

**PATHS<sup>®</sup> Curriculum  
Grade 4**

**Alignment Report by Resource**

**to**

**Common Core State Standards  
for English Language Arts**

**March 2011**

# Alignment Report by Resource

## PATHS® Curriculum—Grade 4

**Subject:** English Language Arts  
**Standard:** Common Core State Standards for English Language Arts  
**Source:** Common Core State Standards Initiative  
**Note:** The correlations between PATHS and common standards were created by an independent third party. They are applicable to the best of our knowledge as of the date they were created. As with any educational product, the effectiveness of this product depends on many factors, including teacher effectiveness and a child's learning pace and receptiveness. (03/2011)

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## **PATHS® Grade 4 Curriculum, Units 1-6**

### **Grade 4, U1 Establishing a Positive Classroom Environment**

#### **Lesson 1 Formulating Classroom Rules**

**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.

**SL.4.1a** 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. 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.

**SL.4.1b** 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. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**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.

### **Grade 4, U1 Establishing a Positive Classroom Environment**

#### **Lesson 2 PATHS Kid (Complimenting)**

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**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.

**SL.4.1a** 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. 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.

**SL.4.1b** 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. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**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.

**L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**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., wildlife, conservation, and endangered when discussing animal preservation).

### **Grade 4, U1 Establishing a Positive Classroom Environment**

#### **Lesson 3 PATHS Question & Answer Game/Concept Review**

**W.4.3a** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**W.4.3b** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**W.4.3e** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 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.4.10** 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.

**SL.4.1a** 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. 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.

**SL.4.1b** 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. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.4.1c** 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. 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.

**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.

**L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**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., wildlife, conservation, and endangered when discussing animal preservation).

## **Grade 4, U1 Establishing a Positive Classroom Environment**

### **Lesson 4 Cooperative Learning Skills**

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**SL.4.1a** 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. 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.

**SL.4.1b** 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. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**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.

## **Grade 4, U1 Establishing a Positive Classroom Environment**

### **Lesson 5 The Golden Rule**

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**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.

**SL.4.1a** 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. 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.

**SL.4.1b** 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. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**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.

**L.4.5c** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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., wildlife, conservation, and endangered when discussing animal preservation).

## **Grade 4, U1 Establishing a Positive Classroom Environment**

### **Lesson 6 Problem Solving and the Golden Rule**

**W.4.3a** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**W.4.3b** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**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.

**SL.4.1a** 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. 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.

**SL.4.1b** 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. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**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.

## **Grade 4, U2 Introduction to Feelings**

### **Lesson 7 Feelings Review**

**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.

**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.

**SL.4.1a** 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. 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.

**SL.4.1b** 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. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**L.4.3a** Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.

**L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**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., wildlife, conservation, and endangered when discussing animal preservation).

## **Grade 4, U2 Introduction to Feelings**

### **Lesson 8 Recognizing and Controlling Anger**

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**W.4.3a** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**W.4.3b** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**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.

**SL.4.1a** 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. 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.

**SL.4.1b** 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. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**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.

**L.4.3a** Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.

**L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**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., wildlife, conservation, and endangered when discussing animal preservation).

## **Grade 4, U2 Introduction to Feelings**

### **Lesson 9 Calm or Relaxed, Tense**

**RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**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.

**RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**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.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**W.4.3a** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**W.4.3b** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**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.

**SL.4.1a** 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. 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.

**SL.4.1b** 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. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**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., wildlife, conservation, and endangered when discussing animal preservation).

## **Grade 4, U2 Introduction to Feelings**

### **Lesson 10 Feelings**

**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.4.10** 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.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**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.

**SL.4.1a** 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. 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.

**SL.4.1b** 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. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL.4.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

**L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**L.4.4c** 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. 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.4.6** 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., wildlife, conservation, and endangered when discussing animal preservation).

## **Grade 4, U2 Introduction to Feelings**

### **Lesson 11 My Own Feelings Story**

**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.4.10** 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.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**RF.4.4c** Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**W.4.3a** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**W.4.3b** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**W.4.3d** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely.

**W.4.3e** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 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.4.10** 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.

**SL.4.1a** 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. 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.

**SL.4.1b** 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. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**L.4.3a** Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.

**L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**L.4.4c** 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. 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.4.6** 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., wildlife, conservation, and endangered when discussing animal preservation).

## **Grade 4, U2 Introduction to Feelings**

### **Lesson 12 Feelings Review: Feelings and Your Brain**

**RF.4.3a** Know and apply grade-level phonics and word analysis skills in decoding words. 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.4.4c** Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**SL.4.1a** 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. 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.

**SL.4.1c** 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. 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.

**SL.4.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

**L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**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., wildlife, conservation, and endangered when discussing animal preservation).

## Grade 4, U3 Problem Solving

### Lesson 13 Treasure Hunt/Problem-Solving Review

**W.4.3a** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**W.4.3b** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**W.4.3e** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 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.4.10** 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.

**SL.4.1a** 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. 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.

**SL.4.1b** 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. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.4.4** 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.

## Grade 4, U3 Problem Solving

### Lesson 14 Making Good Decisions: *At the Mall*

**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.4.10** 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.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**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.

**SL.4.1a** 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. 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.

**SL.4.1b** 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. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

## Grade 4, U3 Problem Solving

### Lesson 15 Identifying Problems, Feelings, Goals, and Solutions

**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.4.10** 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.

**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.4.10** 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.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**RF.4.4c** Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**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.

**SL.4.1a** 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. 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.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**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.

**L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**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., wildlife, conservation, and endangered when discussing animal preservation).

## Grade 4, U3 Problem Solving

### Lesson 16 Consequences: What Might Happen Next

**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.4.10** 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.

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**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.

**SL.4.1a** 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. 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.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL.4.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

**L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**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., wildlife, conservation, and endangered when discussing animal preservation).

## Grade 4, U3 Problem Solving

### Lesson 17 Making a Good Plan

**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.4.10** 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.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**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.

**SL.4.1a** 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. 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.

**SL.4.1b** 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. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**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., wildlife, conservation, and endangered when discussing animal preservation).

## **Grade 4, U3 Problem Solving**

### **Lesson 18 Trying Your Plan and Evaluating What Happens**

**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.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**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.

**SL.4.1a** 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. 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.

**SL.4.1b** 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. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**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., wildlife, conservation, and endangered when discussing animal preservation).

## **Grade 4, U3 Problem Solving**

### **Lesson 19 Trying Your Plan: Refusal Skills**

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**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.

**SL.4.1a** 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. 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.

**SL.4.1b** 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. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**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., wildlife, conservation, and endangered when discussing animal preservation).

## **Grade 4, U3 Problem Solving**

### **Lesson 20 Trying Again: Obstacles**

**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.4.10** 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.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**RF.4.4c** Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**SL.4.1a** 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. 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.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**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.

**L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**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., wildlife, conservation, and endangered when discussing animal preservation).

## **Grade 4, U3 Problem Solving**

### **Lesson 21 Solving Problems: Dear Problem-Solvers**

**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.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**W.4.1a** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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.

**W.4.1b** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide reasons that are supported by facts and details.

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**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.

**SL.4.1a** 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. 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.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**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.

## Grade 4, U4 Goals and Identity

### Lesson 22 Setting and Reaching Your Goal: A Biography of Harriet Tubman

**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.4.3** 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.4.7** 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.

**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.

**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.4.3** 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.4.5** 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.4.9** 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.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**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.4.9a** Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].”).

**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.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**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.

## Grade 4, U4 Goals and Identity

### Lesson 23 Setting a Goal: A Class Project to Improve the School

**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.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**W.4.1a** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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.

**W.4.1b** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide reasons that are supported by facts and details.

**W.4.1d** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide a concluding statement or section related to the opinion presented.

**W.4.2a** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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.

**W.4.2b** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

**W.4.2e** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section related to the information or explanation presented.

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**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.

**SL.4.1a** 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. 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.

**SL.4.1b** 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. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**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.

## **Grade 4, U4 Goals and Identity**

### **Lesson 24 Setting a Goal and Making a Plan**

**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.4.3** 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.4.7** 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.

**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.

**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.4.3** 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.4.5** 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.4.9** 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.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**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.4.9a** Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].").

**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.

**SL.4.1a** 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. 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.

**SL.4.1b** 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. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**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.

## Grade 4, U4 Goals and Identity

### Lesson 25 Goals for Our World – Global Understanding

**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.4.3** 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.4.10** 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.

**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.4.3** 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.4.10** 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.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**W.4.1a** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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.

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**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.

**SL.4.1a** 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. 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.

**SL.4.1b** 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. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**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.

**L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**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., wildlife, conservation, and endangered when discussing animal preservation).

## Grade 4, U5 Making and Keeping Friends

### Lesson 26 Making New Friends

**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.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**W.4.3a** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**W.4.3b** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**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.

**SL.4.1b** 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. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**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.

**L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**L.4.4c** 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. 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.4.6** 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., wildlife, conservation, and endangered when discussing animal preservation).

## **Grade 4, U5 Making and Keeping Friends**

### **Lesson 27 Joining Other Kids**

**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.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**W.4.1a** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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.

**W.4.1b** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide reasons that are supported by facts and details.

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**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.

**SL.4.1a** 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. 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.

**SL.4.1b** 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. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

## **Grade 4, U5 Making and Keeping Friends**

### **Lesson 28 *The Eagles and the Playoffs: Part 1***

**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.4.3** 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.4.7** 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.

**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.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**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.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL.4.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

**L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**L.4.4c** 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. 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.4.6** 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., wildlife, conservation, and endangered when discussing animal preservation).

## **Grade 4, U5 Making and Keeping Friends**

### **Lesson 29 *The Eagles and the Playoffs: Part 2***

**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.4.3** 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., Hercules).

**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.

**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.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**SL.4.1a** 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. 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.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

## **Grade 4, U5 Making and Keeping Friends**

### **Lesson 30 *The Eagles and the Playoffs: Part 3***

**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.4.3** 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.4.7** 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.

**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.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**W.4.3a** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**W.4.3b** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**W.4.3d** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely.

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**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.

**SL.4.1a** 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. 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.

**SL.4.1b** 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. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.4.4** 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.

**L.4.3a** Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.

## **Grade 4, U5 Making and Keeping Friends**

### **Lesson 31 Managing Our Feelings**

**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.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**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.

**SL.4.1a** 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. 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.

**SL.4.1b** 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. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.4.4** 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.

## **Grade 4, U5 Making and Keeping Friends**

### **Lesson 32 Forgiving/Resentful**

**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.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**W.4.3a** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**W.4.3b** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**W.4.3d** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely.

**W.4.3e** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 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.4.10** 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.

**SL.4.1a** 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. 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.

**SL.4.1b** 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. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.4.4** 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.

**L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**L.4.4c** 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. 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.4.5c** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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., wildlife, conservation, and endangered when discussing animal preservation).

## **Grade 4, U6 Being Responsible and Caring for Others**

### **Lesson 33 Being Responsible and Creating Change: A Biography of Dr. Martin Luther King, Jr.**

**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.4.3** 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.4.7** 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.

**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.

**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.4.3** 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.4.5** 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.4.9** 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.
- RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
- W.4.2a** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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.
- W.4.2b** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- 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.4.9a** Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].”).
- 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.
- SL.4.1b** 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. Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.4.1c** 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. 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.
- SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

## **Grade 4, U6 Being Responsible and Caring for Others**

### **Lesson 34 Rejected, Excluded**

- 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.4.3** 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.4.10** 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.
- RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
- RF.4.4c** Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- 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.
- SL.4.1a** 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. 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.

**SL.4.1b** 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. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**L.4.4c** 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. 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.4.6** 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., wildlife, conservation, and endangered when discussing animal preservation).

## **Grade 4, U6 Being Responsible and Caring for Others**

### **Lesson 35 Stereotypes and Discrimination**

**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.4.3** 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.4.10** 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.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**RF.4.4c** Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**W.4.1a** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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.

**W.4.1b** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide reasons that are supported by facts and details.

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**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.

**SL.4.1a** 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. 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.

**SL.4.1b** 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. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.4.4** 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.

**L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**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., wildlife, conservation, and endangered when discussing animal preservation).

## **Grade 4, U6 Being Responsible and Caring for Others**

### **Lesson 36 Dealing with Gossip**

**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.4.3** 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.4.10** 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.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**RF.4.4c** Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**SL.4.1a** 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. 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.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.4.4** 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.

**L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**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., wildlife, conservation, and endangered when discussing animal preservation).

## **Grade 4, U6 Being Responsible and Caring for Others**

## **Lesson 37 Bullying: How to Respond**

**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.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**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.

**L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**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., wildlife, conservation, and endangered when discussing animal preservation).

## **Grade 4, U6 Being Responsible and Caring for Others**

### **Lesson 38 Being Responsible: Helping Others in Bullying Situations**

**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.

**SL.4.1b** 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. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**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.

**L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**L.4.5c** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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., wildlife, conservation, and endangered when discussing animal preservation).

## **Grade 4, U6 Being Responsible and Caring for Others**

### **Lesson 39 Being Responsible: A Class Project of Commemoration**

**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.4.3** 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).

**RI.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.4.10** 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.

**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.4.3** 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.4.10** 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.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**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.

**SL.4.1b** 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. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.4.4** 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.

## **Grade 4, U6 Being Responsible and Caring for Others**

### **Lesson 40 PATHS Closing Lesson: Reactions and Review**

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.4.4** 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.

**L.4.3a** Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.

**L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**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., wildlife, conservation, and endangered when discussing animal preservation).

## **PATHS® Grade 4 Curriculum, Units 1-6**

### **Grade 4, Novel Study Guides, *The Hundred Dresses***

#### **Lesson 1 Chapters 1-2**

- 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.4.3** 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.4.10** 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.
- RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
- W.4.1a** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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.
- W.4.1b** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide reasons that are supported by facts and details.
- W.4.1d** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide a concluding statement or section related to the opinion presented.
- W.4.3a** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.4.3b** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- W.4.3e** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 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.4.7** 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.4.9a** Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].").
- 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.
- SL.4.1c** 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. 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.
- SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.4.4** 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.

### **Grade 4, Novel Study Guides, *The Hundred Dresses***

#### **Lesson 2 Chapter 3**

**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.4.3** 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.4.10** 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.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**W.4.1a** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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.

**W.4.1b** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide reasons that are supported by facts and details.

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**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.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

#### **Grade 4, Novel Study Guides, *The Hundred Dresses*** **Lesson 3 Chapters 4-5**

**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.4.3** 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.4.10** 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.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**W.4.1a** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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.

**W.4.1b** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide reasons that are supported by facts and details.

**W.4.1d** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide a concluding statement or section related to the opinion presented.

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**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.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.



- SL.4.4** 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.

## **Grade 4, Novel Study Guides, *The Hundred Dresses***

### **Lesson 4 Chapter 6**

- 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.4.3** 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.4.10** 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.
- RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
- W.4.1a** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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.
- W.4.3a** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.4.3b** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- W.4.3e** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 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.4.10** 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.
- SL.4.1c** 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. 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.
- SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.4.4** 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.
- L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- L.4.4c** 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. 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.4.5c** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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., wildlife, conservation, and endangered when discussing animal preservation).

## Grade 4, Novel Study Guides, *The Hundred Dresses* Lesson 5 Chapter 7

**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.4.10** 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.

**RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**W.4.1a** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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.

**W.4.3a** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**W.4.3b** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**W.4.3e** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 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.4.7** 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.4.9a** Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].").

**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.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.4.4** 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.

**L.4.3a** Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.

## Grade 4, Novel Study Guides, *The Hundred Dresses* Lesson 6 Review

- 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.4.10** 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.
- RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
- W.4.3e** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 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.4.7** 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.4.9a** Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].").
- 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.
- SL.4.1c** 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. 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.
- SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- 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.

## **Grade 4, Novel Study Guides, *Drita, My Homegirl***

### **Lesson 1 Chapters 1-4**

- 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.4.10** 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.
- RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
- RF.4.4c** Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- W.4.1a** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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.

**W.4.1b** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide reasons that are supported by facts and details.

**W.4.1d** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide a concluding statement or section related to the opinion presented.

**W.4.2a** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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.

**W.4.2b** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

**W.4.2e** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section related to the information or explanation presented.

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**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.4.9a** Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].").

**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.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.4.4** 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.

**L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**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., wildlife, conservation, and endangered when discussing animal preservation).

## **Grade 4, Novel Study Guides, *Drita, My Homegirl***

### **Lesson 2 Chapters 5-8**

**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.4.3** 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.4.7** 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.

**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.

**RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**RF.4.4c** Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**W.4.1a** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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.

**W.4.3a** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**W.4.3b** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**W.4.3e** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 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.4.7** 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.4.9a** Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].").

**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.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.4.4** 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.

**L.4.3a** Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.

**L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

## **Grade 4, Novel Study Guides, *Drita, My Homegirl***

### **Lesson 3 Chapters 9-12**

**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.4.10** 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.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

## **Grade 4, Novel Study Guides, *Drita, My Homegirl***

### **Lesson 4 Chapters 13-16**

**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.4.10** 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.

**RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**RF.4.4c** Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**W.4.3a** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**W.4.3b** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**W.4.3e** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 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.4.7** 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.4.9a** Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].").

**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.

**SL.4.1b** 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. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**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., wildlife, conservation, and endangered when discussing animal preservation).

## **Grade 4, Novel Study Guides, *Drita, My Homegirl***

### **Lesson 5 Chapters 17-20**

**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.4.3** 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.4.10** 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.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**RF.4.4c** Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**W.4.3a** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**W.4.3b** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**W.4.3e** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 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.4.10** 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.

**SL.4.1b** 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. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**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., wildlife, conservation, and endangered when discussing animal preservation).

## **Grade 4, Novel Study Guides, *Drita, My Homegirl***

### **Lesson 6 Chapters 21-24**

**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.4.3** 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.4.10** 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.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**W.4.1a** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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.

**W.4.1b** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide reasons that are supported by facts and details.

**W.4.1d** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide a concluding statement or section related to the opinion presented.

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**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.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

#### **Grade 4, Novel Study Guides, *Drita, My Homegirl* Lesson 7 Chapters 25-28**

**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.4.3** 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.4.10** 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.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**W.4.3a** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**W.4.3b** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**W.4.3e** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 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.4.9a** Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].").

**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.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL.4.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

## **Grade 4, Novel Study Guides, *Drita, My Homegirl***

### **Lesson 8 Chapters 29-32**

**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.4.10** 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.

**RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**W.4.3a** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**W.4.3b** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**W.4.3e** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 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.4.7** 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.4.9a** Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].").

**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.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**L.4.3a** Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.

## **Grade 4, Novel Study Guides, *Shiloh***

### **Lesson 1 Chapters 1-2**

**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.4.3** 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.4.10** 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.

**RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**W.4.3a** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**W.4.3b** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**W.4.3e** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 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.4.7** 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.4.9a** Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].").

**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.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**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.

**L.4.5b** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Recognize and explain the meaning of common idioms, adages, and proverbs.

## **Grade 4, Novel Study Guides, *Shiloh***

### **Lesson 2 Chapters 3-4**

**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.4.3** 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.4.7** 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.

**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.

**RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**RF.4.4c** Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**W.4.3a** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**W.4.3b** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**W.4.3e** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 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.4.7** 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.4.9a** Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].").

**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.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**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.

**L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**L.4.5b** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Recognize and explain the meaning of common idioms, adages, and proverbs.

**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., wildlife, conservation, and endangered when discussing animal preservation).

## **Grade 4, Novel Study Guides, *Shiloh***

### **Lesson 3 Chapters 5-6**

**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.4.3** 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.4.10** 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.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**RF.4.4c** Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**W.4.1a** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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.

**W.4.1b** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide reasons that are supported by facts and details.

**W.4.1d** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide a concluding statement or section related to the opinion presented.

**W.4.3a** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**W.4.3b** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**W.4.3e** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 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.4.10** 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.

**SL.4.1a** 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. 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.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.4.4** 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.

**L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**L.4.5b** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Recognize and explain the meaning of common idioms, adages, and proverbs.

**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., wildlife, conservation, and endangered when discussing animal preservation).

## Grade 4, Novel Study Guides, *Shiloh*

### Lesson 4 Chapters 7-8

**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.4.3** 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.4.10** 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.

**RF.4.3a** Know and apply grade-level phonics and word analysis skills in decoding words. 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.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**RF.4.4c** Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**W.4.1a** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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.

**W.4.1b** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide reasons that are supported by facts and details.

**W.4.1d** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide a concluding statement or section related to the opinion presented.

**W.4.3a** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**W.4.3b** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**W.4.3e** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 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.4.9a** Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].").

**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.

**SL.4.1a** 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. 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.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.4.4** 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.

**L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**L.4.4c** 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. 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.4.5a** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

**L.4.5b** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Recognize and explain the meaning of common idioms, adages, and proverbs.

**L.4.5c** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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., wildlife, conservation, and endangered when discussing animal preservation).

## **Grade 4, Novel Study Guides, *Shiloh***

### **Lesson 5 Chapters 9-10**

**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.4.3** 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.4.10** 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.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**W.4.1a** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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.

**W.4.1b** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide reasons that are supported by facts and details.

**W.4.1d** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide a concluding statement or section related to the opinion presented.

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**W.4.9a** Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].").

**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.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

## **Grade 4, Novel Study Guides, *Shiloh***

### **Lesson 6 Chapters 11-12**

**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.4.3** 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.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

**RL.4.10** 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.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**RF.4.4c** Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**W.4.2a** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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.

**W.4.2b** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

**W.4.2e** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section related to the information or explanation presented.

**W.4.3a** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**W.4.3b** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**W.4.3e** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 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.4.9a** Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].”).

**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.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**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.

**L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**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., wildlife, conservation, and endangered when discussing animal preservation).

## **Grade 4, Novel Study Guides, *Shiloh***

### **Lesson 7 Chapters 13-14**

**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.4.10** 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.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**RF.4.4c** Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**W.4.1a** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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.

**W.4.1b** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide reasons that are supported by facts and details.

**W.4.3a** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**W.4.3b** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**W.4.3e** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 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.4.10** 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.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.4.4** 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.

**L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**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., wildlife, conservation, and endangered when discussing animal preservation).

## **Grade 4, Novel Study Guides, *Shiloh***

### **Lesson 8 Chapter 15**

**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.4.7** 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.

**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.

**RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**W.4.1a** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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.

**W.4.1b** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide reasons that are supported by facts and details.

**W.4.1d** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide a concluding statement or section related to the opinion presented.

**W.4.2a** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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.

**W.4.2b** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

**W.4.2e** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section related to the information or explanation presented.

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**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.4.9a** Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].").

**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.

**SL.4.1a** 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. 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.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.4.4** 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.

**L.4.5b** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Recognize and explain the meaning of common idioms, adages, and proverbs.

**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., wildlife, conservation, and endangered when discussing animal preservation).

## Grade 4, Novel Study Guides, *In the Year of the Boar and Jackie Robinson* Lesson 1 “January” chapter

- 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.4.3** 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.4.10** 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.
- RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
- W.4.1a** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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.
- W.4.1b** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide reasons that are supported by facts and details.
- W.4.1d** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide a concluding statement or section related to the opinion presented.
- W.4.3a** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.4.3b** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- W.4.3e** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 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.4.7** 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.4.9a** Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].”).
- 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.
- SL.4.1c** 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. 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.
- SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.4.4** 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.
- L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- L.4.4c** 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. 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.4.6** 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., wildlife, conservation, and endangered when discussing animal preservation).

## **Grade 4, Novel Study Guides, *In the Year of the Boar and Jackie Robinson***

### **Lesson 2 “February” chapter**

**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.4.3** 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.4.10** 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.

**RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**W.4.3a** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**W.4.3b** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**W.4.3e** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 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.4.7** 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.4.9a** Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].”).

**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.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.4.4** 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.

## **Grade 4, Novel Study Guides, *In the Year of the Boar and Jackie Robinson***

### **Lesson 3 “March” & “April” chapters**

**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.4.10** 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.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**RF.4.4c** Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**W.4.1a** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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.

**W.4.1b** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide reasons that are supported by facts and details.

**W.4.2a** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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.

**W.4.2b** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**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.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.4.4** 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.

**L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**L.4.4c** 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. 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.4.5c** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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., wildlife, conservation, and endangered when discussing animal preservation).

## **Grade 4, Novel Study Guides, *In the Year of the Boar and Jackie Robinson***

### **Lesson 4 “May” & “June” chapters**

**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.4.10** 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.

**RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**RF.4.4c** Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**W.4.1a** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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.

**W.4.1b** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide reasons that are supported by facts and details.

**W.4.1d** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide a concluding statement or section related to the opinion presented.

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**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.4.9a** Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].").

**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.

**SL.4.1b** 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. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.4.4** 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.

**L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**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., wildlife, conservation, and endangered when discussing animal preservation).

## Grade 4, Novel Study Guides, *In the Year of the Boar and Jackie Robinson*

### Lesson 5 “July” & “August” chapters

**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.4.10** 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.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**W.4.3a** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**W.4.3b** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**W.4.3e** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 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.4.10** 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.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.4.4** 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.

## Grade 4, Novel Study Guides, *In the Year of the Boar and Jackie Robinson*

### Lesson 6 “September” chapter

**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.4.10** 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.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**RF.4.4c** Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**W.4.3a** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and

introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**W.4.3b** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**W.4.3e** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 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.4.10** 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.

**SL.4.1b** 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. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.4.4** 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.

**L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**L.4.5a** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

**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., wildlife, conservation, and endangered when discussing animal preservation).

## **Grade 4, Novel Study Guides, *In the Year of the Boar and Jackie Robinson***

### **Lesson 7 “October” & “November” chapters**

**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.4.7** 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.

**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.

**RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**RF.4.4c** Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**W.4.3a** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and

introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**W.4.3b** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**W.4.3e** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 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.4.7** 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.4.9a** Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].”).

**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.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**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.

**L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**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., wildlife, conservation, and endangered when discussing animal preservation).

#### **Grade 4, Novel Study Guides, *In the Year of the Boar and Jackie Robinson*** **Lesson 8 “December” chapter**

**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.4.7** 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.

**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.

**RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**RF.4.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**RF.4.4c** Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



**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.4.9a** Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].”).

**SL.4.1b** 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. Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.4.1c** 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. 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.

**SL.4.1d** 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.4.4** 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.

**L.4.4a** 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**L.4.4c** 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. 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.4.6** 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., wildlife, conservation, and endangered when discussing animal preservation).