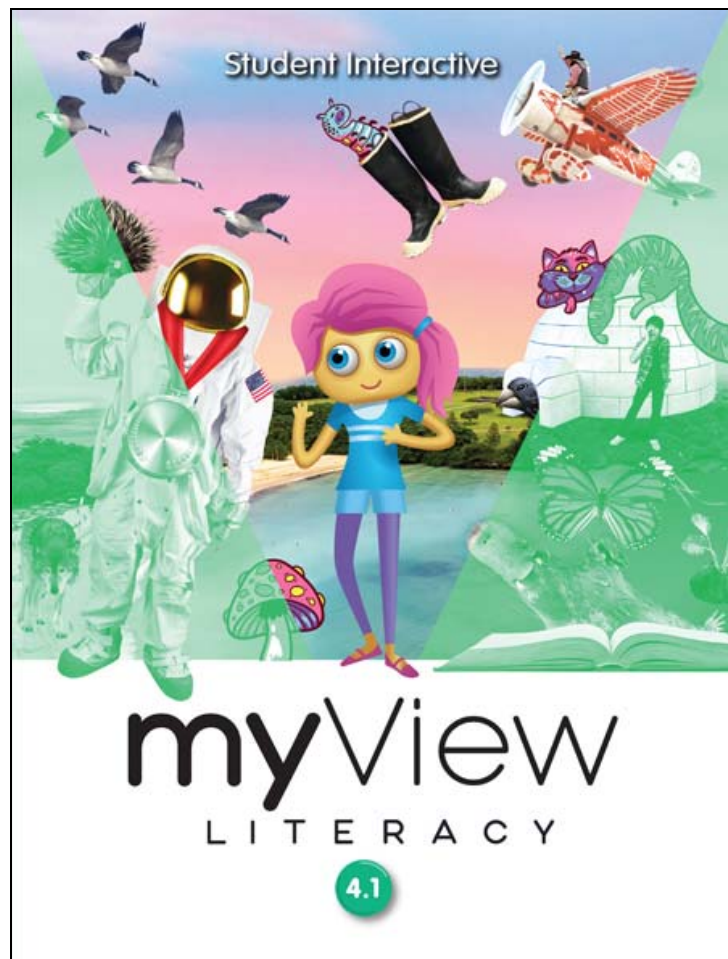


## A Correlation of



To the

# New Jersey Student Learning Standards for English Language Arts Grade 4

**SAVVAS**

# **A Correlation of myView Literacy, Grade 4, ©2020 to the New Jersey Student Learning Standards for English Language Arts**

## **Introduction**

This document demonstrates how **myView Literacy, ©2020** meets the **New Jersey Student Learning Standards for English Language Arts**. Correlation page references are to the Teacher Edition and Digital Resources and are cited by grade, unit and page references.

*myView Literacy* is a K-5 comprehensive, interactive literacy program that provides a balanced approach to teaching reading, writing, speaking, listening and viewing using a collection authentic reading texts and collaborative writing workshops. Competencies of 21st century thinking and social-emotional learning are taught and practiced using authentic literature, highly-engaging trade books, collaborative learning, and project-based inquiry. The instructional model follows connected reading and writing workshops that focus on teaching the critical skills and strategies students need to be highly competent thinkers, readers, and writers ready for college and career. It is designed to teach students to think carefully about what they read, discern what is relevant to them, and what is important in their world. *myView Literacy* offers a balanced instructional model with an emphasis on conceptual understandings, standards-based instruction and application through rigorous performance tasks and the workshop model.

### **Inspire Confidence and Collaboration**

- Create opportunities for student success. Provide a supportive and nurturing environment that empowers students to become independent learners.

### **Focus on Balance and Flexibility**

- Develop predictable routines for teaching and learning. Minilessons, small groups, and collaboration lead to a gradual release of responsibility.

### **Nurture Every Learner**

- Spend more time coaching, differentiating, and promoting positive attitudes toward reading and writing.

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<b>RL Reading Literature Text</b>	
Key Ideas and Details	
RL.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	<p><b>Unit 1:</b> Guided Reading Instruction Prompts, T27 Close Read: Use Text Evidence, T33, T41, T54-T55, T56-T57</p> <p><b>Unit 2:</b> Read, T30 Use Text Evidence, T173, T182, T196-T197</p> <p><b>Unit 3:</b> Make Inferences About Characters, T27, T33, T46, T48 Whole Group, T49</p> <p><b>Unit 4:</b> Infer Theme, T103 T120-T121, T241, T260-T261</p>
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<p><b>Unit 3:</b> Author’s Craft: Theme, T175</p> <p><b>Unit 4:</b> Drama: Genre and Theme, T162 Explore the Poem, T90 Infer Theme, T96, T103, T105, T109, T111, T113, T114, T120-T121, T122, T232, T241, T244, T248, T251, T252, T254, T260, T262 Summarize Literary Text, T165, T177, T192-T193, T194, T195 Analyze Myths, T332</p>
RL.4.3 Describe in depth a character, setting, or	<p><b>Unit 1:</b></p>

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<p>event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	<p>Setting, T80, T145  <b>Unit 2:</b>            Wrap-Up: Encounter, T169            Fiction, T170-T171            Identify Fiction, T174            Use Text Evidence, T196-T197, T198            Use Figurative Language, T210            Analyze Plot and Setting, T172, T178, T180, T183, T185, T187, T192-T193, T194  <b>Unit 3:</b>            Characters, T26, T27, T32, T33–T35, T36, T42–T43, T46, T48, T136, T137, T210, T234            Make Inferences About Characters, T27, T33, T46, T48            Plot, T71, T92, T100-T103, T239, T249            Analyze Plot and Setting, T83, T86, T97, T98, T102, T103, T108–T109, T138            Whole Group, T111  <b>Unit 4:</b>            Traditional Literature, T22-T23, T24-T25, T28            Characters, T27, T33–T35, T36, T39, T40, T43, T45, T52–T53, T54, T56            Drama, T162-T163, T166, T167, T190, T191            Write to Sources, T128            Evaluate Details, T305, T336, T338</p>
<p>Craft and Structure</p>	
<p>RL.4.4 Determine the meaning of words and</p>	<p><b>Unit 2:</b></p>

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<p>phrases as they are used in a text, including those that allude to significant characters found in literature.</p>	<p>Preview Vocabulary, T176            Develop Vocabulary, T188-T189, T190, T236, T254-T255, T256            Whole Group, T191            Visualize Imagery, T262-T263            Explain Poetic Language and Elements, T258-T259  <b>Unit 3:</b>            Preview Vocabulary, T30-T31            Possible Teaching Point: Read Like a Writer: Author's Craft, T34            Develop Vocabulary, T224            Figurative Language, T245, T249, T272-T273  <b>Unit 4:</b>            Figurative Language, T250, T272-T273            Develop Vocabulary, T328-T329            Myths, T300-T301, T302-T303, T309-T317            Analyze Myths, T321, T322, T325-T327  <b>Unit 5:</b>            Understand Poetry, T76            Explore What Poetry Sounds Like, T77</p>
<p>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings,</p>	<p><b>Unit 2:</b>            Fiction, T170-T171, T172, T174, T175            Analyze Poetry, T232, T234-T235, T238            First Read: Notice, T242, T243, T246, T250</p>

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descriptions, dialogue, stage directions) when writing or speaking about a text.	Possible Teaching Point: Author's Craft, T251 Explain Poetic Language and Elements, T258-T259 <b>Unit 3:</b> Poetry, T300, T302, T304, T306 Possible Teaching Point: Author's Craft, T314 Examine Poetic Elements, T322 Reflect and Share: Talk About It, T328 <b>Unit 4:</b> Traditional Literature, T22-T23, T24-T25, T28 Drama, T160, T162, T164, T188-T189 Possible Teaching Point: Read Like a Writer: Author's Craft, T171 Explain Elements of Drama, T188-T189, T190, T191 <b>Unit 5:</b> Understand Poetry, T76 Explore What Poetry Sounds Like, T77 Explore What Poetry Looks Like, T78 Select A Genre, T220
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.	<b>Unit 3:</b> Compare and Contrast Point of View, T224, T230, T232, T233, T238, T241, T247 T260-T261, T262-T263 Possible Teaching Point: Read Like a Writer: Author's Craft, T250
<b>Integration of Knowledge and Ideas</b>	
RL.4.7 Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.	<b>Unit 3:</b> Analyze Graphic Features, T196-T197, Possible Teaching Point: Read Like a Writer: Author's Craft, T239 <b>Unit 4:</b> Interact with Sources: Fairy Tales, T158-T159 Listening Comprehension: Drama, T160-T161 Author's Craft, T173, T174 Explain Elements of Drama, T188-T189, T190, T191
RL.4.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	<b>Unit 4:</b> Synthesize Information About Characters, T56-T57, T58-T59 Reflect and Share, T60 Make Connections, T97, T124-T125 Guided Reading Instruction Prompts: Compare Texts, T165 Reflect and Share: Write to Sources, T268-T269

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	Analyze Myths, T332–T333
Range of Reading and Level of Text Complexity	
<p>RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.</p>	<p><b>Unit 1:</b> Matching Texts to Learning (Leveled Readers), T94-T95, T160-T161, T224-T225 Book Club, T29, T61, T97, T127, T163, T191, T227, T259, T295, T337, T380–T393</p> <p><b>Unit 2:</b> Matching Texts to Learning (Leveled Readers), T98-T99, T172-T173, T236-T237 Genre: Fiction, T170-T171 Genre: Poetry, T234-T235 Book Club, T29, T65, T101, T139, T175, T203, T239, T269, T305, T339, T382–T395</p> <p><b>Unit 3:</b> Matching Texts to Learning (Leveled Readers), T26-T27, T86-T87, T224-T225, T304-T305 Book Club, T29, T53, T89, T119, T155, T191, T227, T271, T307, T331, T374–T387 Genre: Fiction, T222-T223</p> <p><b>Unit 4:</b> Matching Texts to Learning (Leveled Readers), T26-T27, T96-T97, T164-T165, T304-T305 Compare Texts, T165 Book Club, T29, T63, T99, T131, T167, T199, T235, T271, T307, T343, T386–T399 Genre: Myth, T302-T303 Genre: Historical Fiction, T230-T231</p> <p><b>Unit 5:</b> Matching Texts to Learning (Leveled Readers), T26-T27, T298-T299 Book Club, T29, T59, T95, T125, T161, T199, T235, T265, T301, T335, T378–T391</p>
<b>RI Reading Informational Text</b>	
Key Ideas and Details	
<p>RI.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>Unit 1:</b> Close Read: Use Text Evidence, T27, T33, T41, T54-T55, T56-T57 First Read: Respond, T311 Evaluate Details, T168</p> <p><b>Unit 2:</b> Read, T102</p>



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	<p>Synthesize Information, T309, T330</p> <p><b>Unit 5:</b>            Make Inferences, T27, T33, T52, T54, T233, T241, T258, T260, T313, T315            Whole Group, T55, T261            First Read: Notice, T176            First Read: Respond, T177, T248            Use Text Evidence to Explain Concepts, T328-T329</p>
<p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p><b>Unit 1:</b>            Analyze Main Idea and Details, T94, T100, T103, T104, T107, T110, T116–T117            Summarize a Text, T293, T301, T330-T331, T332            Evaluate Details, T161, T184-T185, T186            Whole Group, T119, T187, T333</p> <p><b>Unit 2:</b>            Main Idea and Details, T26, T32, T33, T36, T38, T40, T41, T43–T45, T47, T49, T54–T55, T368            First Read: Notice, T32            Whole Group, T57</p> <p><b>Unit 5:</b>            Main Idea and Details, T92, T98, T99, T102, T103, T106, T107, T114–T115            Explain Ideas, T232, T239, T254, T256            Summarize, T159, T167, T192, T194            Informational Text, T88, T90, T94, T294            Whole Group, T117, T195            Wrap-Up, T89, T295</p>
<p>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.</p>	<p><b>Unit 1:</b>            Cross-Curricular Perspectives: Social Studies, T38, T167, T298            Exploring Mars, T156            Analyze Main Idea and Details, T116-T117            Biography, T288            Analyze Text Structure, T167, T169, T171, T172, T174, T196-T197, T298, T326-T327, T328            Evaluate Details, T168, T170, T173            Respond, T167, T175</p> <p><b>Unit 2:</b></p>

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	<p>Cross-Curricular Perspectives: Science, T37, T104, T113, T309            Explore the Primary Source, T166-T167            Analyze Text Structure, T104, T106, T108, T110, T112            Confirm or Correct Predictions, T104, T105, T107, T109, T111, T113  <b>Unit 3:</b>            Cross-Curricular Perspectives: Social Studies, T158  <b>Unit 5:</b>            Use Text Evidence to Explain Concepts, T299, T307, T313, T328–T329, T330, T331            Explain Ideas, T254–T255</p>
Craft and Structure	
<p>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.</p>	<p><b>Unit 1:</b>            Develop Vocabulary, T46-T47, T246, T322-T323, T324            Whole Group, T247  <b>Unit 2:</b>            Develop Vocabulary, T50-T51, T98, T324-T325, T326            First Read: Connect, T118            Academic Vocabulary: Language of Ideas, T166  <b>Unit 3:</b>            Develop Vocabulary, T152            Close Read: Vocabulary in Context, T162</p>

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	Context Clues, T192-T193 <b>Unit 5:</b> Vocabulary in Context, T40, T105, T238 Develop Vocabulary, T44-T45, T184-T185, T232, T250-T251 Academic Vocabulary: Context Clues, T167, T170, T179, T200-T201 Parts of Speech, T336
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.	<b>Unit 1:</b> Possible Teaching Point: Read Like a Writer: Author's Craft, T174, T314, T321 Biography, T288 Analyze Text Structure, T167, T169, T171, T172, T174, T196-T197, T298, T326-T327, T328 <b>Unit 2:</b> Possible Teaching Point: Read Like a Writer: Author's Craft, T49, T315 Share Back, T83 Analyze Text Structure, T98, T104, T106, , T110, T112, T128-T129, T130, T344-T345 <b>Unit 5:</b> Text Structure, T64 Formative Assessment Options: Turn, Talk, and Share/Use Independent Text, T231
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<b>Unit 1:</b> Refine Research: Primary and Secondary Sources, T372-T373 <b>Unit 5:</b> Compare and Contrast Accounts, T306, T309, T311, T312, T314, T319, T324-T325, T326-T327 Refine Research: Primary and Secondary Sources, T370-T371
Integration of Knowledge and Ideas	
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	<b>Unit 1:</b> Explore the Map, T20–T21 Informational Text, T222–T223 Analyze Text Features, T224, T230, T236, T248–

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<p>information contributes to an understanding of the text in which it appears.</p>	<p>T249, T250            Analyze Author's Use of Graphics, T32, T42, T66–T67, T237, T264–T265, T266–T267            Explore the Infographic, T88–T89, T218-T219            Explore the Media, T154-T155  <b>Unit 2:</b>            Explore the Infographic, T20-T21, T230-T231, T296-T297            Print and Graphic Features, T34, T42, T70–T71, T72–T73            Analyze Photographs, T84            Explore the Media, T92-T93  <b>Unit 3:</b>            Explore the Media, T146-T147            Explore the Infographic, T20-T21, T218-T219  <b>Unit 4:</b>            Explore the Infographic, T299-T299            Explore Media, T20-T21  <b>Unit 5:</b>            Analyze Text Features, T34, T48–T49, T50–T51, T270–T271            Informational Texts and Video, T296–T297            Explore the Infographic, T20-T21, T292-T293            Explore Diagrams, T152-T153            Explore Media, T86-T87</p>
<p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p><b>Unit 2:</b>            Write to Sources, T266-T267  <b>Unit 3:</b>            Argumentative Writing, T360            Differentiated Support: Intervention/Extend, T361  <b>Unit 5:</b>            Analyze Argument, T156-T157, T158, T177, T182, T188-T189            Opinions and Claims, T364, T365            Peer Review, T374</p>
<p>RI.4.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak</p>	<p><b>Unit 1:</b>            Write to Sources, T256-T257            Compare Texts, T336, T337, T362  <b>Unit 2:</b></p>

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<p>about the subject knowledgeably.</p>	<p>Compare Texts, T64, T65, T99, T138 Write to Sources, T136-T137 Synthesize Information, T328–T329 <b>Unit 3:</b> Compare Texts, T356 <b>Unit 5:</b> Features, T360 Compare Across Texts, T360</p>
<p><b>Range of Reading and Level of Text Complexity</b></p>	
<p>RI.4.10 By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.</p>	<p><b>Unit 1:</b> Matching Texts to Learning (Leveled Readers), T26-T27, T94-T95, T160-T161, T224-T225, T292-T293 Identify Biographies, T94 Identify Magazine Articles, T160 <b>Unit 2:</b> Identify Informational Text, T26, T98 Matching Texts to Learning (Leveled Readers), T26-T27, T98-T99, T236-T237 <b>Unit 3:</b> Matching Texts to Learning (Leveled Readers), T86-T87, T152-T153, T224-T225, T304-T305 Identify Autobiographies, T152 <b>Unit 4:</b> Matching Texts to Learning (Leveled Readers),</p>

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	<p>T232-T233, T304-T305</p> <p><b>Unit 5:</b> Identify Informational Text, T26, T92, T158 Matching Texts to Learning (Leveled Readers), T26-T27, T92-T93, T158-T159, T232-T233, T298-T299 Critical Literacy, T364</p>
<b>RF Reading Foundation Skills</b>	
Phonics and Word Recognition	
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	
<p>RF.4.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p><b>Unit 1:</b> Suffixes, T33, T41, T43, T64-T65, T130-T131 Academic Vocabulary: Related Words, T39, T62-T63 Word Study: Syllable Patterns, T173, T194-T195, T200-T201, T262-T263 Prefixes, T341</p> <p><b>Unit 2:</b> Academic Vocabulary: Related Words, T43, T66-T67 Word Study: Prefixes, T68-T69, T75 Word Study: Roots, T272-T273</p> <p><b>Unit 3:</b> Syllable Patterns, T233, T240, T246, T254, T274-T275, T335, T341</p>

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	<p><b>Unit 4:</b> Word Study: Prefixes, T44, T67, T274–T275, T274-T275, T280-T281, T353 Suffixes, T106, T134-T135, T140-T141, T203 Syllable Patterns, T208, T233, T274–T275</p> <p><b>Unit 5:</b> Word Study: Roots, T62–T63 Prefixes, T246, T269, T274-T275, T345 Word Study: Suffixes, T106, T128-T129, T134-T135, T209 Syllable Patterns, T165, T169, T177, T202-T203, T269, T275</p>
Fluency	
RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	
RF.4.4.A Read grade-level text with purpose and understanding.	<p><b>Unit 1:</b> Matching Texts to Learning (Leveled Readers), T26-T27, T94-T95, T160-T161, T224-T225, T292-T293 Read, T30, T98, T164, T296 Spotlight on Genre, T92–T93, T290–T291</p> <p><b>Unit 2:</b> Matching Texts to Learning (Leveled Readers), T26-T27, T98-T99, T172-T173, T236-T237, T302-T303 Read, T30, T176, T240, T306 Read and Compare, T316</p> <p><b>Unit 3:</b> Matching Texts to Learning (Leveled Readers), T26-T27, T86-T87, T152-T153, T224-T225, T304-T305 Read, T30, T90, T156, T228, T308 Read and Compare, T242</p>

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	<p><b>Unit 4:</b> Matching Texts to Learning (Leveled Readers), T26-T27, T96-T97, T164-T165, T232-T233, T304-T305 Read, T30, T100, T168, T236</p> <p><b>Unit 5:</b> Matching Texts to Learning (Leveled Readers), T26-T27, T92-T93, T158-T159, T232-T233, T298-T299 Read, T30, T96, T162, T236, T302 View and Compare, T318</p>
RF.4.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	<p><b>Unit 1:</b> Fluency, T48, T52, T56, T114, T118, T122, T178, T182, T186, T246, T250, T254, T324, T328, T332</p> <p><b>Unit 2:</b> Fluency, T52, T56, T60, T126, T130, T134, T190, T194, T198, T256, T260, T264, T326, T330, T334</p> <p><b>Unit 3:</b> Fluency, T40, T44, T48, T106, T110, T114, T178, T182, T186, T258, T262, T266, T318, T322, T326</p> <p><b>Unit 4:</b> Fluency, T50, T54, T58, T118, T122, T126, T186, T190, T194, T258, T262, T266, T330, T334, T338</p> <p><b>Unit 5:</b> Fluency, T46, T50, T54, T112, T116, T120, T186, T190, T194, T252, T256, T260, T322, T326, T330</p>
RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p><b>Unit 1:</b> Develop Vocabulary, T26, T94, T160, T224 Vocabulary in Context, T34, T108, T166, T242, T311 Context Clues, T166, T192-T193</p>



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	First Read: Connect, T242 <b>Unit 2:</b> Vocabulary in Context, T34, T122, T248, T314 Related Words, T43, T48, T66-T67 Context Clues, T184, T204-T205 <b>Unit 3:</b> Develop Vocabulary, T26, T152, T224, T304 Vocabulary in Context, T37, T162, T246, T315 Context Clues, T192 <b>Unit 4:</b> Vocabulary in Context, T104, T175, T239, T324 Develop Vocabulary, T26, T96, T304 Academic Vocabulary: Context Clues, T178, T200–T201 <b>Unit 5:</b> Vocabulary in Context, T40, T105, T173, T238, T305 Develop Vocabulary, T232 Context Clues, T167, T170, T179, T200
<b>W Writing</b>	
Text Types and Purposes	
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
W.4.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related idea the writer’s purpose.	<b>Unit 4:</b> Genre Immersion Lesson, T81 Brainstorm a Topic and Opinion, T83 Compose the Introduction and Conclusion, T216 Develop a Topic and Opinion, T148 Develop Supporting Details and Facts, T150 Organize Reasons, T217 Organize Supporting Details, T218 Rearrange & Combine Ideas for Coherence and Clarity, T288 Writing Assessment: Opinion Essay, T365
W.4.1.B Provide reasons that are supported by facts from texts and/or other sources.	<b>Unit 4:</b> Writing Support, T80 Genre Immersion Lesson, T81 Understand Reasons and Information, T82 Brainstorm a Topic and Opinion, T83 Develop a Topic and Opinion, T148 Develop Supporting Details and Facts, T150

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	Write to Sources, T196 Organize Reasons, T217 Organize Supporting Details, T218
W.4.1.C Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	<b>Unit 4:</b> Concluding statement and conclusion, T151, T216 Reasons, T82, T149, T217 Use Transition Words and Phrases, T219 Combining Idea, T289
W.4.1.D Provide a conclusion related to the opinion presented.	<b>Unit 3:</b> Collaborate and Discuss, T364-T365 <b>Unit 4:</b> Develop A Concluding Statement, T151 Compose the Introduction and Conclusion, T216 Independent Writing, T216
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	<b>Unit 1:</b> Use Graphics in Writing, T68-T69 <b>Unit 2:</b> Write for a Reader: Use Print and Graphic Features, T72-T73 Write for a Reader: Use Print Text Features, T146-T147 Develop an Introduction, T156 Compose Captions for Visuals, T159 Compose a Headline, T220 Compose Body Paragraphs, T221 Compose with Multimedia, T224 <b>Unit 3:</b> Use Graphic Features, T198 <b>Unit 5:</b> Write for a Reader: Use Text Features, T272-T273
W.4.2.B Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.	<b>Unit 2:</b> Develop Relevant Details, T157 Develop Different Types of Details, T158
W.4.2.C Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).	<b>Unit 2:</b> Develop Transitions, T223 Use Linking Words and Phrases, T286 Edit for Coordinating Conjunctions, T290

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W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.	<p><b>Unit 2:</b> Develop Different Types of Details, T158 Writing Workshop: Captions for visuals, T159 Writing Workshop: Precise language and vocabulary, T287 Use Academic Words, T367</p> <p><b>Unit 4:</b> Change to Understand Reasons and Information?, T82</p>
W.4.2.E Provide a conclusion related to the information or explanation presented.	<p><b>Unit 2:</b> Develop a Conclusion, T160 Share Back, T160 Prepare for Assessment, T359</p>
W.4.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.	
W.4.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<p><b>Unit 1:</b> Genre Immersion Lesson: Know the Narrator, T79 Plan Your Personal Narrative, T82 Portray People, T144 Develop an Idea with Relevant Details, T146 Develop and Compose an Introduction, T208</p> <p><b>Unit 3:</b> Compose a Character Description: External &amp; Internal, T136, T137 Compose an Event Sequence, T209</p> <p><b>Unit 4:</b> Read Like a Writer: Author's Craft, T46</p>
W.4.3.B Use dialogue and description to develop experiences and events or show the responses of characters to situations.	<p><b>Unit 1:</b> Use Concrete Words and Phrases, T147 Compose with Sensory Details, T148 Compose Dialogue, T211 Independent Writing, T211</p> <p><b>Unit 3:</b> Identify Parts of the Plot, T71 Plan Your Realistic Story, T74 Compose Dialogue, T210</p>
W.4.3.C Use a variety of transitional words and phrases to manage the sequence of events.	<p><b>Unit 1:</b> Use Transition Words and Phrases, T210 Independent Writing, T210</p> <p><b>Unit 3:</b> Compose an Event Sequence, T209</p>

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W.4.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.	<p><b>Unit 1:</b> Writing Workshop: Concrete words and phrases, T147 Compose with Sensory Details, T148</p> <p><b>Unit 2:</b> Writing Workshop: Precise Language and Vocabulary, T287</p> <p><b>Unit 5:</b> Writing Workshop: Similes and metaphors, T144</p>
W.4.3.E Provide a conclusion that follows from the narrated experiences or events.	<p><b>Unit 1:</b> Develop and Compose a Conclusion, T212 Share Back, T212</p> <p><b>Unit 3:</b> Compose a Plot: Develop a Resolution, T140</p>
<b>Production and Distribution of Writing</b>	
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<p><b>Unit 1:</b> Personal Narrative, T74–T83, T140–T149, T204–T213, T272–T281, T350–T359</p> <p><b>Unit 2:</b> Article, T78–T87, T152–T161, T216–T225, T282–T291, T352–T361</p> <p><b>Unit 3:</b> Realistic Fiction, T66–T75, T132–T141, T204–T213, T284–T293, T344–T353</p> <p><b>Unit 4:</b> Opinion Essay, T76–T85, T144–T152, T212–T221, T284–T293, T356–T365</p> <p><b>Unit 5:</b> Poem, T72–T81, T138–T147, T212–T221, T278–T287, T348–T357</p>
W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	<p><b>Unit 1:</b> Edit, T278–T280, T354–T355 Adding/Deleting Ideas for Coherence, T276, T277 Revise and Edit, T376–T377</p> <p><b>Unit 2:</b> Edit, T288, T289, T290, T291, T355, T356, T357 Revise and Edit, T378–T379</p> <p><b>Unit 3:</b> Edit, T289–T291, T349 Revise and Edit, T370–T371</p>

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	<p><b>Unit 4:</b> Edit, T287, T290, T291, T292 Revise and Edit, T382-T383</p> <p><b>Unit 5:</b> Adding/Deleting Ideas for Coherence, T352 Revise, T283, T284 Edit, T285, T286 Revise and Edit, T374-T375</p>
<p>W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p><b>Unit 1:</b> Conduct Research: Field Research, T368–T369 Extend Research: Incorporate Media, T374–T375</p> <p><b>Unit 2:</b> Compose with Multimedia, T224 Publish and Celebrate, T358 Conduct Research: Library Databases, T370–T371 Extend Research: Incorporate Media, T376–T377</p> <p><b>Unit 3:</b> Conduct Research: Search Engines, T362–T363 Extend Research: Incorporate Media, T368–T369</p> <p><b>Unit 4:</b> Use Technology to Produce Writing, T152–T153 Use Technology to Cooperate, T220–T221 Extend Research: Create a Strong Media Message, T380–T381</p> <p><b>Unit 5:</b> Extend Research: Online Archives, T372–T373 Customize It!, T374 Conduct Research, T366</p>

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Research to Build and Present Knowledge	
<p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p><b>Unit 1:</b> Project-Based Inquiry, T364–T365, T366–T367, T368–T369, T370–T371, T372–T373, T374–T375, T376–T377, T378–T379</p> <p><b>Unit 2:</b> Project-Based Inquiry, T366–T367, T368–T369, T370–T371, T372–T373, T374–T375, T376–T377, T378–T379, T380–T381</p> <p><b>Unit 3:</b> Project-Based Inquiry, T358–T359, T360–T361, T362–T363, T364–T365, T366–T367, T368–T369, T370–T371, T372–T373</p> <p><b>Unit 4:</b> Project-Based Inquiry, T370–T371, T372–T373, T374–T375, T376–T377, T378–T379, T380–T381, T382–T383, T384–T385</p> <p><b>Unit 5:</b> Project-Based Inquiry, T362–T363, T364–T365, T366–T367, T368–T369, T370–T371, T372–T373, T374–T375, T376–T377</p>
<p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p><b>Unit 1:</b> Explore Primary Sources, T286–T287 Inquire: Introduce the Project, T364–T365 Conduct Research: Field Research, T368–T369 Refine Research: Primary and Secondary Sources, T372–T373 Extend Research: Incorporate Media, T374–T375</p> <p><b>Unit 2:</b> Explore Primary Sources, T166–T167 Inquire: Introduce the Project, T366–T367 Conduct Research: Library Databases, T370–T371 Refine Research: Develop a Bibliography, T374–T375 Extend Research: Incorporate Media, T376–T377</p> <p><b>Unit 3:</b> Inquire: Introduce the Project, T358–T359 Conduct Research: Search Engines, T362–T363 Refine Research: Avoiding Plagiarism, T366–T367</p>

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(Continued)	Extend Research: Incorporate Media, T368-T369 (Continued) <b>Unit 4:</b> Explore Primary Sources, T226-T227 Inquire: Introduce the Project, T370-T371 Explore and Plan, T372 Conduct Research: Request Information, T374-T375 Refine Research: Creating a Bibliography, T378-T379 Extend Research: Create a Strong Media Message, T380-T381 <b>Unit 5:</b> Explore Primary Sources, T226-T227 Inquire: Introduce the Project, T362-T363 Explore and Plan: Opinions and Claims, T364 Conduct Research: Expert Assistance, T366-T367 Refine Research: Primary and Secondary Sources, T370-T371 Extend Research: Online Archives, T372-T373
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.4.9.A Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").	<b>Unit 2:</b> Respond and Analyze: My View, T188-T189, T254-T255 <b>Unit 3:</b> Respond and Analyze: My View, T38-T39, T104-T105, T256-T257, T316-T317 <b>Unit 4:</b> Respond and Analyze: My View, T48-T49, T116-T117, T184-T185, T256-T257, T328-T329
W.4.9.B Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	<b>Unit 1:</b> Respond and Analyze: My View, T46-T47, T112-T113, T176-T177, T244-T245, T322-T323 <b>Unit 2:</b> Respond and Analyze: My View, T50-T51, T124-T125, T324-T325 <b>Unit 3:</b> Respond and Analyze: My View, T176-T177 <b>Unit 5:</b> Respond and Analyze: My View, T44-T45, T110-T111, T184-T185, T250-T251, T320-T321
Range of Writing	
W.4.10 Write routinely over extended time frames	<b>Unit 1:</b>

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(time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Personal Narrative, T74–T83, T140–T149, T204–T213, T272–T281, T350–T359 <b>Unit 2:</b> Article, T78–T87, T152–T161, T216–T225, T282–T291, T352–T361 <b>Unit 3:</b> Realistic Fiction, T66–T75, T132–T141, T204–T213, T284–T293, T344–T353 <b>Unit 4:</b> Opinion Essay, T76–T85, T144–T152, T212–T221, T284–T293, T356–T365 <b>Unit 5:</b> Poem, T72–T81, T138–T147, T212–T221, T278–T287, T348–T357
<b>SL Speaking and Listening</b>	
Comprehension and Collaboration	
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.	
SL.4.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.	<b>Unit 1:</b> Respond and Analyze: My View, T46–T47, T112–T113, T176–T177 Reflect and Share: Talk About It, T58–T59, T334 <b>Unit 2:</b> Respond and Analyze: My View, T50–T51, T124–T125, T254–T255, T324–T325 Reflect and Share: Talk About It, T62–T63, T336 <b>Unit 3:</b> Respond and Analyze: My View, T38–T39, T104–T105, T176–T177, T316–T317 Reflect and Share: Talk About It, T50, T328 Interact with Sources: Explore the Infographic, T218–T219 Reflect and Share: Talk About It, T328 <b>Unit 4:</b> Respond and Analyze: My View, T48–T49, T116–T117, T184–T185, T256–T257 Reflect and Share: Talk About It, T60, T340 <b>Unit 5:</b> Respond and Analyze: My View, T44–T45, T184–T185, T250–T251, T320–T321 Reflect and Share: Talk About It, T56, T332
SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.	<b>Unit 1:</b> Reflect and Share: Talk About It, T58, T334 Listening Comprehension, T22, T90, T156, T220 Book Club Options, T381



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	<p><b>Unit 2:</b> Listening Comprehension, T94, T168, T232, T298 Reflect and Share: Talk About It, T336 Book Club Options, T383 Turn, Talk, and Share, T166</p> <p><b>Unit 3:</b> Reflect and Share: Talk About It, T50-T51, T328- T329 Listening Comprehension, T22, T148, T220, T300 Book Club Options, T375</p> <p><b>Unit 4:</b> Listening Comprehension, T22, T92, T300 Reflect and Share: Talk About It, T340-T341 Book Club Options, T387</p> <p><b>Unit 5:</b> Reflect and Share: Talk About It, T56-T57, T332- T333 Listening Comprehension, T22, T88, T228, T294 Book Club Options, T379</p>
<p>SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>	<p><b>Unit 1:</b> Generate Questions (examples), T98, T101, T164, T166, T171, T228 Respond and Analyze: My View, T46-T47, T112-T113, T176-T177, T244-T245, T322-T323 Reflect and Share: Talk About It, T334 Listening Comprehension, T22-T23, T90-T91,</p>

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	<p>T156–T157, T220–T223, T288–T289</p> <p><b>Unit 2:</b> Generate Questions (examples), T46, T102, T105, T109, T114, T120, T176, T180 Respond and Analyze: My View, T50-T51, T188-T189, T254-T255, T324-T325 Listening Comprehension, T22–T23, T94– T95, T168–T169, T232–T233, T298–T299</p> <p><b>Unit 3:</b> Generate Questions (examples), T98, T156, T165, T228, T234, T238 Reflect and Share: Talk About It, T50, T328-T329 Respond and Analyze: My View, T176-T177 Listening Comprehension, T22–T23, T82–T83, T148–T149, T220–T221, T300–T301</p> <p><b>Unit 4:</b> Generate Questions (examples), T47, T100, T105, T108, T168, T171 Reflect and Share: Talk About It, T60-T61, T340-T341 Respond and Analyze: My View, T184-T185 Listening Comprehension, T22– T23, T92–T93, T160–T161, T228–T229, T300–T301</p> <p><b>Unit 5:</b> Generate Questions (examples), T98, T103, T105, T109, T162, T164, T166 Reflect and Share: Talk About It, T56, T332-T333 Listening Comprehension, T22–T23, T88–T89, T154–T155, T228–T229, T294–T295</p>
<p>SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p><b>Unit 1:</b> Respond and Analyze: My View, T46-T47, T112-T113, T176-T177 Reflect and Share: Talk About It, T58-T59, T334 Whole Group, T61 Turn, Talk, and Share, T20, T159</p> <p><b>Unit 2:</b> Respond and Analyze: My View, T50-T51, T124-</p>

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	<p>T125, T254-T255, T324-T325                      Reflect and Share: Talk About It, T336                      Turn, Talk, and Share, T97, T166  <b>Unit 3:</b>                      Respond and Analyze: My View, T38-T39, T104-T105, T176-T177, T316-T317                      Explore the Media, T146-T147                      Turn, Talk, and Share, T25  <b>Unit 4:</b>                      Respond and Analyze: My View, T48-T49, T116-T117, T184-T185, T256-T257                      Reflect and Share: Talk About It, T60                      Write to Sources, T196                      Whole Group, T199                      Turn, Talk, and Share, T25  <b>Unit 5:</b>                      Respond and Analyze: My View, T44-T45, T110-T111, T184-T185, T250-T251, T320-T321                      Turn, Talk, and Share, T91</p>
<p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p>	<p><b>Unit 1:</b>                      Listening Comprehension, T22–T23, T90–T91, T156–T157, T220–T223, T288–T289                      Reflect and Share, T58                      Interact with Sources, T286                      Summarize a Text, T293, T301, T304, T312, T330-T331  <b>Unit 2:</b>                      Listening Comprehension, T22–T23, T94– T95,</p>

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	<p>T168–T169, T232–T233, T298–T299</p> <p><b>Unit 3:</b> Listening Comprehension, T22–T23, T82–T83, T148–T149, T220–T221, T300–T301 Critical Literacy: Paraphrase and Quotation, T366 Peer Review (paraphrase), T370</p> <p><b>Unit 4:</b> Listening Comprehension, T22– T23, T92–T93, T160–T161, T228–T229, T300–T301 Summarize Literary Text, T182, T192-T193</p> <p><b>Unit 5:</b> Listening Comprehension, T22–T23, T88–T89, T154–T155, T228–T229, T294–T295 Summarize Argumentative Text, T172, T176, T181, T192-T193</p>
SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	<p><b>Unit 3:</b> Reflect and Share, T50–T51</p> <p><b>Unit 5:</b> Reflect and Share, T56 Close Read: Analyze Argument, T158, T164, T165, T166, T168, T169, T171, T175, T177, T178, T182, T183, T188–T189</p>
Presentation of Knowledge and Ideas	
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.	<p><b>Unit 1:</b> Reflect and Share, T58, T334 Share Back, T82, T144 Celebrate and Reflect: Celebrate!, T378</p> <p><b>Unit 2:</b> Compose with Multimedia, T224 Reflect and Share, T336 Celebrate and Reflect: Celebrate!, T380</p> <p><b>Unit 3:</b> Share Back, T74</p>

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	Reflect and Share, T328 Publish and Celebrate, T350 <b>Unit 4:</b> Reflect and Share, T60, T340 Publish and Celebrate, T362 Celebrate and Reflect: Celebrate!, T384 <b>Unit 5:</b> Reflect and Share, T332 Celebrate and Reflect: Celebrate!, T376
SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	<b>Unit 1:</b> Publish and Celebrate, T356 Extend Research: Incorporate Media, T374-T375 <b>Unit 2:</b> Compose with Multimedia, T224 Publish and Celebrate, T358 Extend Research: Incorporate Media, T376-T377 <b>Unit 3:</b> Publish and Celebrate, T350 Extend Research: Incorporate Media, T368-T369 <b>Unit 4:</b> Publish and Celebrate, T362 Extend Research: Incorporate Media, T378 Extend Research: Create a Strong Media Message, T380-T381 <b>Unit 5:</b> Publish and Celebrate, T354
SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	<b>Unit 2:</b> Celebrate and Reflect (formal presentation), T380 <b>Unit 3:</b> Write for a Reader, T364 Revise and Edit, T370 <b>Unit 4:</b> Write for a Reader, T376 Customize It!, T382 <b>Unit 5:</b> Conduct Research: Expert Assistance, T366 Student Interactive: Reach Out to a Pro, T367

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<b>L Language</b>	
Conventions of Standard English	
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.4.1.A Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	<b>Unit 1:</b> Edit for Pronouns, T280 Assessment, T358 <b>Unit 3:</b> Use Pronouns, T292 Assessment, T352 <b>Unit 5:</b> Relative Adverbs, T70–T71, T136
L.4.1.B Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	<b>Unit 1:</b> Revise and Edit, T376 <b>Unit 3:</b> Progressive Verb Tenses, T282-T283, T342-T343 <b>Unit 5:</b> Use Verbs, T282
L.4.1.C Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	<b>Unit 3:</b> Auxiliary Verbs, T342-T343 <b>Unit 4:</b> Auxiliary Verbs, T74
L.4.1.D Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	<b>Unit 1:</b> Edit for Adjectives, T278 <b>Unit 4:</b> Lessons 2-5: Adjectives, T142-T143 <b>Unit 5:</b> Edit for Adjectives, T285
L.4.1.E Form and use prepositional phrases.	<b>Unit 3:</b> Prepositions, T64-T65 Prepositions and Prepositional Phrases, T130 Edit for Prepositional Phrases, T290 <b>Unit 5:</b> Edit for Prepositional Phrases, T286
L.4.1.F Produce complete sentences, recognizing	<b>Unit 1:</b>

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and correcting inappropriate fragments and run-ons.	Complete Sentences, T202-T203, T270 Lessons 2-5: Fix Run-On Sentences, T270-T271 Fix Run-On Sentences, T348 Fix Sentence Fragments, T348-T349 Writing Workshop, T349 <b>Unit 2:</b> Fix Sentence Fragments, T76-T77 Edit Complete Sentences, T356
L.4.1.G Correctly use frequently confused words (e.g., to, too, two; there, their).	<b>Unit 4:</b> Homophones, T327, T346-T347, T352-T353 <b>Unit 5:</b> Homophones, T63, T69
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.4.2.A Use correct capitalization.	<b>Unit 2:</b> Edit for Capitalization, T288 Edit for Nouns (Proper), T357 <b>Unit 3:</b> Edit for Capitalization, T349 Peer Review, T370 <b>Unit 4:</b> Edit Nouns (Proper), T292 <b>Unit 5:</b> Capitalization Rules, T136-T137, T210-T211, T276
L.4.2.B Use commas and quotation marks to mark direct speech and quotations from a text.	<b>Unit 1:</b> Edit for Punctuation Marks, T355 <b>Unit 3:</b> Compose Dialogue, T210 Edit for Punctuation, T289 Refine Research: Paraphrasing and Quoting, T366 <b>Unit 5:</b> Lessons 2-5: Dialogue Punctuation, T346-T347
L.4.2.C Use a comma before a coordinating conjunction in a compound sentence.	<b>Unit 1:</b> Edit for Punctuation Marks, T355 <b>Unit 2:</b> Lessons 2-5: Compound Sentences, T76-T77 Edit for Coordinating Conjunctions, T290 <b>Unit 3:</b> Edit for Coordinating Conjunctions, T291 <b>Unit 5:</b>

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	Lessons 2-5: Comma Rules, T276-T277 T346
L.4.2.D Spell grade-appropriate words correctly, consulting references as needed.	<p><b>Unit 1:</b> Spelling, T70–T71, T136–T137, T200–T201, T268–T269, T346–T347</p> <p><b>Unit 2:</b> Spelling, T75, T149, T213, T279, T349 Edit, T288–T290, T356, T357</p> <p><b>Unit 3:</b> Spelling, T63, T201, T281, T341</p> <p><b>Unit 4:</b> Spelling, T73, T141, T209, T281, T353 Use Technology to Produce Writing, T152</p> <p><b>Unit 5:</b> Spelling, T69, T135, T209, T275, T345</p>
Knowledge of Language	
L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.4.3.A Choose words and phrases to convey ideas precisely.	<p><b>Unit 1:</b> Use Concrete Words and Phrases, T147 Compose with Sensory Details, T148 Develop Vocabulary, T46-T47, T112-T113, T176-T177, T244-T245, T322-T323</p> <p><b>Unit 2:</b> Develop Vocabulary, T50-T51, T124-T125, T188-T189, T254-T255, T324-T325 Whole Group, T191 Write for a Reader, T276-T277 Use Precise Language and Vocabulary, T287</p> <p><b>Unit 3:</b> Develop Vocabulary, T38-T39, T104-T105, T176-T177, T256-T257 Peer Review, T370</p> <p><b>Unit 4:</b> Develop Vocabulary, T48-T49, T116-T117, T184-</p>



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	T185, T256-T257, T328-T329 <b>Unit 5:</b> Develop Vocabulary, T44-T45, T110-T111, T184-T185, T250-T251, T320-T321 Read Like a Writer, T130-T131, T183 Add and Delete Ideas for Coherence and Clarity, T352
L.4.3.B Choose punctuation for effect.	<b>Unit 5:</b> Explore What Poetry Looks Like, T78 Select Punctuation, T218
L.4.3.C Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	<b>Unit 2:</b> Celebrate and Reflect (formal presentation), T380 <b>Unit 3:</b> Expressions, T98 Fluency (formality of reading), T302 Revise and Edit, T370 Write for a Reader, T364 <b>Unit 4:</b> Write for a Reader, T376 Customize It!, T382 <b>Unit 5:</b> Conduct Research: Expert Assistance, T366 Student Interactive: Reach Out to a Pro, T367
Vocabulary Acquisition and Use	
L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	
L.4.4.A Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	<b>Unit 1:</b> Develop Vocabulary, T26, T94, T160, T224 Vocabulary in Context, T34, T108, T166, T242, T311

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	<p>Context Clues, T166, T192-T193 First Read: Connect, T242</p> <p><b>Unit 2:</b> Vocabulary in Context, T34, T122, T248, T314 Related Words, T43, T48, T66-T67 Context Clues, T184, T204-T205</p> <p><b>Unit 3:</b> Develop Vocabulary, T26, T152, T224, T304 Vocabulary in Context, T37, T162, T246, T315 Context Clues, T192</p> <p><b>Unit 4:</b> Vocabulary in Context, T36, T104, T175, T239, T324 Develop Vocabulary, T26, T96, T304 Academic Vocabulary: Context Clues, T178, T200–T201</p> <p><b>Unit 5:</b> Vocabulary in Context, T40, T105, T173, T238, T305 Develop Vocabulary, T232 Context Clues, T167, T170, T179, T200</p>
<p>L.4.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>	<p><b>Unit 1:</b> Preview Vocabulary, T296 Suffixes, T33, T41, T43, T64-T65, T130–T131</p> <p><b>Unit 2:</b> Word Study: Prefixes, T68–T69, T75 Word Study: Greek Roots, T245, T253, T272-T273 Word Study: Roots, T272–T273 Latin Roots, T343 Spelling Spell Words with Greek Roots, T278-T279 Word Study: Latin Roots, T322</p> <p><b>Unit 3:</b> Spell Related Words, T62-T63 Related Words, T56-T57</p> <p><b>Unit 4:</b> Word Study: Prefixes, T44, T66-T67, T274–T275, T274-T275, T280-T281, T353 Suffixes, T106, T134-T135, T140-T141, T203</p> <p><b>Unit 5:</b> Roots, T43, T62–T63, T68-T69 Suffixes, T128-T129, T134-T135</p>

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<p>L.4.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p><b>Unit 1:</b> Develop Vocabulary, T48, T49, T179, T247, T324 Use Independent Text (use digital dictionary), T177 How to Use a Glossary, T394–T395</p> <p><b>Unit 2:</b> First Read: Notice (Glossary) &amp; Read Like a Writer: Analyze Print Features, T123 Develop Vocabulary, T126, T127, T257, T328 Academic Vocabulary, T140, How to Use a Glossary, T396–T397</p> <p><b>Unit 3:</b> Develop Vocabulary, T40 Related Words, T54, T120 How to Use a Glossary, T388–T389</p> <p><b>Unit 4:</b> Related Words, T64 Academic Vocabulary, T344 Develop Vocabulary, T256 How to Use a Glossary, T400–T401</p> <p><b>Unit 5:</b> Writing Workshop, T137 How to Use a Glossary, T392–T393</p>

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L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.4.5.A Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	<p><b>Unit 1:</b> Figurative Language, T102, T132-T133, T134-T135, T242, T260-T261 Read Like a Writer: Author's Craft, T319</p> <p><b>Unit 2:</b> Figurative Language, T36, T180, T182, T185, T208-T209, T210-T211, T274-T275 Poetry, T234-T235, T238 Explain Poetic Language, T247</p> <p><b>Unit 3:</b> Figurative Language, T34, T99, T272-T273 Poetry, T302-T303, T306 Examine Poetic Elements, T310, T320-T321 Visualize to Understand, T312 Literary Devices, T336-T337, T338-T339</p> <p><b>Unit 4:</b> Similes, T114 Figurative Language, T246 Figurative Language and Mood, T276-T277, T278-T279</p> <p><b>Unit 5:</b> Figurative Language, T36, T102, T238, T240, T266-T267 Compose with Similes and Metaphors, T144</p>

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<p>L.4.5.B Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p><b>Unit 3:</b> Analyze Adages and Proverbs, T124-T125</p> <p><b>Unit 4:</b> First Read: Generate Questions, T174 Figurative Language (Idioms), T250, T253, T272-T273</p>
<p>L.4.5.C Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p><b>Unit 1:</b> Academic Vocabulary: Synonyms and Antonyms, T101, T128-T129 First Read: Notice, T309</p> <p><b>Unit 2:</b> Academic Vocabulary: Synonyms and Antonyms, T122, T140-T141</p> <p><b>Unit 3:</b> Possible Teaching Point: Academic Vocabulary: Synonyms, T93, T101 Synonyms and Antonyms, T120</p> <p><b>Unit 4:</b> Possible Teaching Point: Academic Vocabulary: Synonyms, T103, T111, T115 Synonyms and Antonyms, T132</p> <p><b>Unit 5:</b> Academic Vocabulary: Synonyms and Antonyms, T101, T104, T108, T126</p>

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<p>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).</p>	<p><b>Unit 1:</b> Develop Vocabulary, T46-T47, T112-T113, T176-T177, T244-T245, T322-T323 Academic Vocabulary, T20-T21, T88-T89, T154-T155, T218-T219, T286-T287 Whole Group, T247</p> <p><b>Unit 2:</b> Develop Vocabulary, T50-T51, T124-T125, T188-T189, T254-T255, T324-T325 First Read: Connect, T118 Academic Vocabulary, T20-T21, T92-T93, T166-T167, T230-T231, T296-T297</p> <p><b>Unit 3:</b> Develop Vocabulary, T38-T39, T104-T105, T176-T177, T256-T257 Academic Vocabulary, T20-T21, T80-T81, T146-T147, T218-T219, T298-T299 Close Read: Vocabulary in Context, T162 Context Clues, T192-T193</p> <p><b>Unit 4:</b> Academic Vocabulary, T20-T21, T90-T91, T158-T159, T226-T227, T298-T299 Develop Vocabulary, T48-T49, T116-T117, T184-T185, T256-T257, T328-T329</p> <p><b>Unit 5:</b> Vocabulary in Context, T40, T105, T238 Develop Vocabulary, T44-T45, T110-T111, T184-T185, T250-T251, T320-T321</p>

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	Academic Words, T20-T21, T86-T87, T152-T153, T226-T227, T292-T293 Academic Vocabulary: Context Clues, T167, T170, T179, T200-T201 Parts of Speech, T336