

4th Grade Prioritized Standards

Content Area	ELA	
Grade/Course	4th Grade	
Unit of Study	Reading Literary	
Duration of Unit	All year	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELAGSE4RL1: REFER to <u>details</u> and <u>examples</u> in a <u>text</u> when EXPLAINING what the <u>text</u> says explicitly and when DRAWING <u>inferences</u> from the <u>text</u>.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
<ul style="list-style-type: none"> Refer Explain Identify (drawing) 	<ul style="list-style-type: none"> Details and examples Text Inferences 	<ul style="list-style-type: none"> Understand (2,3) Apply Understand (3); Apply (2)
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<ul style="list-style-type: none"> Students will understand explicit details are clearly stated and inferences (implicit details) are made by using information within the text. 		<ul style="list-style-type: none"> What is the difference between explicit details and making an inference? How are details in a text used to make inferences? What are examples of explicit details?
Essential Unit Vocabulary		
Detail Example Explicit Implicit Text Genre Example Extraneous		
Next step, create assessments and engaging learning experiences		

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Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELAGSE4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
<ul style="list-style-type: none">DetermineSummarize	<ul style="list-style-type: none">Theme of story, drama, or poem from details in textText	<ul style="list-style-type: none">Understand (2,3)ApplyUnderstand (3); Apply (2)
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<ul style="list-style-type: none">Students will identify theme using details from the textStudents will summarize a story, drama, or poem in correct sequence		<ul style="list-style-type: none">Using the text and inferences explain the text.How do you know you've made a sound inference?What evidence or details support your inference?
Essential Unit Vocabulary		
Theme, Story, Drama, Poem, Summarize, Text, Sequence		
Next step, create assessments and engaging learning experiences		

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Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELAGSE4RL4: DETERMINE the <u>meaning of words and phrases</u> as they are used in a text, including those that allude to significant characters found in mythology (e.g. Herculean).		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
<ul style="list-style-type: none"> Determine the meaning of words/phrases 	<ul style="list-style-type: none"> Meaning words/phrases Significant characters mythology 	Apply (2)
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<ul style="list-style-type: none"> Students will be able to determine the meaning of words and phrases in a text 		<ul style="list-style-type: none"> Why is it important to know and understand what words mean in a text?
Essential Unit Vocabulary		
Vocabulary- Greek myth- Chinese myth- Mythology- Roman myth- Creation myth- Culture- Native American myth- Culture- Allude- Significant-Context- African myth		
Next step, create assessments and engaging learning experiences		

4th Grade Prioritized Standards

Content Area	ELA	
Grade/Course	4th Grade	
Unit of Study	Reading Literary	
Duration of Unit	3rd and 4th 9 weeks	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELAGSE4RL7: <u>Make connections</u> between the text of a <u>story or drama and a visual or oral presentation</u> of the text, <u>identifying</u> where each version <u>reflects specific descriptions and directions</u> in the text.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
<ul style="list-style-type: none">• Make• Make connections• Identify	<ul style="list-style-type: none">• Connections• Story/drama/oral presentation• Descriptions/directions	Understand (3) Understand (3) Understand (4)
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<ul style="list-style-type: none">• Make connections between a text and visual/oral presentation by referring to specific descriptions and directions		<ul style="list-style-type: none">• How do I make connections between a text and a visual/oral presentation?
Essential Unit Vocabulary		
Plot- Character- Setting- Screen Play- Actor- Drama- Visual text- Written text- Script- Compare/Contrast		
Next step, create assessments and engaging learning experiences		

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Unit of Study	Reading Literary	
Duration of Unit	All year	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELAGSE4RL9: COMPARE and CONTRAST the <u>treatment</u> of similar <u>themes and topics</u> (e.g., opposition of good and evil) and <u>patterns of events</u> (e.g., the quest) in <u>stories, myths, and traditional literature</u> from different cultures.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
<ul style="list-style-type: none">Compare and contrast	<ul style="list-style-type: none">Themes and topicsPatterns of eventsStories, myths, and traditional literature	Understand (3); Analyze (3)
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<ul style="list-style-type: none">Students will be able to tell similarities in different cultural themes and topics		<ul style="list-style-type: none">What does it mean to compare and contrast?Why do authors compare and contrast themes and topics in writing? Why must I understand different points of view?
Essential Unit Vocabulary		
Compare- Contrast- Themes- Topics- Myth- Culture- Traditional- Pattern- Archetype		
Next step, create assessments and engaging learning experiences		

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Content Area	ELA		
Grade/Course	4th Grade		
Unit of Study	Reading Literary		
Duration of Unit	3rd and 4th 9 weeks		
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)			
ELAGSE4RL10: 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.			
Skills (what must be able to do)		Concepts (what students need to know)	DOK Level / Bloom’s
<ul style="list-style-type: none">Read and understand dramas, poetry, and stories in order to demonstrate comprehension.		<ul style="list-style-type: none">DramaPoetrystories	Remember (1) Understand (2) Understand (3)
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
<ul style="list-style-type: none">Literature can be presented in various forms. Stories, dramas, and poetry are three common forms of literature. It is important to be able to demonstrate comprehension using even these forms of literature.		<ul style="list-style-type: none">What are some ways (forms) in which I may read literature? Why is it important to be able to read and understand these different forms?	
Essential Unit Vocabulary			
Independently- Poetry- Proficiently- Comprehend- Fluently- Stories- Dramas			
Next step, create assessments and engaging learning experiences			

4th Grade Prioritized Standards

Content Area	ELA		
Grade/Course	4th Grade		
Unit of Study	Reading Informational		
Duration of Unit	All year		
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)			
ELAGSE4RI1 REFER to <u>details and examples</u> in a text when EXPLAINING what the text says <u>explicitly</u> and when <u>drawing inferences</u> from the text.			
Skills (what must be able to do)		Concepts (what students need to know)	DOK Level / Bloom’s
<ul style="list-style-type: none">• Refer (look at) details and examples in a text• Use the text/passage		<ul style="list-style-type: none">• details/examples• Text• Explicit• inferences	<ul style="list-style-type: none">• Understand (2)
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
<ul style="list-style-type: none">• Referring to or looking back at the text/passage can help answer comprehension questions.• Explicit facts are facts that are clearly stated in the text/passage. These are the fact that are “in front of you”.• When making an inference, the answer is not clearly stated. The information in the passage will provide “clues” or information that will help you answer questions. Inferring is “reading in between the lines”		<ul style="list-style-type: none">• Why is it important to go back and look in the passage when answering comprehension questions?• What are explicit facts?• What does it mean to make an inference? How is this different from explicit facts?	
Essential Unit Vocabulary			
Inference- explicit- refer- clues- reading between the lines			

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Unit of Study	Reading Informational	
Duration of Unit	All year	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELAGSE4RI2: DETERMINE the <u>main idea</u> of a <u>text</u> and EXPLAIN how it IS SUPPORTED by <u>key details</u>; SUMMARIZE the <u>text</u>.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
<ul style="list-style-type: none">• Determine• Explain• Summarize	<ul style="list-style-type: none">• Main idea• Key details• Text	Remember(1) Understand (3) Understand (2)
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<ul style="list-style-type: none">• The main idea gives the overall idea of the text.• Details in the text help determine and support the main idea.• Summarizing is giving a brief, or condensed, explanation of the overall text.		<ul style="list-style-type: none">• What is the main idea?• How do I know it’s the main idea?• What does it mean to summarize?
Essential Unit Vocabulary		
Text Genre Implicit Explicit Fact Extraneous Inference		
Next step, create assessments and engaging learning experiences		

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Duration of Unit	All year		
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)			
ELAGSE4RI4: Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.			
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's	
<ul style="list-style-type: none"> Determine meaning 	<ul style="list-style-type: none"> Domain-specific words or phrases 	<ul style="list-style-type: none"> Apply (2) 	
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
<ul style="list-style-type: none"> Use context clues to determine the meaning of an unknown word. 		<ul style="list-style-type: none"> How do I determine the meaning of an unknown word? 	
Essential Unit Vocabulary			
Academic Domain Relevant Language Diction Context Reference Affix Suffix Technical			
Next step, create assessments and engaging learning experiences			

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Duration of Unit	All year	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELAGSE4RI5: 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.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
<ul style="list-style-type: none">Describe	<ul style="list-style-type: none">StructureEvents, ideas, concepts, or informationText	<ul style="list-style-type: none">Understand (1)
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<ul style="list-style-type: none">Students will be able to identify and apply their knowledge of key terms in relationship to informational reading.	<ul style="list-style-type: none">What does the words chronology, comparison, cause/effect, problem/solution actually mean in regard to reading?How do I identify and describe those concepts in a text?	
Essential Unit Vocabulary		
Overall structure Textual features chronology compare contrast cause/effect problem/solution events ideas concepts		
Next step, create assessments and engaging learning experiences		

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Grade/Course	4th Grade
Unit of Study	Reading Informational
Duration of Unit	All year

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. (**address “supporting” standards in daily lesson plans**)

ELAGSE4RI7: INTERPRET information presented visually, orally, or quantitatively (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.

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> Interpret; explain how information/data is presented 	<ul style="list-style-type: none"> Visual, oral, quantative 	Apply(2) Analyze (3)

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)

Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

- Information can be presented in ways other than words. Information can be presented visually (illustrations, charts, graphs, etc.), orally (spoken), and quantitatively (Interactive). It is important to be able to use these methods as well as reading and understanding to answer comprehension questions.**

- What other ways can information be presented other than with words? How are these different but the same?

Essential Unit Vocabulary

charts graphs diagrams time lines animations interactive elements visually orally
quantitatively illustration captions

Next step, create assessments and engaging learning experiences

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Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)			
ELAGSE4RI9: INTEGRATE information from two texts on the same topic in order to WRITE or SPEAK about the subject knowledgeably.			
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s	
<ul style="list-style-type: none">Integrate information from two texts on the same topicWrite about the subject knowledgeablySpeak about the subject knowledgeably	<ul style="list-style-type: none">Information; two textsSubject	Create (4) Apply (3) Apply (3)	
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
<ul style="list-style-type: none">Students will understand that combine is a synonym for integrate.Students will use information from more than one text to write on a topic.		<ul style="list-style-type: none">How do I combine information from two texts on the same topic in order to write and speak about that topic?	
Essential Unit Vocabulary			
Integrate Multiple Text Genre Topic			
Next step, create assessments and engaging learning experiences			

4th Grade Prioritized Standards

Content Area	ELA		
Grade/Course	4th Grade		
Unit of Study	Reading Informational		
Duration of Unit	3rd and 4th 9 weeks		
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)			
ELAGSE4RI10: By the end of the year, READ and comprehend informational texts, including history/social studies, science, and technical texts, in the 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s	
<ul style="list-style-type: none">• Variety of texts for information• Use texts from history to read and comprehend information• Use texts from science to read and comprehend information• Use technology to read and comprehend information	<ul style="list-style-type: none">• Informational text• History• Science• Technology	<ul style="list-style-type: none">• Remember (1)• Understand (2)• Understand (3)	
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
<ul style="list-style-type: none">• It is important to read, understand, and comprehend information from texts in different subject areas. Reading texts from history and science will aid in the learning process of these subject areas. Technology can provide a different way of reading and comprehending information.		Why is it important to read and comprehend information from texts in different subjects?	
Essential Unit Vocabulary			
Independently proficiently fluently complexity			
Next step, create assessments and engaging learning experiences			

4th Grade Prioritized Standards

Content Area	ELA	
Grade/Course	4th Grade	
Unit of Study	Reading Foundational	
Duration of Unit	All year	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELAGSE4RF3: Know and APPLY grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
<ul style="list-style-type: none">Use/apply letter-sound, syllable Patterns, root words/affixes to determine unfamiliar words	<ul style="list-style-type: none">PhonicsWord analysis skillsDecodingSyllable patternsMorphology (roots and affixes)Unfamiliar words	<ul style="list-style-type: none">Apply (1)
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<ul style="list-style-type: none">Using and applying everyday phonics can help idetermining words not known.Using/ applying decoding skills syllables, root words and affixes will make understanding unfamiliar words easier.		<ul style="list-style-type: none">How can I use phonics skills to determine/understand words I do not know?
Essential Unit Vocabulary		
Affixes Multisyllabic words morphology roots		
Next step, create assessments and engaging learning experiences		

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Duration of Unit	All year		
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)			
ELAGSE4RF4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
Skills (what must be able to do)		Concepts (what students need to know)	DOK Level / Bloom’s
Read		<ul style="list-style-type: none">With sufficient accuracy and fluency to support comprehensionOn-level text with purpose and understandingOn-level prose and poetry orally with accuracy, appropriate rate, and expressionContext to confirm or self-correct word recognition and understanding, rereading as necessary	Apply (1)
Use			
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
<ul style="list-style-type: none">Read grade level text with purpose and understandingRead prose and poetryRead with accuracy, fluency, appropriate rate and expression with successive readingsUse context clues for word recognition and understandingSelf-correct for sufficient word recognition and understandingReread the text for understanding, as necessary		<ul style="list-style-type: none">How does having a purpose help with comprehension?How does reading on level text with purpose and understanding make you a better reader?	
Essential Unit Vocabulary			
sufficient accuracy, fluency, comprehension (grade-level text), purpose, prose (readers theater), poetry, accuracy, fluency, rate, expression, context clues, recognition, sufficient, rereading, self correct, confirm			
Next step, create assessments and engaging learning experiences			

4th Grade Prioritized Standards

Content Area	ELA		
Grade/Course	4th Grade		
Unit of Study	Writing		
Duration of Unit	All year		
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)			
ELAGSE4W1: WRITE <u>opinion pieces</u> on topics or texts, SUPPORTING a <u>point of view</u> with reasons.			
<div>a. INTRODUCE a <u>topic or text</u> clearly, STATE an opinion, and CREATE an <u>organizational structure</u> in which related ideas are grouped to SUPPORT the <u>writer’s purpose</u>.</div> <div>b. PROVIDE reasons that are supported by <u>facts and details</u>.</div> <div>c. LINK opinion and reasons using <u>words and phrases</u> (e.g., for instance, in order to, in addition).</div> <div>d. Provide a <u>concluding statement or section</u> related to the opinion presented.</div>			
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s	
<div><div>• Write</div><div>• Support(ing)</div><div>• Introduce</div><div>• Create</div><div>• Support</div><div>• Provide</div><div>• Link</div><div>• Provide</div></div>	<div><div>• Opinion pieces</div><div>• Point of View</div><div>• Topic or text</div><div>• Organizational structure</div><div>• Writer’s purpose</div><div>• Facts and details</div><div>• Words and phrases</div><div>• Concluding statement or section</div></div>	<div><div>• Apply(2)</div><div>• Understand(3)</div><div>• Understand(3)</div><div>• Create(1)</div><div>• Understand(3)</div><div>• Apply(2)</div><div>• Evaluate(3)</div><div>• Understand(3)</div></div>	
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
<div><div>• Students will effectively demonstrate the ability to write an opinion piece by providing facts and details.</div><div>• Students will demonstrate their understanding of the importance of a clear introduction and conclusion in their writing.</div><div>• Students will effectively use transition words in order to demonstrate their ability to show happening of events.</div></div>		<div><div>• What does it mean to write an opinion piece?</div><div>• Why is it important to give a clear introduction and conclusion to my writing?</div><div>• What are some ways I can show the transition of events in a writing?</div><div>• Why is it important to include facts and details in a writing?</div></div>	
Essential Unit Vocabulary			
Topic text opinion organizational structure evidence writer’s purpose support fact details concluding statement			
Next step, create assessments and engaging learning experiences			

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Unit of Study	Writing	
Duration of Unit	All year	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELAGSE4W2: WRITE <u>informational/explanatory</u> texts to examine a topic and convey ideas and information clearly.		
<div>a. INTRODUCE a <u>topic</u> clearly and GROUP related <u>information in paragraphs</u> and sections; INCLUDE (<u>e.g., heading</u>), <u>illustrations and multimedia</u> when useful to aiding comprehension.</div> <div>b. DEVELOP the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</div> <div>c. LINK ideas within categories of information using words and phrases. (e.g., another, for example, also, because).</div> <div>d. USE precise language and <u>domain-specific vocabulary</u> to inform about or explain the topic.</div> <div>e. PROVIDE a concluding statement or section related to the information or explanation presented.</div>		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
<div>● Write informative/explanatory texts</div> <div>● Introduce a topic</div> <div>● Group related information in paragraphs</div> <div>● Include formatting, illustrations, and multimedia</div> <div>● Develop the topic with facts, definitions, concrete details, quotations, and examples</div> <div>● Link ideas using words and phrases (transitions; signal words)</div> <div>● Use domain-specific vocabulary</div> <div>● Provide a concluding statement or section</div>	<div>● informative/explanatory texts</div> <div>● topic</div> <div>● Related information in paragraphs</div> <div>● Formatting, illustrations, and multimedia</div> <div>● Facts, definitions, concrete details, quotations, examples</div> <div>● Transitions; signal words</div> <div>● Domain-specific vocabulary</div> <div>● Concluding statement or section</div>	Understand(3) Apply(2) Apply(2) Create(3) Understand(3) Analyze(2) Understand(1) Apply(2)

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)	Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<ul style="list-style-type: none"> • An informative/explanatory text is a piece of writing that examines a topic and conveys information clearly. • An informative text should begin by introducing a topic. • Related information should be grouped in paragraphs. 	<ul style="list-style-type: none"> • What is an informative/explanatory text? • How should an informative text begin? • How should information be grouped?
Essential Unit Vocabulary	
<p>Informative expository explanatory topic relevant connotation graphics denotation extraneous transition</p>	
Next step, create assessments and engaging learning experiences	

4th Grade Prioritized Standards

Content Area	ELA	
Grade/Course	4th Grade	
Unit of Study	Writing	
Duration of Unit	All year	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELAGSE4W3: WRITE <u>narratives</u> to develop real or imagined experiences or events using <u>effective technique, descriptive details, and clear event sequence</u> .		
<div>a. Orient the read by ESTABLISHING a situation and INTRODUCING a narrator and/or characters; ORGANIZE an event sequence that unfolds naturally.</div> <div>b. USE <u>dialogue and description</u> to develop experiences and events or show the responses of <u>characters</u> to situations.</div> <div>c. USE a variety of <u>transitional words and phrases</u> to manage the <u>sequence of events</u>.</div> <div>d. USE <u>concrete words and phrases</u> and <u>sensory details</u> to convey experiences and events precisely.</div> <div>e. PROVIDE a conclusion that follows from the narrated experiences or events.</div>		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
<div>● Write a narrative</div> <div>● Use effective technique (style), details, and sequence of events</div> <div>● Introduce the narrator and/or characters</div> <div>● Use dialogue</div> <div>● Use transition words/phrases</div> <div>● Use concrete words/phrases</div> <div>● Use sensory details and descriptions</div> <div>● Provide a conclusion</div>	<div>● Narratives</div> <div>● Technique, details, sequence of events</div> <div>● Narrator; characters</div> <div>● Dialogue</div> <div>● Transition words/phrases</div> <div>● Concrete words/phrases</div> <div>● Sensory details</div> <div>● conclusion</div>	<div>● Apply (1)</div> <div>● Apply (2)</div> <div>● Apply (3)</div> <div>● Understand(3)</div>
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<div>● Each narrative has to have an opening paragraph. The opening paragraph should tell what the writer is writing about and get the reader’s attention.</div> <div>● Using effective (correct) technique, descriptive details, and showing the sequence of events when writing a narrative makes it easier and more fun to read.</div> <div>● The narrator or a narrative “tells the story” and introduces the characters.</div>		<div>● Why do I have to include an opening paragraph for my narrative/writing?</div> <div>● What are some important things to remember when writing a narrative?</div> <div>● What is the role of a narrator and characters in a narrative/</div> <div>● How is dialogue used in narrative?</div> <div>● Why should I use transition words/phrases in my writing?</div> <div>● Why is it important to use concrete words/phrases in writing?</div>

<ul style="list-style-type: none"> ● Using dialogue in a narrative helps show the feelings and doing of the characters. ● Transition words/phrases (then, next, first) make writing “flow”. This makes it easier to read and understand. ● Using concrete words/phrases in writing makes it easier to understand and comprehend. ● Using sensory details (smell, sound) helps a narrative “come to life”. ● Each narrative has to have a conclusion. The conclusion brings the story to an end. 	<ul style="list-style-type: none"> ● How can using sensory details make my writing better? ● Why do I need to provide a conclusion to my narrative/writing?
Essential Unit Vocabulary	
Orient narrator character event sequence characters narrative techniques dialogue transition words descriptive details concrete words sensory details conclusion	
Next step, create assessments and engaging learning experiences	

4th Grade Prioritized Standards

Content Area	ELA		
Grade/Course	4th Grade		
Unit of Study	Writing		
Duration of Unit	All year		
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)			
ELAGSE4W9: DRAW <u>evidence</u> from literary or informational texts to SUPPORT <u>analysis, reflection, and research</u> .			
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 thought, words, or actions).”).			
b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).			
Skills (what must be able to do)		Concepts (what students need to know)	
<ul style="list-style-type: none">● Draw evidence from texts● Support analysis, reflection, and research		<ul style="list-style-type: none">● Evidence● Analysis, reflection, and research	
		DOK Level / Bloom’s <ul style="list-style-type: none">● Understand (3)	
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
<ul style="list-style-type: none">● Students will draw evidence from literary and informational text to support their writing.		<ul style="list-style-type: none">● How do I draw evidence from literary and informational text to support my writing?	
Essential Unit Vocabulary			
literary text informational text describe in depth character setting event reasons drama evidence			
Next step, create assessments and engaging learning experiences			

4th Grade Prioritized Standards

Content Area	ELA				
Grade/Course	4th Grade				
Unit of Study	Writing				
Duration of Unit	All year				
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)					
ELAGSE4W10: 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.					
Skills (what must be able to do)		Concepts (what students need to know)		DOK Level / Bloom’s	
• Write routinely		• Tasks, purposes, and audiences		• Apply(3)	
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)			Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)		
• Select a focus, organizational structure, and point of view based on purpose, genre expectation, audience, length, audience, and format requirements.			• How do I write for a range of tasks, purposes, and audiences?		
Essential Unit Vocabulary					
Word choice	denotation	style	voice	figurative language	
conventions	connotation	organization	structure	topic	
introduction	fluency	imagery	sensory detail	fact	
opinion	evidence	detail	extraneous		
Next step, create assessments and engaging learning experiences					

4th Grade Prioritized Standards

Content Area	ELA	
Grade/Course	4th Grade	
Unit of Study	Speaking and Listening	
Duration of Unit	All year	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELAGSE4SL1: ENGAGE effectively in a range of collaborative <u>discussions</u> (one-on-one, in groups, and teacher-led) with diverse partners on <u>grade 4 topics and texts</u> , building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none">a. Come to <u>discussions</u> prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.b. FOLLOW agreed upon rules for discussions and carry out assigned roles.c. POSE and RESPOND to <u>specific questions</u> to clarify or follow up on <u>information</u>, and MAKE COMMENTS that contribute to the discussion and link to the remarks of others.d. REVIEW the key ideas expressed and EXPLAIN their own ideas and understanding in light of the discussion.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
<ul style="list-style-type: none">Read a variety of text and be knowledgeable to carry on a discussion about the information in the text.	<ul style="list-style-type: none">DiscussionsAppropriate texts and topicsQuestionsinformation	Understand (3) Understand (4) Analyze (3) Analyze (4)
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<ul style="list-style-type: none">Reading a variety of texts is important in order to carry on discussions with either peers or teachers. Understanding the information within the text is important because students will be able to ask specific questions and make appropriate comments in a discussion.		<ul style="list-style-type: none">Why should I be able to have a discussion about particular topics? How does having discussions about content area help with learning and comprehension?
Essential Unit Vocabulary		
Brainstorm- Discussion- Presentation- Relevant- Observation- Collaborate- Express- Explicit- Implicit		
Next step, create assessments and engaging learning experiences		

4th Grade Prioritized Standards

Content Area	ELA		
Grade/Course	4th Grade		
Unit of Study	Speaking and Listening		
Duration of Unit	All year		
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)			
ELAGSE4SL4: 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.			
Skills (what must be able to do)		Concepts (what students need to know)	DOK Level / Bloom’s
Report Tell Recount Speak		On a topic or text A story An experience in an organized manner using appropriate facts and relevant descriptive details to support main ideas or themes Clearly at an understandable pace	Understand (3) Understand (4) Analyze (3) Analyze (4)
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
<ul style="list-style-type: none">● Report on a topic or text using correct facts and details to explain a theme● Tell a story in an organized manner using a clear voice and understandable pace● Recount an experience accurately		<ul style="list-style-type: none">● When I present information do I use a clear voice and good pace?● When I recount a story, are my details accurate and organized?	
Essential Unit Vocabulary			
report, recount, appropriate facts, relevant, themes, understandable pace			
Next step, create assessments and engaging learning experiences			

4th Grade Prioritized Standards

Content Area	ELA	
Grade/Course	4th Grade	
Unit of Study	Language	
Duration of Unit	All year	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELAGSE4L1: DEMONSTRATE command of the conventions of <u>standard English grammar and usage</u> when writing or speaking.		
<div>a. USE <u>relative pronouns</u> (who, whom, which, that) and relative adverbs (where, when, why). FORM and USE the <u>progressive</u> (I was walking; I am walking; I will be walking) verb aspects.</div> <div>b. USE <u>modal auxiliaries</u> (can,may,must) to convey various conditions.</div> <div>c. ORDER <u>adjectives</u> within sentences according to conventional patterns (a small, red bag rather than a red, small bag).</div> <div>d. FORM and USE <u>prepositional phrases</u>.</div> <div>e. PRODUCE <u>complete sentences</u>, recognizing and CORRECTING rhetorically <u>poor fragments</u> and <u>run-ons</u>.</div> <div>f. Correctly USE <u>frequently confused words</u> (to, too, two; there, their).</div> <div>g. WRITES <u>legibly</u> in cursive, <u>leaving spaces</u> between letters in a word and between words in a sentence.</div>		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
<div>● Use relative pronouns and adverbs</div> <div>● Use modal auxiliaries</div> <div>● Form and use prepositional phrases</div> <div>● Order adjectives</div> <div>● Produce complete sentences</div> <div>● Correct sentence fragments and run-ons</div>	<div>● Standard English grammar and usage</div> <div>● Relative pronouns</div> <div>● Relative adverbs</div> <div>● Progressive verb</div> <div>● Modal auxiliaries</div> <div>● Adjectives</div> <div>● Prepositional phrases</div> <div>● Complete sentences</div> <div>● Fragments</div> <div>● Run-on sentences</div> <div>● Frequently confused words</div> <div>● Legibly</div> <div>● Leave spaces between words</div>	Apply (1) Create (1)
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<div>● Using standard English and grammar demonstrates the ability to write correctly and effectively. The use of pronouns and adverbs can help in writing skills.</div> <div>● A progressive verb shows a continuing action.</div> <div>● A modal auxiliary is a verb form that gives permission or access.</div>		<div>● What are pronouns? How can using pronouns make my writing and conversations (ELACC4SL1 better and easier to read? What are adverbs? Why do I use adverbs in writing?</div> <div>● What is a progressive verb and why use those in writing and speaking (ELACC4SL1)?</div>

<ul style="list-style-type: none"> ● Adjectives are descriptive words, they describe nouns. They are also called modifiers. ● A prepositional phrase is used in a sentence to show the relation of a noun to other parts of the sentences. ● A complete sentence contains a subject and a predicate and is a complete thought. A sentence fragment only contains the subject or the predicate. A run-on sentence is when two or more ideas have been written as one. ● Frequently confused words are words that have the same sound but different spellings and meanings. These may also include homophones. ● Writing legibly (able to read) in print or cursive and leaving spaces makes a person's writing easier to read and understand. 	<ul style="list-style-type: none"> ● What is a modal auxiliary and how are they used in writing and speaking (ELACC4SL1)? ● What is an adjective? What other term may they go by? How does using adjectives/modifiers help improve writing and speaking (ELACC4SL1)? ● What is a complete sentence? How is a complete sentence different from a sentence fragment? What are ways to correct run-on sentences? ● What are homophones? Why do some words have the same sound but different meanings and spellings? ● Why is it important to write legibly and leave spaces between my words?
Essential Unit Vocabulary	
Grammar- conventions- parts of speech- sentence diagram- Standard English- pronoun- progressive- auxiliaries- adjectives- prepositions- fragment- run on- cursive- homophone	
Next step, create assessments and engaging learning experiences	

4th Grade Prioritized Standards

Content Area	ELA		
Grade/Course	4th Grade		
Unit of Study	Language		
Duration of Unit	All year		
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)			
ELAGSE4L2: DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. USE correct capitalization. b. USE commas and quotation marks to mark direct speech and quotations from a text. c. USE a comma before a coordinating conjunction in a compound sentence. d. SPELL grade-appropriate words correctly, consulting references as needed.			
Skills (what must be able to do)		Concepts (what students need to know)	DOK Level / Bloom’s
<ul style="list-style-type: none">• Use correct capitalization, punctuation, and spelling• Use commas and quotations marks• Use commas with conjunctions in a compound sentence• Spell words correctly and use a dictionary, if needed		<ul style="list-style-type: none">• Capital letters• Punctuation• Spelling• Writing• Commas• Quotation marks• Conjunction• Compound sentence• reference	<ul style="list-style-type: none">• Apply (1)
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
<ul style="list-style-type: none">• Using correct capitalization, punctuation, and spelling when writing makes ideas more clear and complete. Using correct punctuation also makes reading written information clearer and easier to understand.• When writing a direct quote a comma should always be used to separate the speaker from what is being said.• One way to correct a run-on sentence is to use a comma and a conjunction (and,but,or)		<ul style="list-style-type: none">• Why do I need to use capital letters, punctuation, and correct spelling when I write?• How does using correct punctuation in writing help when I read information aloud (ELACC4SL4)?• Why do I use a comma when writing a direct quote?• Why and where do I put a comma when using a conjunction to correct a run-on sentence.	
Essential Unit Vocabulary			
Punctuation- coordinating conjunction- simple sentence- compound sentence- complex sentence- capitalization- commas- quotation marks- direct speech- Standard English			
Next step, create assessments and engaging learning experiences			

4th Grade Prioritized Standards

Content Area	ELA		
Grade/Course	4th Grade		
Unit of Study	Language		
Duration of Unit	All year		
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)			
ELAGSE4L3: USE knowledge of <u>language and its conventions</u> when WRITING, SPEAKING, READING, OR LISTENING. a. CHOOSE <u>words and phrases</u> to CONVEY <u>ideas</u> precisely. b. CHOOSE <u>punctuation</u> for effect. c. DIFFERENTIATE between <u>contexts</u> that CALL for <u>formal English</u> (e.g., presenting ideas) and situations where <u>informal discourse</u> is appropriate (e.g., small-group discussion).			
Skills (what must be able to do)		Concepts (what students need to know)	DOK Level / Bloom’s
<ul style="list-style-type: none">Know and apply language and its conventionsChoose appropriate words and phrasesConvey ideas preciselyChoose appropriate and effective punctuationDifferentiate the between contexts of formal English and informal discourse		<ul style="list-style-type: none">Language and its conventionsWords and phrasesIdeasPunctuationContexts<ul style="list-style-type: none">Formal EnglishInformal discourse	<ul style="list-style-type: none">Apply (1)Remember (1)
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
<ul style="list-style-type: none">Using the knowledge of language and its conventions demonstrate effective writing, speaking, reading and listening skills.The correct choice of words and phrases when writing, speaking, reading, or listening convey precise ideas.The choice of punctuation can determine the effect of a sentence or statement when writing, speaking, reading, or listening.It is important to determine and differentiate between contexts that call for formal English and informal discourse when writing, speaking, reading, or listening.		<ul style="list-style-type: none">Why is it important to have knowledge of language and its conventions to demonstrate effective writing, speaking, reading, and listening skills?Why is it important to choose correct words and phrases when writing, speaking, reading, or listening?How does the choice of punctuation determine the effect of a sentence or statement when writing, speaking, reading, or listening?When is it appropriate to use the different contexts of the English language when writing, speaking, reading, or listening?	
Essential Unit Vocabulary			
Conventions- precise- punctuation- Formal English- Word choice/diction			
Next step, create assessments and engaging learning experiences			

4th Grade Prioritized Standards

Content Area	ELA	
Grade/Course	4th Grade	
Unit of Study	Language	
Duration of Unit	All year	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELAGSE4L4: DETERMINE or CLARIFY the <u>meaning of unknown and multiple-meaning words and phrases</u> BASED ON grade 4 reading and content, CHOOSING flexibly from a <u>range of strategies</u>.		
<div>a. USE <u>context</u> (e.g., definitions, examples, or restatements in text) as a clue to the <u>meaning of a word or phrase</u>.</div> <div>b. USE common, grade-appropriate <u>Greek and Latin affixes and roots</u> as clues to the <u>meaning</u> of a word (e.g., telegraph, photograph, autograph).</div> <div>c. CONSULT <u>reference materials</u> (e.g., dictionaries, glossaries thesauruses), both <u>print and digital</u>, to find the <u>pronunciation</u> and determine or clarify the precise <u>meaning of key words and phrases</u>.</div>		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
<div>● Determine and clarify the meanings of unknown and multiple-meaning words and phrases.</div> <div>● Choose flexibly the range of reading strategies based on 4th grade reading and content.</div> <div>● Using context clues to determine the meaning of a word or phrase.</div> <div>● Using Greek and Latin affixes and roots to determine meaning of words.</div> <div>● Effectively consulting print and digital reference materials to find the pronunciation and meaning of words.</div>	<div>● Meanings of unknown and multiple-meaning words and phrases</div> <div>● Range of strategies</div> <div>● context/meaning of a word or phrase</div> <div>● Greek and Latin affixes and roots/ meaning of words</div> <div>● Print and digital reference materials/ pronunciation and meaning of words.</div>	<div>● Understand (1)</div> <div>● Apply (1)</div> <div>● Apply (2)</div>

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)	Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<ul style="list-style-type: none"> • Students must be able to effectively determine and clarify the meanings of unknown and multiple-meaning words and phrases through a variety of strategies. • Using context clues to determine the meaning of a word or phrase are important strategies for effective reading. • The knowledge and application of Greek and Latin affixes are important tools in helping determine the meaning of a word. 	<ul style="list-style-type: none"> • What strategies are helpful in determining and clarifying the meanings of unknown and multiple meaning words? • How do I use context clues to determine the meaning of a word or phrase while reading? • How do Greek and Latin affixes and roots help me determine the meaning of a words?
Essential Unit Vocabulary	
Prefix-affix-suffix-root- definition- homophone-homonym-homograph- context clue-dictionary- thesaurus- word pattern	
Next step, create assessments and engaging learning experiences	

4th Grade Prioritized Standards

Content Area	ELA	
Grade/Course	4th Grade	
Unit of Study	Language Arts	
Duration of Unit	All year	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELAGSE4L5 DEMONSTRATE understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none">a. EXPLAIN the meaning of simple <u>similes and metaphors</u> (e.g., as pretty as a picture) in context.b. RECOGNIZE and EXPLAIN the meaning of common <u>idioms, adages, and proverbs</u>.c. DEMONSTRATE understanding of words by RELATING them to their <u>opposites (antonyms)</u> and to words with <u>similar but not identical meanings (synonyms)</u>.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
<ul style="list-style-type: none">• Understand figurative language, word relationships, and nuances in word meanings.• Explain the meanings of similes and metaphors.• Recognize and explain idioms, adages, and proverbs.• Demonstrate an understanding of antonyms and synonyms.	<ul style="list-style-type: none">• Figurative language, word relationships, and nuances in word meanings.• Similes and metaphors• Idioms, adages, and proverbs• Antonyms and synonyms	<ul style="list-style-type: none">• Apply (1)• Apply (2)
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<ul style="list-style-type: none">• The understanding of figurative language, word relationships, and nuances in word meanings to demonstrate reading comprehension.• Effectively explaining the meaning of similes and metaphors demonstrates comprehension of comparisons.• Recognizing and explaining the variety of idioms, adages, and proverbs demonstrates knowledge of the types of common expressions and sayings that have meanings beyond what can be understood by their individual words.		<ul style="list-style-type: none">• What is figurative language and how does it define word relationships?• How do similes and metaphors demonstrate comparisons?• How do idioms, adages, and proverbs demonstrate the meaning beyond their individual words.• How do antonyms and synonyms demonstrate similarities and differences.

- **An understanding of antonyms and synonyms that demonstrates a comprehension in the relationship of differences and similarities.**

Essential Unit Vocabulary	
Figurative- Literal- Connotation- Denotation- Metaphor- Simile- Proverb- Adage- Idiom- Homophone- Synonym- Antonym	

4th Grade Prioritized Standards

Content Area	ELA		
Grade/Course	4th Grade		
Unit of Study	Language		
Duration of Unit	All year		
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)			
ELAGSE4L6 ACQUIRE and USE accurately <u>grade-appropriate general academic and domain-specific vocabulary</u>, including words and phrases that SIGNAL <u>precise actions, emotions, or states of being</u> (e.g., quizzed, whined, stammered) and <u>words and phrases basic to a particular topic</u> (e.g., wildlife, conservation, and endangered when discussing animal preservation).			
Skills (what must be able to do)		Concepts (what students need to know)	DOK Level / Bloom’s
<ul style="list-style-type: none">Acquire and use grade-appropriate general academic and domain-specific vocabulary<ul style="list-style-type: none">Precise actions, emotions, or states of beingWords and phrases basic to a particular topic		Grade-appropriate general academic and domain-specific vocabulary <ul style="list-style-type: none">Precise actions, emotions, or states of beingWords and phrases basic to a particular topic	<ul style="list-style-type: none">Apply (3)
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
<ul style="list-style-type: none">Use grade-appropriate general academic and domain-specific vocabulary.		<ul style="list-style-type: none">How can I determine the meaning of words and phrases I have never read/heard of before?What are signals I can look for that determine precise actions, emotions, or states of being?Why is it important to look for “big idea” or domain specific words that are basic to particular topics?How can prefixes, suffixes, and root words help me to understand new words?	
Essential Unit Vocabulary			
Context- vocabulary- prefix- suffix- root- academic- domain-specific			