as a whole, these modules are designed to give teachers concrete strategies to address the “instructional shifts” required by the CCLS.

Structure of a Module

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:
 - Six unit-level assessments that almost always are on-demand: students’ independent work on a reading, writing, speaking, or listening task.
 - One final performance task that is a more supported project, often involving research.

Structure of a Year of Instruction

- There are six modules per grade level.
- Of these six modules, teachers would teach four: Module 1, followed by either Module 2A or 2B, then either 3A or 3B, then Module 4.
- Teachers should begin the year with Module 1, which lays the foundation for both teachers and students regarding instructional routines.
- For Modules 2 and 3, option B formally assesses all standards formally assessed in Option A (and possibly some additional standards as well).
- Option 2B specifically includes supplemental lessons with explicit writing instruction aligned with NYSP12 ELA CCLS L1–3 and with Reading Foundations instruction aligned with NYSP12 ELA CCLS RF.5 and RF.6. These lessons are intended as models of the type of robust instruction that teachers need to incorporate in their literacy time beyond the bounded “one hour per day” of the NYS modules.

How to Read This Document

The purpose of this document is to provide a high-level summary of each module and name the standards formally assessed in each module.

- **Module focus:** Read this first. The “focus” is the same across the grades 3-5 band and signals the progression of literacy skills across the year as well as alignment to the CCSS instructional shifts.
- **Module title:** This signals the topic students will be learning about (often connected to social studies or science) and aligns with Instructional Shift #2, building knowledge in the disciplines.
- **Description:** These three or four sentences tell the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text.
- **Texts:** This lists texts that all students read. The text in bold is the extended text for a given module: the text(s) with which students spend the most time. Remember that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways other than Lexile. Within a given module, the list shows the wide variety of texts students read as they build knowledge about a topic. This aligns with Instructional Shift #2, building knowledge in the disciplines.
- **Final Performance Task:** This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are developed using the writing process, are scaffolded, and almost always include peer critique and revision. Performance tasks are not “on-demand” assessments. (Note: The end of Unit 3 assessment often addresses key components of the performance task.)
- **Unit-Level Assessments**
Each unit includes two assessments, most of which are “on-demand” (i.e., show what you know/can do on your own).
 - Mid-unit assessments typically, though not always, are reading assessments: text-based answers.
 - End of unit assessments typically, though not always, are writing assessments: writing from sources.
 - Most assessments have a heavy emphasis on academic vocabulary, particularly determining words in context.
 - Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on the NYS assessment.

The curriculum map below lists the title of each assessment, the standards assessed, and the assessment format.

- Selected response (multiple-choice questions)
- Short constructed-response (short-answer questions of the type that is scored using the NYS 2-point rubric)

- Extended response (longer writing or essays of the type that is scored using the NYS 4-point rubric) (either on-demand or supported)
 - Speaking and listening (discussion or oral presentation)
 - Scaffolded essay (involving planning, drafting, and revision)
- **Standards:** In each module, the standards formally assessed are indicated with a check mark; see details below.

	4M1	4M2A	4M2B	4M3A	4M3B	4M4
Focus	Becoming a Close Reader and Writing to Learn	Researching to Build Knowledge and Teaching Others	Researching to Build Knowledge and Teaching Others	Considering Perspectives and Supporting Opinions	Considering Perspectives and Supporting Opinions	Gathering Evidence and Speaking to Others
Module Title	Native Americans in New York	Interdependent Roles in Colonial Times	TO COME	Simple Machines	The American Revolution	Suffrage and the Leadership of Susan B. Anthony
Description	Students learn about Native Americans in New York, with a specific focus on the Iroquois Confederacy. Students read short sections of the Iroquois Constitution, or “Great Law of Peace,” learn to write explanatory paragraphs, study a novel and write a literary analysis, and then connect the past to the present by studying data designed to help them think about places in their school where agreements like those found in the Iroquois Constitution would benefit the school community. As the final performance task, students collaborate to write a class constitution, drawing on the texts they	Students learn about what life was like in Colonial America, focusing on how colonists were interdependent on one another. Students read about various colonial trades (such as the wheelwright, the cooper, etc.), with an emphasis on making inferences, summarizing informational texts and conducting basic research. As the final performance task, students synthesize information from multiple sources as they write a research-based narrative that vividly describes an event in a colonist’s life.	TO COME	Students build knowledge of simple machines and how they affect force, effort, and work. Students read basic background text and perform a short Readers Theater about simple machines (written for classroom use). They then read an extended scientific text, <i>Simple Machines: Forces in Action</i> (870L), focusing on analyzing scientific concepts. In small groups, students develop expertise about specific simple machines (inclined plane, levers, pulleys, etc.), read and conduct science experiments using simple machines, and synthesize their findings by writing scientific conclusion statements.	TO COME	Students learn about voting rights and responsibilities. They first focus on the women’s suffrage movement and the leadership of New Yorker Susan B. Anthony, reading firsthand and secondhand accounts of her arrest and trial. Then students read <i>The Hope Chest</i> (historical fiction set in the weeks before the passage of the 19th Amendment) examining the theme of leaders and their impact on others. Finally, students connect the theme of leadership to their own lives by reading about the importance of voting in modern times. As a final performance task, students draft and then create a public service announcement (using

	have read.			They conduct a “simple machine inventory” at school and home. As a final performance task, students write an editorial to an engineering magazine expressing an opinion about which simple machine benefits people most in their everyday lives.		VoiceThread technology) to state their opinion to high school seniors about why voting is important.
	4M1	4M2A	4M2B	4M3A	4M3B	4M4
Texts (central text(s) in bold)¹	<p><i>The Iroquois: The Six Nations Confederacy</i>, Mary Englar (RI, 880L)</p> <p>Sections of “The Great Law of Peace,” prepared by Gerald Murphy RI, (1445L)</p> <p>“The (Really) Great Law of Peace,” Cynthia O’Brien. (RI, 790L)</p> <p>“Speaking Up,” Clarisel Gonzalez (RI, 740L)</p> <p>“Smart Speak,” Marilyn Cram Donohue (RI, 640L)</p> <p>Eagle Song, Joseph Bruchac (RI, 840L)</p>	<p>“Apprenticeships in Colonial America,” Expeditionary Learning (RI, 1030L); read aloud</p> <p>“Colonial America: The Craftspeople,” Expeditionary Learning (RI, 1080L)</p> <p>“A New York Merchant: Adam Johnson,” Expeditionary Learning (RI, 990L); read aloud</p> <p>“Inventory of John Allen (1659–1704),” Hampshire Probate Records (RI, NL)</p> <p>“The Colonists and American Indians,” Expeditionary Learning (RI, 970L)</p> <p>“Colonial Trades: The Wheelwright,” Expeditionary Learning (RI, 970L)</p> <p>“The</p>	To be determined	<p>“Who Cares about Polar Bears?” Expeditionary Learning (RI, 990L)</p> <p>“No More Junk in Our Schools,” Expeditionary Learning (RI, 980L)</p> <p>Simple Machines: Forces in Action, Buffy Silverman (RI, 870L)</p> <p>“The Machine,” from <i>Take a Quick Bow!</i>, Pamela Marx (RL play, NL)</p>	To be determined	<p>“Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting” <i>The New York Times</i>, (RI, 1270L)</p> <p>Excerpt from “On Women’s Right to Suffrage,” Susan B. Anthony (RI, 1200L)</p> <p>“The Vote,” Rebecca Hershey (RI, 870L)</p> <p>A Firsthand Account of Inauguration Day 2009: email, Corey Scholes (RI, 890L)</p> <p>“A Historic Inauguration Day,” Expeditionary Learning (RI, 840L)</p> <p>“Frederick Douglass: Freedom’s Champion,” Patrick S. Washburn (RI, 790L)</p> <p>“Order in the Court,” Ira</p>

¹ Texts listed in order of informational text first, then literature; both categories shown from most to least quantitatively complex (based on Lexile®).

		<p>Importance of the Wheelwright,” Expeditionary Learning (RI, 970L)</p> <p>“The Wheelwright’s Role in a Colonial Village” (RI, 970L)</p> <p>“Farming in Colonial America,” Expeditionary Learning (RI, 950L)</p> <p>“Religion in the Colonies,” Expeditionary Learning (RI, 930L)</p> <p>“Shipbuilders,” Expeditionary Learning (RI 870L)</p> <p>“Colonial Trades” (RI, various trades, 790L-1070L)</p> <p>“Roles in a Colonial Village” (RI, various trades, 820L-1030L)</p> <p><i>The Scoop on Homes, Clothes, and Daily Life in Colonial America</i>, Elizabeth Raum (RI, 780L)</p> <p><i>If You Lived in Colonial Times</i>, Ann McGovern (RI, 590L)</p> <p>“Bringing Home the Gold,” Carrol J. Swanson (RL, 880L)</p> <p>“School of Freedom,” Beverly J. Letchworth (RL, 790L)</p> <p>“Making Candles, Colonial Style,” Rebecca S.</p>				<p>Peck and Kathy Wilmore (RI, 770L)</p> <p><i>The Hope Chest</i>, Karen Schwabach (RL, 800L)</p>
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		Fisher, <i>Highlights for Children</i> . (RL, 770L)				
		“Joshua’s Gold,” Mary Lois Sanders (RL, 690L)				
		“Mystery of the Deep,” Allyson Gulliver (RL, 790L)				
Lexile®	Common Core Band Level Text Difficulty Ranges for Grades 4–5 ² : 740-1010L					
Performance Task	A Constitution for Our School Community (W.4.2, W.4.5, W.4.9b, and L.4.3a) scaffolded essay	Historical Fiction Narrative about Colonial America (RI.4.9, W.4.3, W.4.4, W.4.5, W.4.6, W.4.9b, L.4.2a,b,d, L.4.3a, and L.4.6) scaffolded narrative	TO COME	Opinion Writing: An Editorial on Simple Machines (RI.4.1, RI.4.3, W.4.1, W.4.4, W.4.5, W.4.7, W.4.9, L.4.2c and d, L.4.4a and c, and L.4.6) scaffolded essay	TO COME	Public Service Announcement about the Importance of Voting (RI.4.9, W.4.1, W.4.4, SL.4.3, SL.4.4, SL.4.5, SL.4.6, L.4.1c and f, and L.4.3) scaffolded essay and speech

² Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity
http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf

Unit-Level Assessments (NYSP12 ELA CCLS)

	4M1	4M2A	4M2B	4M3A	4M3B	4M4
Mid-Unit 1	Answering Questions with Evidence from Text (RI.4.1, RI.4.3, and SL.4.1) selected response and short constructed response	Inferring with Pictures and Text(RI.4.1, RI.4.4, and RI.4.7) selected response and short constructed response	TO COME	Finding the Main Idea of a Scientific Text (RI.4.1, RI.4.2, and RI.4.3) selected response and short constructed response	TO COME	Answering Questions and Summarizing a Text about Frederick Douglass (RI.4.2 and RI.4.4) selected response and short constructed response
End of Unit 1	Paragraph to Explain the Symbols on My Flag (W.4.2a and b; SL.4.1) short constructed response	Inferring and Synthesizing about Life in Colonial America (from Two Texts) (RI.4.1, RI.4.4, RI.4.9, and W.4.9b) selected response and short constructed response	TO COME	Reading and Answering Questions about Readers Theater (RL.4.1, RL.4.5, and L.4.4) selected response and short constructed response	TO COME	Comparing Firsthand and Secondhand Accounts of Inauguration Day (RI.4.2 and RI.4.6) selected response and short constructed response
Mid-Unit 2	Reading, Note-Taking, and Paragraph Writing (RI.4.1, RI.4.2, W.4.2a and b, W.4.8, and SL.4.1) short constructed response	Inferring about the Silversmith Trade in Colonial Times (RI.4.1, W.4.2b and d, W.4.8, and W.4.10) selected response and short constructed response	TO COME	Answering Questions about Screws (RI.4.3, RI.4.4, W.4.2b and d, W.4.8, W.4.9b, and SL.4.1) selected response and constructed response	TO COME	Reading and Answering Questions about a New Chapter of The Hope Chest (RL.4.1, RL.4.2, RL.4.3, L.4.4, and L.4.5) selected response and short constructed response.
End of Unit 2	Evidence-Based Paragraph Writing (RL.4.3, RL.4.11, W.4.2, and W.4.9) short constructed response	Synthesizing Information from Text and Audio Resources (RI.4.2, RI.4.4, RI.4.9, W.4.8, and SL.4.2) selected response and short constructed response	TO COME	Reading and Answering Questions about Wedges (Part I); Reading and Answering Questions about Experiments (Part II) (RI.4.3, RI.4.4, RI.4.5, W.4.2b and d, W.4.8, and W.4.9) selected response and short constructed response	TO COME	Reading and Answering Questions about Characters and Theme (Part I); Writing an Essay Analyzing How a Character's Actions Contribute to the Theme of <i>The Hope Chest</i> (Part II) (RL.4.2, RL.4.3, RL.4.4, RL.4.6, RL.4.7, W.4.2, W.4.9a, and

						W.4.11) selected response, short constructed response, and extended constructed response
Mid-Unit 3	On-Demand Reading to Determine Main Idea and Supporting Details (RI.4.1 and RI.4.2) selected response and short constructed response	Draft of Historical Fiction Narrative (W.4.2b, W.4.3a, and W.4.4, and W.4.9b) extended constructed response	TO COME	Reading and Answering Questions about Editorials (RI.4.8 and RI.4.4) selected response and short constructed response	TO COME	Reading and Comparing New Informational Texts about Voting (RI.4.5, RI.4.8, and RI.4.9) selected response and short constructed response
End of Unit 3	On-Demand Paragraph Writing (W.4.2a and b) short constructed response	On-Demand Historical Narrative (W.4.2b and d, W.4.3, W.4.4, and W.4.9b) extended constructed response	TO COME	Planning and Drafting an Editorial (Part I); Revising to Create a Polished Editorial (Part II) (W.4.1, W.4.4, L.4.2a, c, and d, and L.4.3a) extended constructed response	TO COME	Public Service Announcement about the Importance of Voting: Assessment of First Draft Writing and Presentation (W.4.1, W.4.4, SL.4.3, SL.4.4, SL.4.5, SL.4.6, L.4.1c and f, and L.4.3) extended constructed response

NYSP12 ELA CCLS Standards Formally Assessed, by Module

- In the curriculum map below, any specific CCLS with a check mark indicates formally assessed.
- Some standards are formally assessed in multiple modules.
- “B” modules will assess all the same standards as “A” modules but may address additional standards as well.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RI/RL.1).
- Some standards are not applicable in an on-demand assessment context (e.g., R.10 or W.10). In the curriculum map below, these standards are noted as “integrated throughout.”
- Some standards (e.g., W.2) have a main or “parent” standard and then subcomponents (e.g., W.2a). Often, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the curriculum map below, the “parent” standard is checked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are checked.

	4M1	4M2A	4M2B	4M3A	4M3B	4M4
Reading Standards for Literature						
RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.				✓	✓	✓
RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.						✓
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).	✓				✓	✓
RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).						✓
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.				✓	✓	
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.					✓	✓
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.						✓
RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.				✓	✓	✓
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, and traditional literature from different cultures.	Implemented through Accountable Independent Reading: see “Launching Independent Reading in Grades 3–5: Sample Plan” (stand-alone document on EngageNY.org).					
RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Integrated throughout.					
RL.4.11 Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, personal events, and situations. ³	Implemented through Accountable Independent Reading: see “Launching Independent Reading in Grades 3–5: Sample Plan” (stand-alone document on EngageNY.org).					
a. Self-select text based upon personal preferences.	Integrated throughout.					

³ RL.4.11 is particularly emphasized in 4M1, when students read *Eagle Song*.

	4M1	4M2A	4M2B	4M3A	4M3B	4M4
Reading Standards for Informational Text						
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.	✓	✓	✓	✓	✓	
RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	✓	✓	✓	✓	✓	✓
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.	✓			✓	✓	
RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.		✓	✓	✓	✓	✓
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.				✓	✓	✓
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.						✓
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.		✓	✓			
RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.				✓	✓	✓
RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		✓	✓			✓
RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Integrated throughout.					

	4M1	4M2A	4M2B	4M3A	4M3B	4M4
Reading Standards: Foundational Skills						
RF.4.5. Know and apply grade-level phonics and word analysis skills in decoding words			✓			
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.			✓			
RF.4.6. Read with sufficient accuracy and fluency to support comprehension.			✓			
a. Read grade-level text with purpose and understanding.			✓			
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			✓			
c. Use context clues to confirm or self-correct word recognition and understanding, rereading as necessary.			✓			

	4M1	4M2A	4M2B	4M3A	4M3B	4M4
Writing Standards						
W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				✓	✓	✓
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.				✓	✓	✓
b. Provide reasons that are supported by facts and details.				✓	✓	✓
c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).				✓	✓	✓
d. Provide a concluding statement or section related to the opinion presented.				✓	✓	✓
W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		✓	✓			✓
a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	✓		✓			✓
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	✓	✓	✓	✓	✓	✓
c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).			✓			✓
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.		✓	✓	✓	✓	✓
e. Provide a concluding statement or section related to the information or explanation presented.			✓			✓
W.4.3. Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.		✓	✓			
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.		✓	✓		✓	
b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.		✓	✓			
c. Use a variety of transitional words and phrases to manage the sequence of events.		✓	✓			
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.		✓	✓		✓	
e. Provide a conclusion that follows from the narrated experiences or events.		✓	✓		✓	
W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	✓	✓	✓	✓	✓	✓
W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Integrated throughout.					
W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and	Integrated throughout.					

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.						
W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.		✓	✓	✓	✓	
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.	✓	✓	✓	✓	✓	
W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓				✓	✓
a. 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]”).	✓				✓	✓
b. 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”).	✓	✓	✓	✓	✓	✓
W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Integrated throughout.					
W.4.11. Create and present a poem, narrative, play, art work, or literary review in response to a particular author or theme studied in class						✓

	4M1	4M2A	4M2B	4M3A	4M3B	4M4
Speaking and Listening Standards						
SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.				✓	✓	
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.				✓	✓	
b. Follow agreed-upon rules for discussions and carry out assigned roles.				✓	✓	
c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.				✓	✓	
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.				✓	✓	
e. See to understand and communicate with individuals from different perspectives and cultural backgrounds.				✓	✓	
SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		✓	✓			
SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.						✓
SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.						✓
SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.						✓
SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.						✓

	4M1	4M2A	4M2B	4M3A	4M3B	4M4
Language Standards						
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			✓			
a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	✓		✓		✓	
b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.	✓		✓		✓	
c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.			✓			✓
d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).			✓			
e. Form and use prepositional phrases.			✓			
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.			✓			✓
g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).			✓			
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			✓			
a. Use correct capitalization.		✓	✓	✓	✓	
b. Use commas and quotation marks to mark direct speech and quotations from a text.		✓	✓			✓
c. Use a comma before a coordinating conjunction in a compound sentence.			✓	✓	✓	
d. Spell grade-appropriate words correctly, consulting references as needed.		✓	✓	✓	✓	
L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			✓			✓
a. Choose words and phrases to convey ideas precisely.		✓	✓	✓	✓	✓
b. Choose punctuation for effect.			✓		✓	✓
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).			✓		✓	✓
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.						✓
a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.				✓	✓	✓
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).						✓
c. 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.				✓	✓	✓

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.						✓
a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.					✓	✓
b. Recognize and explain the meaning of common idioms, adages, and proverbs.						✓
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).					✓	✓
L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and 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, conservation, and endangered</i> when discussing animal preservation).	Integrated throughout.					