

	1st Six Weeks
4.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules.
4.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.
4.2.W.1	Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.
4.1.W.2	Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.
4.2.PC	Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences
4.2.PWS.1	Students will use their combined knowledge of letter-sound correspondences, syllable patterns, morphology and semantics to accurately read unfamiliar words, including multisyllabic words.
4.2.R.4	Students will begin to paraphrase main ideas with supporting details in a text.
4.2.W.4	Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spellcheck).
4.3.R.2	Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.
4.3.R.3	Students will describe key literary elements: <ul style="list-style-type: none"> ● setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● theme
4.3.R.6	Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect).
4.3.R.7	Students will ask and answer inferential questions using the text to support answers.
4.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.
4.4.R.2	Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of new words.
4.4.R.3	Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.
4.5.R.1	Students will recognize pronouns and irregular possessive nouns.
4.5.R.2	Students will recognize present perfect verbs and verb tense to identify settings, times, sequences, and conditions in text.
4.5.R.4	Students will recognize prepositional phrases and conjunctions.
4.5.R.5	Students will recognize the subject and verb agreement.
4.5.W.3	Students will compose simple, compound, and complex sentences and questions, create sentences with an understood subject, and correct fragments and run-on sentences.
4.5.W.4	Students will compose declarative, interrogative, imperative, and exclamatory sentences.
4.7.R.1	Students will locate, organize, and analyze information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal and interpretive questions to create new understandings.

4.8.R	Students will select appropriate texts for specific purposes and read independently for extended periods of time.
4.8.W	Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two) to communicate with different audiences for a variety of purposes.
	Academic Vocabulary
	simple subject, analyze, simple predicate, sentence fragment, compare/contrast, character's motive

	2nd Six Weeks
4.1.R.2	Students will ask and answer questions to seek help, get information, or clarify information presented orally through text or other media to confirm understanding.
4.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.
4.1.W.1	Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.
4.2.PWS.1	Students will use their combined knowledge of letter-sound correspondences, syllable patterns, morphology and semantics to accurately read unfamiliar words, including multisyllabic words.
4.2.R.1	Students will distinguish how key details support the main idea of a passage.
4.2.R.2	Students will compare and contrast details in literary and nonfiction/informational texts to discriminate various genres.
4.2.R.3	Students will summarize events or plots (i.e., beginning, middle, end, conflict, and climax) of a story or text.
4.2.R.4	Students will begin to paraphrase main ideas with supporting details in a text.
4.2.W.4	Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spellcheck).
4.3.R.1	Students will determine the author's purpose (i.e., entertain, inform, persuade) and infer the difference between the stated and implied purpose.
4.3.R.3	Students will describe key literary elements: <ul style="list-style-type: none"> ● setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● theme
4.3.R.4	Students will find examples of literary devices: <ul style="list-style-type: none"> ● simile ● metaphor ● personification ● onomatopoeia ● hyperbole ● imagery ● symbolism* ● tone* <p>*Students will find textual evidence when provided with examples.</p>
4.3.R.5	Students will distinguish fact from opinion in a text and investigate facts for accuracy.
4.3.R.6	Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect).
4.3.R.7	Students will ask and answer inferential questions using the text to support answers
4.3.W.1	Narrative Students will write narratives incorporating characters, plot, setting, point of view, conflict (i.e., solution and resolution), and dialogue.
4.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.

4.4.R.2	Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of new words.
4.4.R.3	Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.
4.4.R.4	Students will infer relationships among words with multiple meanings, including synonyms, antonyms, and more complex homographs and homonyms.
4.4.R.5	Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings, syllabication, and pronunciation of words.
4.5.R.4	Students will recognize prepositional phrases and conjunctions.
4.5.W.1	Students will capitalize <ul style="list-style-type: none"> ● familial relations ● proper adjectives ● conventions of letter writing
4.5.W.2	Students will compose and expand grammatically correct sentences and questions with appropriate commas, end marks, apostrophes, and quotation marks as needed for dialogue.
4.6.R.1	Students will use their own viable research questions to find information about a specific topic.
4.6.R.2	Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to interpret a text.
4.6.R.3	Students will determine the relevance and reliability of the information gathered.
4.6.W.1	Students will generate a viable research question about a specific topic.
4.6.W.2	Students will organize information found during research, following a modified citation style (e.g., author, title, publication date) with guidance and support.
4.6.W.3	Students will summarize and present information in a report.
4.7.R.1	Students will locate, organize, and analyze information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal and interpretive questions to create new understandings.
4.7.R.2	Students will compare and contrast how ideas and topics are depicted in a variety of media and formats.
	Academic Vocabulary
	persuasive, author's purpose, appendix, simile, metaphor, hyperbole, prewrite, edit, proofread, audience, publish, research, paraphrase, analyze, genre, legend, myths

	3rd Six Weeks
4.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.
4.1.W.1	Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.
4.2.PWS.1	Students will use their combined knowledge of letter-sound correspondences, syllable patterns, morphology and semantics to accurately read unfamiliar words, including multisyllabic words.
4.2.R.1	Students will distinguish how key details support the main idea of a passage
4.2.R.2	Students will compare and contrast details in literary and nonfiction/informational texts to discriminate various genres.
4.2.R.3	Students will summarize events or plots (i.e., beginning, middle, end, conflict, and climax) of a story or text.
4.2.R.4	Students will begin to paraphrase main ideas with supporting details in a text.
4.2.W.1	Students will develop drafts by categorizing ideas and organizing them into paragraphs.
4.2.W.2	Students will edit drafts and revise for clarity and organization.
4.2.W.3	Students will correctly spell grade-appropriate words while editing.
4.3.R.1	Students will determine the author's purpose (i.e., entertain, inform, persuade) and infer the difference between the stated and implied purpose.
4.3.R.3	Students will describe key literary elements: <ul style="list-style-type: none"> ● setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● theme
4.3.R.5	Students will distinguish fact from opinion in a text and investigate facts for accuracy.
4.3.R.6	Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect).
4.3.R.7	Students will ask and answer inferential questions using the text to support answers.
4.3.W.2	INFORMATIVE-Grade Level Focus Students will write facts about a subject, including a clear main idea with supporting details, and use transitional and signal words.
4.4.R.2	Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of new words.
4.4.R.5	Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings, syllabication, and pronunciation of words.
4.5.R.1	Students will recognize pronouns and irregular possessive nouns.
4.5.R.3	Students will recognize comparative and superlative adjectives and adverbs.
4.6.R.1	Students will use their own viable research questions to find information about a specific topic.
4.6.R.2	Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to interpret a text.
4.6.R.3	Students will determine the relevance and reliability of the information gathered.
4.6.W.1	Students will generate a viable research question about a specific topic.
4.6.W.2	Students will organize information found during research, following a modified citation style (e.g., author, title, publication date) with guidance and support.
4.6.W.3	Students will summarize and present information in a report.

4.7.R.2	Students will compare and contrast how ideas and topics are depicted in a variety of media and formats.
	Academic Vocabulary
	prewrite, audience, proof read, publish, research, outline, paraphrase, author's purpose

	4th Six Weeks
4.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.
4.2.PWS.1	Students will use their combined knowledge of letter-sound correspondences, syllable patterns, morphology and semantics to accurately read unfamiliar words, including multisyllabic words.
4.2.F.1	Students will read high frequency and irregularly spelled grade-level words with automaticity in text.
4.2.F.2	Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.
4.2.R.4	Students will begin to paraphrase main ideas with supporting details in a text.
4.2.W.4	Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spellcheck).
4.3.R.3	Students will describe key literary elements: <ul style="list-style-type: none"> ● setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● theme
4.3.R.4	Students will find examples of literary devices: <ul style="list-style-type: none"> ● simile ● metaphor ● personification ● onomatopoeia ● hyperbole ● imagery ● symbolism* ● tone* *Students will find textual evidence when provided with examples.
4.3.R.6	Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect).
4.3.R.7	Students will ask and answer inferential questions using the text to support answers
4.3.W.3	Opinion Students will express an opinion about a topic and provide fact-based reasons as support
4.4.W.1	Students will use domain-appropriate vocabulary to communicate ideas in writing.
4.4.W.2	Students will select appropriate language to create a specific effect according to purpose in writing
4.7.R.1	Students will locate, organize, and analyze information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal and interpretive questions to create new understandings.
4.8.R	Students will select appropriate texts for specific purposes and read independently for extended periods of time.
4.8.W	Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two) to communicate with different audiences for a variety of purposes.

	Academic Vocabulary
	persuasive, prewrite, publish, outline, audience, proofread, research, paraphrase, simile, metaphor, hyperbole, almanac, analyze

	5th Six Weeks
4.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.
4.1.W.1	Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.
4.2.PWS.1	Students will use their combined knowledge of letter-sound correspondences, syllable patterns, morphology and semantics to accurately read unfamiliar words, including multisyllabic words.
4.2.R.1	Students will distinguish how key details support the main idea of a passage.
4.2.R.2	Students will compare and contrast details in literary and nonfiction/informational texts to discriminate various genres.
4.2.R.3	Students will summarize events or plots (i.e., beginning, middle, end, conflict, and climax) of a story or text.
4.2.R.4	Students will begin to paraphrase main ideas with supporting details in a text.
4.2.W.2	Students will edit drafts and revise for clarity and organization.
4.2.W.4	Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spellcheck).
4.3.R.1	Students will determine the author's purpose (i.e., entertain, inform, persuade) and infer the difference between the stated and implied purpose.
4.3.R.3	Students will describe key literary elements: <ul style="list-style-type: none"> ● setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● theme
4.3.R.6	Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect).
4.3.R.7	Students will ask and answer inferential questions using the text to support answers.
4.3.W.2	INFORMATIVE-Grade Level Focus Students will write facts about a subject, including a clear main idea with supporting details, and use transitional and signal words.
4.4.R.2	Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of new words.
4.4.R.5	Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings, syllabication, and pronunciation of words.
4.6.R.1	Students will use their own viable research questions to find information about a specific topic.
4.6.R.2	Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to interpret a text.
4.6.R.3	Students will determine the relevance and reliability of the information gathered.
4.6.W.1	Students will generate a viable research question about a specific topic.
4.6.W.2	Students will organize information found during research, following a modified citation style (e.g., author, title, publication date) with guidance and support.
4.7.R.2	Students will compare and contrast how ideas and topics are depicted in a variety of media and formats.
4.7.W.1	Students will create multimodal content that effectively communicates an idea using technology or appropriate media.

4.7.W.2	Students will create presentations using videos, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.
4.8.R	Students will select appropriate texts for specific purposes and read independently for extended periods of time.
4.8.W	Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two) to communicate with different audiences for a variety of purposes.
	Academic Vocabulary
	almanac, analyze, appendix, audience, author's purpose, character's motive, compare/contrast, double negatives, drawing conclusions, evaluate, genre, hyperbole, legend, metaphor, myths, outline, paraphrase, persuasive, possible nouns, prewrite, preface, proofread, publish, research, sentence fragment, simile, simple predicate, simple subject

	6th Six Weeks
4.1.R.2	Students will ask and answer questions to seek help, get information, or clarify information presented orally through text or other media to confirm understanding.
4.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.
4.1.W.1	Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.
4.2.PC	Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences
4.2.PWS.1	Students will use their combined knowledge of letter-sound correspondences, syllable patterns, morphology and semantics to accurately read unfamiliar words, including multisyllabic words.
4.2.R.1	Students will distinguish how key details support the main idea of a passage
4.2.R.2	Students will compare and contrast details in literary and nonfiction/informational texts to discriminate various genres.
4.2.R.3	Students will summarize events or plots (i.e., beginning, middle, end, conflict, and climax) of a story or text.
4.2.R.4	Students will begin to paraphrase main ideas with supporting details in a text.
4.3.R.1	Students will determine the author's purpose (i.e., entertain, inform, persuade) and infer the difference between the stated and implied purpose.
4.3.R.3	Students will describe key literary elements: <ul style="list-style-type: none"> ● setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● theme
4.3.R.6	Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect).
4.3.R.7	Students will ask and answer inferential questions using the text to support answers.
4.3.W.2	INFORMATIVE-Grade Level Focus Students will write facts about a subject, including a clear main idea with supporting details, and use transitional and signal words.
4.4.R.2	Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of new words.
4.4.R.5	Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings, syllabication, and pronunciation of words.
4.6.R.1	Students will use their own viable research questions to find information about a specific topic.
4.6.R.2	Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to interpret a text.
4.6.R.3	Students will determine the relevance and reliability of the information gathered.
4.6.W.1	Students will generate a viable research question about a specific topic.
4.6.W.2	Students will organize information found during research, following a modified citation style (e.g., author, title, publication date) with guidance and support.
4.6.W.3	Students will summarize and present information in a report.

4.7.R.1	Students will locate, organize, and analyze information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal and interpretive questions to create new understandings.
4.7.R.2	Students will compare and contrast how ideas and topics are depicted in a variety of media and formats.
4.7.W.1	Students will create multimodal content that effectively communicates an idea using technology or appropriate media.
4.7.W.2	Students will create presentations using videos, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.
4.8.R	Students will select appropriate texts for specific purposes and read independently for extended periods of time.
4.8.W	Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two) to communicate with different audiences for a variety of purposes.
	Academic Vocabulary
	almanac, analyze, appendix, audience, author's purpose, character's motive, compare/contrast, double negatives, drawing conclusions, evaluate, genre, hyperbole, legend, metaphor, myths, outline, paraphrase, persuasive, possessive nouns, prewrite, preface, proofread, publish, research, sentence fragment, simile, simple predicate, simple subject