

Grade 4: Curriculum Map

EL Education's Grades 3–5 comprehensive literacy curriculum is 2 hours per day of content-based literacy:

- Module lessons (60 minutes of daily instruction): explicitly teach and formally assess all standards and strands of the Common Core State Standards (CCSS) for English Language Arts and Literacy
- Additional Language and Literacy (ALL) Block (60 minutes of daily instruction): provides additional practice and differentiated support for all students

The module lessons and ALL Block work together to help students develop literacy skills as they build knowledge about the world.

The ALL Block addresses five areas: independent reading; additional work with complex text; reading and speaking fluency/grammar, usage, and mechanics; writing practice; word study/vocabulary. For additional information on the ALL Block, refer to EL Education's 3–5 Language Arts Curriculum introduction at the beginning of this book and the Implementing the ALL Block introduction to your Module 1 ALL Block Teacher Guide and Supporting Materials.

Structure of a Module

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes:
 - A final performance task that is a more supported project, often involving research
 - Six assessments (two per unit), which are almost always “on-demand”; students complete an independent task on reading, writing, speaking, and/or listening

Structure of a Year of Instruction

- There are four modules per grade level.
- Teachers should teach the modules in order, beginning with Module 1 (which lays the foundation for both teachers and students regarding classroom culture and instructional routines).

How to Read This Map

The purpose of this section is to provide a high-level summary of each module and name the standards explicitly taught and formally assessed within them. The charts that follow outline for each module:

- **Focus:** The “focus” is the same across the Grades 3–5 band and signals the progression of literacy skills across the year as well as alignment to the CCSS instructional shifts.
- **Title:** This signals the topic students will be learning about (often connected to social studies or science).
- **Description:** This tells the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text(s).
- **Texts:** These texts are ones that all students either read themselves or hear read aloud. The text in bold is the central text for a given module: the text(s) with which students spend the most time. Recall that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile® measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways not measured by the Lexile tool: meaning/purpose, text structure, language, and/or knowledge demands. Within a given module, the list shows the wide variety of texts students read, write, and speak about using evidence as they build knowledge about the topic. For a procurement list of specific texts that need to be purchased for use with the curriculum, visit our website.
- **Lexile:** This details the quantitative range of complexity for the given CCSS grade band—in this case, Grades 3–5.
- **Performance Task:** This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are scaffolded, and almost always include peer critique and revision. Performance tasks are not “on-demand” assessments. (Note: The End of Unit 3 Assessment often addresses key components of the performance task.)
- **Unit-Level Assessments**
 - Each unit includes two assessments, most of which are “on-demand” and designed to show what students know or can do on their own.
 - Mid-unit assessments typically, though not always, are reading assessments: text-based answers.
 - End of unit assessments typically, though not always, are writing assessments: writing from sources.
 - Most assessments have a heavy emphasis on academic vocabulary, particularly determining words in context.
 - Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on state assessments.
 - The curriculum map below lists the title of each assessment, CCSS assessed, and the format.
 - Selected response (multiple choice questions)
 - Short constructed response (short answer questions)

- Extended response (longer writing or essays of the type that is scored using the Grades 3–5 opinion, informative, and narrative writing rubrics (either on-demand or scaffolded))
 - Speaking and listening (discussion or oral presentation)
 - Scaffolded essay (involving planning, drafting, and revision)
- **Standards:** For each module, the standards formally assessed are indicated with a check mark.

Note: The ALL Block is not shown in this curriculum map because it does not include formal assessments; however, it does include frequent opportunities for informal assessment of the standards, and therefore is a critical component of this comprehensive curriculum. As stated above, the ALL Block for a given module is on the same topic as the module lessons and supports, extends, and works in conjunction with those lessons. Teachers should use assessment results from module lessons as one data point to inform their homogeneous groupings for ALL Block instruction.

Consider spending significant time orienting to this map before the school year begins to determine which standards will repeat and which will not, in order to know where to prioritize time when considering pacing in the module. Pay close attention to those standards addressed only in Module 4 to ensure realistic pacing across the year so these standards are taught and assessed.

	Module 1	Module 2	Module 3	Module 4
Focus	Reading Closely and Writing to Learn	Researching to Build Knowledge and Teach Others	Considering Perspectives and Supporting Opinions	Gathering Evidence and Speaking to Others
Module Title	Poetry, Poets, and Becoming Writers	Animal Defense Mechanisms	The American Revolution	Responding to Inequality: Ratifying the 19th Amendment
Description	<p>Students launch the year by exploring what inspires writers to write—specifically what inspires poets to write poetry. They begin by reading and analyzing the novel <i>Love That Dog</i> by Sharon Creech, and learn about the characteristics of poetry by closely reading famous poems featured in the novel. They read about what inspired famous poets and look for evidence of this in their poems, before writing their own original poems. For the performance task, students present their poem and explain what inspired them to write the poem in a presentation with visuals to an audience.</p>	<p>Students build proficiency in writing an informative piece, examining the defense mechanisms of one specific animal about which they build expertise. They also build proficiency in writing a choose-your-own adventure narrative piece about this animal. Students read closely to practice drawing inferences as they begin their research and use a research notebook to make observations and synthesize information. In their writing they describe their animal's physical characteristics, habitat, predators, and defense mechanisms.</p>	<p>How does one's perspective influence his or her opinion? In this module, students consider the answer to this question through the lens of the American Revolution. They begin by building background knowledge about the Revolutionary War and the different perspectives of colonists. They read informational texts to determine the main idea, analyze the overall structure of the text, and summarize the texts. Students then read the historical fiction play <i>Divided Loyalties</i> to deepen their understanding of the Patriot and Loyalist perspectives. They focus on character thoughts, feelings, and actions in response to the different perspectives on the American Revolution. At the end of the module, students synthesize their research on the Revolutionary War and perspectives to write an opinion piece from the Patriot perspective outlining reasons colonists should join the Patriot and Loyalist cause in the form of a broadside.</p>	<p>This module uses literature and informational text to introduce students to gender and racial inequality issues in the United States in the first half of the 20th century, and to recognize how the process of ratifying the 19th Amendment can teach us about how people were responding to gender and racial inequality at that time. Students read <i>The Hope Chest</i> by Karen Schwabach and also informational firsthand and secondhand accounts of real-life responses to inequality. They identify themes in each chapter and summarize events that show evidence of a theme. At the end of the module, students connect their learning about the process of ratifying the 19th Amendment to their own lives as they focus on how students can make a difference and contribute to a better world. They research how students around the world have made a difference, before taking action as a class on an issue in their community. They then write PSAs encouraging other students to make a difference, and a press release sharing with the local media what the class did to take action and the impact of their work.</p>

Poetry, Poets, and Becoming Writers

Performance Task	Lexile®			
	Common Core Band Level Text Difficulty Ranges for Grades 4–5 ² : 740-1010L			
Performance Task	Texts (central text(s) in bold) ¹			
	<ul style="list-style-type: none"> • <i>Love That Dog</i>, Sharon Creech (RL, 1010L; one per student) • <i>A River of Words: The Story of William Carlos Williams</i>, Jennifer Bryant (RI, 820L; teacher copy only) • “Expert Group Poet Biographies: Walter Dean Myers.” Written by EL Education for instructional purposes (RI, 980L; included in the module materials) • “Expert Group Poet Biographies: Robert Frost.” Written by EL Education for instructional purposes (RI, 980L; included in the module materials) • “Expert Group Poet Biographies: Valerie Worth.” Written by EL Education for instructional purposes (RI, 980L; included in the module materials) 	<ul style="list-style-type: none"> • <i>Venom</i>, Marilyn Singer (RI, 1110L; teacher copy only) • <i>Can You Survive the Wilderness?</i> Matt Doeden (RI, 680L; teacher copy only) • <i>Animal Behavior: Animal Defenses</i>, Christina Wilsdon (RI, N/A; one per student) • “Fight to Survive!” Written by EL Education for instructional purposes (RI, 890L; included in the module materials) 	<ul style="list-style-type: none"> • <i>Colonial Voices: Hear Them Speak</i>, Kay Winters (RL, 640L; teacher copy only) • <i>Divided Loyalties: The Barton Family During the American Revolution</i>, Gare Thompson (RL, N/A; one per student) • “Revolutionary War,” The New Book of Knowledge, Grolier Online (RI, N/A; included in the module materials) • “Loyalists,” The New Book of Knowledge, Grolier Online (RI, N/A; included in the module materials) • “An Incomplete Revolution,” Amy Miller (RI, N/A; included in the module materials) • “American Indians and the American Revolution,” Colin Galloway (RI, 1050L; included in the module materials) • “The Declaration of Independence: A Transcription.” The U.S. National Archives and Records Administration (RI, 1390L; included in the module materials) • William Barton’s Letter. Written by EL Education for instructional purposes (RI, N/A; included in the module materials) • Robert Barton’s Letter. Written by EL Education for instructional purposes (RI, N/A; included in the module materials) 	<ul style="list-style-type: none"> • <i>The Hope Chest</i>, Karen Schwabach (RL, 800L; one per student) • “Ten Suffragists Arrested while Picketing at the White House.” America’s Story from America’s Library (RI, N/A; included in the module materials) • “The Suffragists: From Tea-Parties to Prison.” Online Archive of California (RI, N/A; included in the module materials) • “The Girl Who Acted before Rosa Parks.” E. Blattman (RI, N/A; included in the module materials)
	Product: Poetry Presentation Format: public poetry reading and presentation with visuals CCSS: SL.4.4, SL.4.5	Product: Choose-Your-Own-Adventure Animal Defense Mechanisms NCCSS: arrative Format: choose-your-own-adventure scaffolded narrative CCSS: RI.4.9, W.4.2, W.4.3, W.4.4, W.4.6, W.4.7, W.4.8, W.4.9b	Product: Text-Based Discussion: American Revolution Format: discussion CCSS: RI.4.9, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d	Product: Taking Action Project Press Release Format: scaffolded informative press release CCSS: W.4.2, W.4.4

¹ Texts listed in order: literature first, then informational texts. Both categories shown from most to least quantitatively complex (based on Lexile®). See the Required Texts procurement list for ISBNs, prices, etc.

² Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf

Unit-Level Assessments (ELA CCSS)

	Module 1	Module 2	Module 3	Module 4
Mid-Unit 1	Title: Summarizing a Poem and Comparing Prose and Poetry Format: selected response and short constructed response CCSS: RL.4.1, RL.4.2, RL.4.5, RL.4.10, W.4.9a	Title: Reading and Researching Animal Defense Mechanisms Format: selected response and short constructed response CCSS: RI.4.2, RI.4.4, RI.4.10, SL.4.2, L.4.4a, L.4.4c	Title: Researching Perspectives on the American Revolution: Patriots Format: selected response, graphic organizer, and short constructed response CCSS: RI.4.1, RI.4.3, RI.4.10, W.4.7, W.4.8, W.4.9b, L.4.2b	Title: Answering Questions about a Literary Text Format: fluency, selected response and short constructed response CCSS: RL.4.1, RL.4.3, RL.4.4, RL.4.7, RL.4.10, RF.4.4, L.4.4, and L.4.5c
End of Unit 1	Title: Analyzing Changes in Jack's Character Format: selected response, short constructed response, and text-based discussion CCSS: RL.4.1, RL.4.3, RL.4.10, W.4.9a, SL.4.1a, SL.4.1b, SL.4.1c	Title: Answering Questions and Summarizing Texts about Animal Defense Mechanisms Format: selected response and short constructed response CCSS: RI.4.2, RI.4.4, RI.4.7, RI.4.10, L.4.4a, L.4.4b, L.4.4c	Title: Answering Questions about an Informational Text Format: selected response and short constructed response CCSS: RI.4.1, RI.4.2, RI.4.4, RI.4.5, RI.4.10, L.4.1f	Title: Comparing Firsthand and Secondhand Accounts of the Same Event Format: selected response and short constructed response CCSS: RI.4.1, RI.4.4, RI.4.6, RI.4.10, L.4.4
Mid-Unit 2	Title: Informative Paragraph: What Inspired Jack? Format: extended constructed response CCSS: RL.4.1, RL.4.3, W.4.2a,b,e, W.4.9a, W.4.10	Title: Reading and Researching the Defense Mechanisms of the Pufferfish Format: selected response and short constructed response CCSS: RI.4.1, RI.4.2, RI.4.10, W.4.7, W.4.8	Title: Reading and Discussing <i>Divided Loyalties</i> Format: selected response, short constructed response, and discussion CCSS: RL.4.1, RL.4.3, RL.4.4, RL.4.10, RF.4.3, W.4.9a, SL.4.1, SL.4.6, L.4.4	Title: Summarizing Events in a Chapter Format: selected response and short constructed response CCSS: RL.4.1, RL.4.2, RL.4.10, L.4.1a, L.4.5a, L.4.5b
End of Unit 2	Title: Revising a Literary Essay Format: revising scaffolded essay CCSS: W.4.2a, W.4.5, L.4.1f, L.4.2b	Title: Informative Essay: Pufferfish Defense Mechanisms Format: selected response questions and scaffolded essay CCSS: RI.4.9, W.4.2a,b,d,e, W.4.4, W.4.7, W.4.8, W.4.9b, W.4.10, L.4.1c, L.4.2a, L.4.2c, L.4.2d, L.4.3a	Title: Narrative Writing: First Person Story Based on <i>Divided Loyalties</i> Format: selected response, short constructed response, and on-demand narrative CCSS: RL.4.1, RL.4.3, RL.4.5, RL.4.6, RL.4.9, RF.4.3, W.4.3, W.4.10, L.4.1b	Title: Informative Essay: Literary Analysis of Theme in The Hope Chest Format: on-demand literary essay CCSS: RL.4.1, RL.4.2, W.4.2, W.4.4, W.4.6, W.4.9a, W.4.10
Mid-Unit 3	Title: Revising a Poem Format: revising poem CCSS: W.4.5, L.4.3	Title: Narrative Writing: Choose-Your-Own-Adventure Introduction Format: selected response questions and scaffolded extended response CCSS: RI.4.9, W.4.3a, W.4.3d, W.4.4, W.4.9b, W.4.10, L.4.3a, L.4.6	Title: Reading and Answering Questions about an Opinion Text Format: selected response and short constructed response CCSS: RI.4.1, RI.4.2, RI.4.8, RI.4.10	Title: Researching How Kids Can Take Action Format: research graphic organizer CCSS: RI.4.1, RI.4.4, RI.4.10, W.4.7, W.4.8, SL.4.3, L.4.4a, L.4.4c

End of Unit 3	Title: Reading a New Poem Aloud for Fluency Format: reading aloud CCSS: RF.4.3, RF.4.4	Title: Narrative Writing: Choose-Your-Own-Adventure Conclusion Format: selected response questions and scaffolded narrative CCSS: RI.4.9, W.4.3b, W.4.3c, W.4.3d, W.4.3e, W.4.4, W.4.9b, W.4.10, L.4.1d, L.4.2a, L.4.2b, L.4.2d, and L.4.3a, L.4.3b, L.4.3c, L.4.6	Title: Opinion Writing: Loyalist Broadside Format: selected response and on-demand opinion CCSS: RI.4.9, W.4.1, W.4.5, W.4.9b, W.4.10, L.4.1e, L.4.1g	Title: Opinion Writing: PSA Script Format: on-demand script with opinion CCSS: W.4.1a, W.4.1b, W.4.1d, W.4.4, W.4.10
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Common Core State Standards for ELA & Literacy Formally Assessed, by Module

- In the curriculum map below, any specific CCSS with a check mark indicates that standard is formally assessed in the given module.
- Some standards are formally assessed in multiple modules.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., **RL/RI.1**). Refer to the “Unit-at-a-Glance” in the Unit Overview to determine which standards are addressed (even if not formally assessed) in the instruction of each lesson.
- Some standards are not applicable in an on-demand assessment context since they happen over a span of time (e.g., **R.10** or **W.10**). In the curriculum map below, these standards are noted as “integrated throughout.”
- Many standards (e.g., **W.2**) have a main standard and then subcomponents (e.g., **W.2a**). Sometimes, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the curriculum map below, the “parent” standard is checked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are checked.

Reading Standards for Literature

	Module 1	Module 2	Module 3	Module 4
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	✓		✓	✓
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	✓			✓
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	✓		✓	✓
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).			✓	✓
RL.4.5 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, descriptions, dialogue, stage directions) when writing or speaking about a text.	✓		✓	
RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.			✓	
RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.				✓
RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.			✓	
RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Integrated throughout.			

Reading Standards for Informational Text

	Module 1	Module 2	Module 3	Module 4
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		✓	✓	✓
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.		✓	✓	✓
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.			✓	
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .		✓	✓	✓
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.			✓	
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.				✓
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.		✓		
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.			✓	
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		✓		
RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Integrated throughout.			

Reading Standards: Foundational Skills

	Module 1	Module 2	Module 3	Module 4
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Integrated throughout.			
RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.				
RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	✓			✓
RF.4.4a Read grade-level text with purpose and understanding.	✓			✓
RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	✓			✓
RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	✓			✓

Writing Standards

	Module 1	Module 2	Module 3	Module 4
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			✓	
W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.			✓	✓
W.4.1b Provide reasons that are supported by facts and details.			✓	✓
W.4.1c Link opinion and reasons using words and phrases (e.g., <i>for instance</i> , <i>in order to</i> , <i>in addition</i>).			✓	
W.4.1d Provide a concluding statement or section related to the opinion presented.			✓	✓
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				✓
W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	✓	✓		✓
W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	✓	✓		✓

Poetry, Poets, and Becoming Writers

	Module 1	Module 2	Module 3	Module 4
W.4.2c Link ideas within categories of information using words and phrases (e.g., <i>another</i> , <i>for example</i> , <i>also</i> , <i>because</i>).				✓
W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.		✓		✓
W.4.2e Provide a concluding statement or section related to the information or explanation presented.	✓	✓		✓
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		✓	✓	
W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.		✓	✓	
W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.		✓	✓	
W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.		✓	✓	
W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.		✓	✓	
W.4.3e Provide a conclusion that follows from the narrated experiences or events.		✓	✓	
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		✓		✓
W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	✓		✓	
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.				✓
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.		✓	✓	✓
W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.		✓	✓	✓
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	

	Module 1	Module 2	Module 3	Module 4
W.4.9a Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).	✓		✓	
W.4.9b Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).		✓	✓	
W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Integrated throughout.			

Speaking and Listening Standards

	Module 1	Module 2	Module 3	Module 4
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others’ ideas and expressing their own clearly.			✓	
SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	✓		✓	
SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.	✓		✓	
SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	✓		✓	
SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.			✓	
SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		✓		
SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.				✓
SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	✓			

Poetry, Poets, and Becoming Writers

	Module 1	Module 2	Module 3	Module 4
SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	✓			
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.			✓	

Language Standards

	Module 1	Module 2	Module 3	Module 4
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
L.4.1a Use relative pronouns (<i>who</i> , <i>whose</i> , <i>whom</i> , <i>which</i> , <i>that</i>) and relative adverbs (<i>where</i> , <i>when</i> , <i>why</i>).				✓
L.4.1b Form and use the progressive (e.g., <i>I was walking</i> ; <i>I am walking</i> ; <i>I will be walking</i>) verb tenses.			✓	
L.4.1c Use modal auxiliaries (e.g., <i>can</i> , <i>may</i> , <i>must</i>) to convey various conditions.		✓		
L.4.1d Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).		✓		
L.4.1e Form and use prepositional phrases.			✓	
L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	✓		✓	
L.4.1g Correctly use frequently confused words (e.g., <i>to</i> , <i>too</i> , <i>two</i> ; <i>there</i> , <i>their</i>).			✓	
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		✓		
L.4.2a Use correct capitalization.		✓		
L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.	✓	✓	✓	
L.4.2c Use a comma before a coordinating conjunction in a compound sentence.		✓		
L.4.2d Spell grade-appropriate words correctly, consulting references as needed.		✓		
L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓		

	Module 1	Module 2	Module 3	Module 4
L.4.3a Choose words and phrases to convey ideas precisely.	✓	✓		
L.4.3b Choose punctuation for effect.	✓	✓		
L.4.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	✓	✓		
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.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.		✓	✓	✓
L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).		✓	✓	✓
L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		✓	✓	✓
L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				✓
L.4.5a Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.				✓
L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.				✓
L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).				✓
L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).		✓		