

Lake Forest English Curriculum Fourth Grade

Fourth grade students will read a wide variety of literary and informational text. These texts include literature from different times and cultures, as well as informational text on grade-level topics in all subject areas. They practice the foundational reading skills learned in previous grades to read accurately and fluently, but the emphasis in fourth grade is on students' comprehension of complex literary and informational texts. They learn academic language and domain-specific vocabulary through their reading and use it in their writing and speaking.

Throughout Fourth Grade Units there are standards that are the **focus** of study. There are standards that **reinforce and/or support** the units of study. There are also standards that **recur** through many/all units of study.

Recurring Standards throughout the year:

Literature	Informational	Foundational	Writing	Speaking & Listening	Language
RL 4.1	RI 4.1	RF 4.3	W 4.8	SL 4.6	L 4.1
RL 4.10	RI 4.10	RF 4.4	W 4.9		L 4.2
			W 4.10		L 4.6

Unit 1: Literary Text Unit

Students will read with sufficient accuracy and fluency a variety of literary text and engage in collaborative discussions and close reads. Students will identify character, setting, and plot. They will examine key details and discuss themes. Students will explore words, actions, and interactions of characters to determine the effect on the text. Students will continue to strengthen foundational skills through review and application of phonemes. In writing students will understand the components of narrative writing and apply that knowledge along with grammar and language usage in their own writing.

During this unit your child will:

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. character's thoughts, words, or actions).

- ✦ 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 when writing or speaking about text.
- ✦ 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 4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 4-5 complexity band independently and proficiently.

Phonics and Word Recognition

- ✦ RF 4.3 Know and apply grade level phonics and word analysis skills in decoding words.

Fluency

- ✦ RF 4.4 Read with sufficient accuracy and fluency to support comprehension.

Speaking and Listening

- ✦ SL 4.1 Engage effectively in a range of collaboration discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- ✦ 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.

Language

- ✦ L 4.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - ✦ L 4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- ✦ L 4.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - ✦ L 4.2c Use a comma before a coordinating conjunction in a compound sentence.
- ✦ L 4.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.
- ✦ L 4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- ✦ L 4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - ✦ L 4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.
 - ✦ L 4.5c 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 contrast, addition, and other logical relationships.

Writing

- ✦ W 4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- ✦ 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, editing, rewriting, or trying a new approach
- ✦ W 4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Unit 2: Informational Text Unit

Students will read with sufficient accuracy and fluency a variety of informational text and engage in collaborative discussions and close reads. Students will learn how to identify various text structures such as problem/solution, chronology, comparison, and cause/effect. Students will summarize the information learned, they will recall facts or events. Students will contain the text presented, discuss main idea, and author's purpose. Students will continue to strengthen foundational skills through review and application of phonemes. In writing students will understand the components of informative writing and apply that knowledge along with grammar and language usage in their own writing.

During this unit your child will:

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. 5 Describe the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- ✦ RI 4.2 Determine the main ideas of a text and explain how they are supported by key details; summarize the text.
- ✦ RI 4.7 Interpret information presented visually, orally, or quantitatively (e.g. 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 4.4 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 4.8 Explain how an author uses reasons and evidence to support particular points in a 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 4.9 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 the year, read and comprehend informational text, including history/social studies, science, and technical texts at the high end of the grades 4-5 text complexity band independently and proficiently, and scaffolding as needed at the high end of the range.

Phonics and Word Recognition

- ✦ RF 4.3 Know and apply grade level phonics and word analysis skills in decoding words.

Fluency

- ✦ RF 4.4 Read with sufficient accuracy and fluency to support comprehension.

Speaking and Listening

- ✦ SL 4.1 Engage effectively in a range of collaboration discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- ✦ 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.

Language

- ✦ L 4.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- ✦ L 4.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - ✦ L 4.2c Use a comma before a coordinating conjunction in a compound sentence.
- ✦ L 4.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.
- ✦ L 4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- ✦ L 4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - ✦ L 4.5a Explain the meaning of simple similes and metaphors in context.
 - ✦ L 4.5c 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 contrast, addition, and other logical relationships.

Writing

- ✦ W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- ✦ 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, editing, rewriting, or trying a new approach.
- ✦ W 4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Unit 3: Main Idea/Theme

Students will learn about the different ways authors write about the same topic. Students will read informational and literary text. They will identify story elements and key details in order to summarize the text and identify theme and main idea. They will engage in collaborative discussions to examine how an author conveys theme and main idea in their writing. Students will continue to strengthen foundational skills through review and application of multisyllable words. In writing students will understand the components of opinion writing and apply that knowledge along with grammar and language usage in their own writing.

During this unit your child will:

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. 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 4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 4-5 complexity band independently and proficiently.

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 ideas of a text and explain how they are 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 (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- ✦ RI 4.7 Interpret information presented visually, orally, or quantitatively (e.g. 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 the year, read and comprehend informational text, including history/social studies, science, and technical texts at the high end of the grades 4-5 text complexity band independently and proficiently, and scaffolding as needed at the high end of the range.

Phonics and Word Recognition

- ✦ RF 4.3 Know and apply grade level phonics and word analysis skills in decoding words.

Fluency

- ✦ RF 4.4 Read with sufficient accuracy and fluency to support comprehension.

Speaking and Listening

- ✦ SL 4.1 Engage effectively in a range of collaboration discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- ✦ 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.

Language

- ✦ L 4.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - ✦ L 4.1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
 - ✦ L 4.1b Form and use the progressive verb tenses. (I was walking, I am walking, I will be walking).
- ✦ L 4.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- ✦ L 4.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.
 - ✦ L 4.4a Use context as a clue to the meaning of a word or phrase.
 - ✦ L 4.4b Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
 - ✦ L 4.4c Consult reference materials (e.g. dictionaries, glossaries, thesauruses) both print and digital.
- ✦ L 4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - ✦ L 4.3b Use the relationship between particular words (e.g. synonyms, antonyms, homographs) Compare and contrast the varieties of English (dialects, registers) used in stories, dramas, or poems.
- ✦ L 4.6 Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Writing

- ✦ W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- ✦ 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, editing, rewriting, or trying a new approach.
- ✦ W 4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Unit 4: Point of View Unit

Students will learn about the different ways authors write about the same topic. Students will read poems, articles, and narratives. They will compare and contrast how the use of point of view and structural elements of the text can explore the topic in a different way. Students will continue to strengthen foundational skills through review and application of multisyllable words. In writing students will understand the components of narrative and poetry writing and apply that knowledge along with grammar and language usage in their own writing.

During this unit your child will:

Reading Standards for Literature

- ✦ 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 4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and dramas when writing and speaking about 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. 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 4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 4-5 complexity band independently and proficiently.

Reading Standards for Informational 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 4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. (chronology, comparison, cause/effect, problem/solution.
- ✦ RI 4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- ✦ RI 4.2 Determine the main ideas of a text and explain how they are supported by key details; summarize the text.
- ✦ RI.4. 5 Describe the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a 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 4.7 Interpret information presented visually, orally, or quantitatively (e.g. 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. 1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- ✦ RI 4.10 By the end of the year, read and comprehend informational text, including history/social studies, science, and technical texts at the high end of the grades 4-5 text complexity band independently and proficiently, and scaffolding as needed at the high end of the range.

Phonics and Word Recognition

- ✦ RF 4.3 Know and apply grade level phonics and word analysis skills in decoding words.

Fluency

- ✦ RF 4.4 Read with sufficient accuracy and fluency to support comprehension.

Speaking and Listening

- ✦ SL 4.1 Engage effectively in a range of collaboration discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- ✦ 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.

Language

- ✦ L 4.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - ✦ L 4.1a Use relative pronouns(who, whose, whom, which, that) and relative adverbs (where, when, why).
 - ✦ L 4.1b Form and use the progressive verb tenses. (I was walking, I am walking, I will be walking).
 - ✦ L 4.1g Correctly used frequently confused words (to, two, too; there, they're their).
- ✦ L 4.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- ✦ L 4.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.
 - ✦ L 4.4a Use context as a clue to the meaning of a word or phrase
 - ✦ L 4.4b Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word
- ✦ L 4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- ✦ L 4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - ✦ L 4.5b Recognize and explain the meaning of common idioms, adages, a proverbs.
 - ✦ L 4.5a 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 contrast, addition, and other logical relationships.

Writing

- ✦ W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequence.
- ✦ 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, editing, rewriting, or trying a new approach.
- ✦ W 4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Unit 5: Compare and Contrast Unit

Students will read literary and informational text. Students will make comparisons of themes, main ideas, text structures, and point of view. Students will continue to strengthen foundational skills through review and application of multi-syllable words. In writing students will understand the components of informative writing and apply that knowledge along with grammar and language usage in their own writing.

During this unit your child will:

Reading Standards for Literature

- ✦ RL 4.9 Compare and Contrast the treatment of similar themes and topics (opposition of good and evil) patterns of events in stories, myths, and traditional literature.
- ✦ 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 visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- ✦ RL 4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and dramas when writing and speaking about 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. character's thoughts, words, or actions).
- ✦ RL 4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 4-5 complexity band independently and proficiently.

Reading Standards for Informational 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 4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. (chronology, comparison, cause/effect, problem/solution).
- ✦ RI 4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- ✦ RI 4.2 Determine the main ideas of a text and explain how they are supported by key details; summarize the text.
- ✦ RI.4. 5 Describe the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a 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 4.7 Interpret information presented visually, orally, or quantitatively (e.g. 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. 1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

- ✦ RI 4.10 By the end of the year, read and comprehend informational text, including history/social studies, science, and technical texts at the high end of the grades 4-5 text complexity band independently and proficiently, and scaffolding as needed at the high end of the range.

Phonics and Word Recognition

- ✦ RF 4.3 Know and apply grade level phonics and word analysis skills in decoding words.

Fluency

- ✦ RF 4.4 Read with sufficient accuracy and fluency to support comprehension.

Speaking and Listening

- ✦ SL 4.1 Engage effectively in a range of collaboration discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- ✦ 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.

Language

- ✦ L 4.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - ✦ L 4.1d Order adjectives within sentences according to conventional patterns
- ✦ L 4.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- ✦ L 4.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.
- ✦ L 4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- ✦ L 4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - ✦ L 4.5a Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
 - ✦ L 4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.
 - ✦ L 4.5c 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 contrast, addition, and other logical relationships.

Writing

- ✦ W.4.3 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- ✦ 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, editing, rewriting, or trying a new approach.

- ✦ W 4.7 Conduct short research projects that build knowledge through investigation of different aspects of topic.
- ✦ W 4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Unit 6: Legend Unit- Spiral Review

Students will read legends from different cultures in order to relate to society's culture and history. They will use informational text that is paired to support the legend. Students will analyze key details and structures to understand the theme or lesson being conveyed by the Legend. They will use paired informational text to gain background knowledge to help them make sound inferences about evidence. Students will continue to strengthen foundational skills through review and application of multi-syllable words. In writing students will understand the components of informative writing and apply that knowledge along with grammar and language usage in their own writing.

During this unit your child will:

Reading Standards for Literature

- ✦ RL 4.9 Compare and Contrast the treatment of similar themes and topics (opposition of good and evil) patterns of events in stories, myths, and traditional literature.
- ✦ 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 4.1 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. character's thoughts, words, or actions)
- ✦ RL 4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 4-5 complexity band independently and proficiently.

Reading Standards for Informational 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 4.7 Interpret information presented visually, orally, or quantitatively (e.g. 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. 1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- ✦ RI 4.10 By the end of the year, read and comprehend informational text, including history/social studies, science, and technical texts at the high end of the grades 4-5 text complexity band independently and proficiently, and scaffolding as needed at the high end of the range.

Phonics and Word Recognition

- ✦ RF 4.3 Know and apply grade level phonics and word analysis skills in decoding words

Fluency

- ✦ RF 4.4 Read with sufficient accuracy and fluency to support comprehension.

Speaking and Listening

- ✦ SL 4.1 Engage effectively in a range of collaboration discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- ✦ 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.

Language

- ✦ L 4.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - ✦ L 4.1a Use relative pronoun (who, whose, whom, which, that) and relative adverbs (where, when, why).
 - ✦ L 4.1e Form and use prepositional phrases.
- ✦ L 4.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- ✦ L 4.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.
- ✦ L 4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- ✦ L 4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - ✦ L 4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.
 - ✦ L 4.5c 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 contrast, addition, and other logical relationships.

Writing

- ✦ W.4.3 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- ✦ 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, editing, rewriting, or trying a new approach
- ✦ W 4.7 Conduct short research projects that build knowledge through investigation of different aspects of topic.
- ✦ W 4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

