Grade 4 ELA Curriculum Map
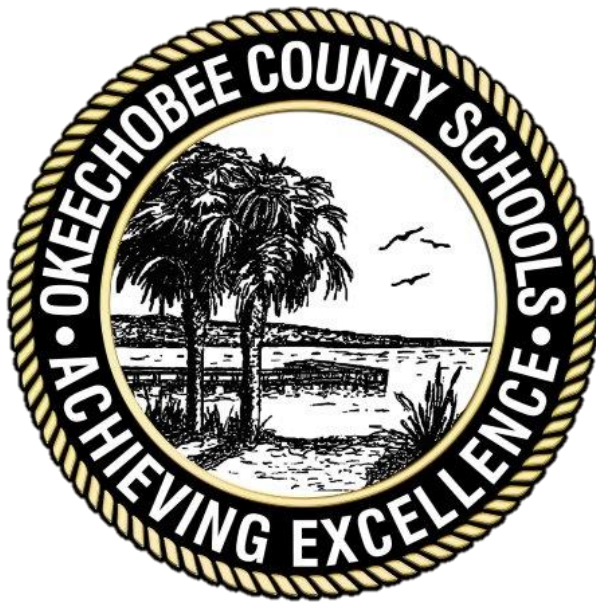
4th Grade Standard Mastery Assessments

DATE	% PROFICIENT	STANDARD
Mid Quarter 1		**LAFS.4.RL.1.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
		LAFS.4.RL.1.3 Describe in depth a character, setting or event in a story or a drama, drawing on specific details in the text.
		LAFS.4.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
End of Quarter 1		**LAFS.4.RI.1.3** 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.
		LAFS.4.RI.2.4 Determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topic or subject area.
		LAFS.4.RI.3.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which is appears.
Mid Quarter 2		**LAFS.4.RL.1.2** Determine a theme of a story, drama, or poem from details in a text; summarize the text.
		LAFS.4.RL.2.5-1 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.
		LAFS.4.RL.2.5-2 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.
End of Quarter 2		**LAFS.4.RI.1.1** Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
		LAFS.4.RI.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
		LAFS.4.RI.2.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.

Mid Quarter 3		**LAFS.4.RL.2.6** Compare and contrast the points of view from which different stories are narrated, including the difference between first and third person narrations.
		LAFS.4.RL.3.7 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.
		LAFS.4.RI.2.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
		LAFS.4.L.3.4 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.
		LAFS.4.L.3.5 Demonstrate understanding of words relationships, and nuances in word meanings.
End of Quarter 3		**LAFS.4.RI.3.8** Explain how an author uses reasons and evidence to support particular points in a text.
		LAFS.4.RI.3.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
		LAFS.4.RL.3.9 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.
		LAFS.4.L.3.6 Acquire and use accurately general academic and domain specific words and phrases as found in grade level appropriate text, including those that signal precise actions, emotions or state of being

4th Grade **ReadyGen Standards Alignment** - by Module

Unit-Module/Standard	1A	1B	2A	2B	3A	3B	4A	4B
RL.1.1	XXXX		XX	XXXXX	X	XX	XXXX	XX
RL.1.2			XXX	X	X		XXX	XX
RL.1.3	XXXXX		XXXXXXXX	XX	XXXX	XX	XXXXXXXXXX	XX
RL.2.4	XX		XX		X		X	
RL.2.5								XX
RL.2.6	XX		X					
RL.3.7						X		
RL.3.9	X		X	X	XX	X		X
RI.1.1	XXXXXX			X	XXX	XXXXX		XXXX
RI.1.2	XX	XX		XXXX	X	XXXXX		XXXXXX
RI.1.3		XXX			XX	XX	XXXX	X
RI.2.4		XXXX						
RI.2.5	XX	XXXX		X		XX		
RI.2.6						XXX		
RI.3.7		X			X	X		
RI.3.8		XX				X		XXXXX
RI.3.9	X	XX		X	XX	XXX		XX
W.1 (opinion)				X	X			X
W.2 (informative)	X	X				X		
W.3 (narrative)			TopScore/Opin				TopScore/O&I	
iReady Lessons/ Standards Mastery **Number of LAFS Lessons**	RL.1.1 RL.1.3 RL.2.4 4 LAFS Lessons	RI1.3 RI2.4 RI3.7 5 LAFS Lessons	RL1.2 RL2.5 6 LAFS/1 Lang.	RI1.1 RI1.2 RI.2.5 5 LAFS Lessons	RL2.6 RL.3.7 RI2.6 L.3.4 3 LAFS/4 Lang.	RI3.8 RI3.9 RL3.9 L.3.5 L.3.6 4 LAFS/4 Lang.		

STANDARDS MASTERY for LAFS 4th GRADE

	Assessed	STANDARD	Title
INFORMATIONAL TEXT		LAFS.4.RI.1.1	Use Evidence to Support Inferences
		LAFS.4.RI.1.2	Main Ideas, Key Details, and Summaries
		LAFS.4.RI.1.3	Understand Historical, Scientific, and Technical Texts
		LAFS.4.RI.2.4	Unfamiliar Words
		LAFS.4.RI.2.5	Describe Text Structures
		LAFS.4.RI.2.6	Compare Accounts of the Same Topic
		LAFS.4.RI.3.7	Interpret Visual Information
		LAFS.4.RI.3.8	Explain an Author's Reasons and Evidence
		LAFS.4.RI.3.9	Integrate Information from Two Texts
LITERATURE		LAFS.4.RL.1.1	Support Inferences in Literary Texts
		LAFS.4.RL.1.2	Themes and Summaries
		LAFS.4.RL.1.3	Describe Characters, Settings, and Events
		LAFS.4.RL.2.4	Word Meanings
		LAFS.4.RL.2.5(1)	Understand Elements of Poetry and Drama
		LAFS.4.RL.2.5(2)	Compare Poems, Plays, and Prose
		LAFS.4.RL.2.6	Compare Points of View
		LAFS.4.RL.3.7	Connect Presentations of a Text
		LAFS.4.RL.3.9	Compare Topics, Themes, and Events in Stories
LANGUAGE		LAFS.4.L.1.1	Grammar and Usage
		LAFS.4.L.1.2	Capitalization, Punctuation, and Spelling
		LAFS.4.L.2.3	Precise Language
		LAFS.4.L.3.4	Context, Roots, and Reference Materials
		LAFS.4.L.3.5	Figurative Language and Word Relationships
		LAFS.4.L.3.6	Precise Words for Actions and Feelings

4th Grade ELA Curriculum Map at a Glance

Quarter 1	
Mid-Quarter 1: August - September	
LAFS Standards	**ReadyGen Unit 1 Module A**
iReady Diagnostic #1 in August **Required Assessments:** **ELA Mid-Quarter 1 Test Grade:** *Combine all the Standard Mastery, Form A, Assessments given by* *Mid-Quarter. Record as a Test Grade-Weight 4 in Reading.* RL.1.1 Support Inferences in Literary Texts RL.1.3 Describe Characters, Settings, and Events RL.2.4 Word Meanings	
Optional Assessments: If used, should <u>not</u> be recorded as Test Grades**.** Can be used as quiz or classwork grades at the teacher discretion. Standards Mastery Assessments, Form B: RL.1.1, RL.1.3 & RL.2.4 ReadyGen: Selection Quiz	
LAFS Standard Lessons	**ReadyGen Stories**
<u>**Lesson 12:**</u> **RL.1.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <u>**Lesson 7 and 8:**</u> **RL.1.3** Describe in depth a character, setting or event in a story or a drama, drawing on specific details in the text. <u>**LAFS Lesson 17:**</u> **RL.2.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.	**Lessons 1-8, 13, 16-18** Science Squad: Porpoises in Peril **Lesson 9-12, 16-18** Mary Anning: The Girl Who Cracked Open the World **Lessons 14-18** "Fragile Frogs" from the Frog Scientist

End of Quarter 1: September - October	
LAFS Standards	**ReadyGen Unit 1 Module B**
Required Assessments: **ELA End of Quarter 1 Test Grade:** *Combine all the Standard Mastery, Form A, Assessments given by End of Quarter. Record as a Test Grade-Weight 4 in Reading.* RI.1.3 Understand Historical, Scientific, and Technical Texts RI.2.4 Unfamiliar Words RI.3.7 Interpret Visual Information	**Required Assessments:** ==District Writing Prompt== **Writing End of Quarter 1 Test Grade:** *Record as a Test Grade-Weight 4 in Writing.* http://fsassessments.org/wp-content/uploads/2014/07/InformationalRubric4-5_Final1.pdf Top Score Lesson 109 (informative)
Optional Assessments: If used, should **not** be recorded as Test Grades**.** Can be used as quiz or classwork grades at the teacher discretion. Standards Mastery Assessments, Form B: RI.1.3, RI.2.4 & RI.3.7 ReadyGen: Selection Quiz, End-of-Unit 1 Assessment	
LAFS Standard Lessons	**ReadyGen Stories**
LAFS Lessons 2, 3, and 4: RI.1.3 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. **LAFS Lessons 13: RI.2.4** Determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topic or subject area. **LAFS Lesson 22: RI.3.7** Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which is appears.	**Lessons 1-8, 12, 16-18** Skeletons Inside and Out **Lesson 9-12, 16-18** Movers and Shapers **Lessons 13-18** "King of the Parking Lot"

Quarter 2
Mid-Quarter 2:   October – November

LAFS Standards	**ReadyGen Unit 2 Module A**
Required Assessments: **ELA Mid-Quarter 2 Test Grade:** *Combine all the Standard Mastery, Form A, Assessments given by Mid-Quarter. Record as a Test Grade-Weight 4 in Reading.* RL.1.2 Themes and Summaries RL.2.5-1 Understanding Elements of Poetry and Drama RL.2.5-2 Compare Poems, Plays and Prose	**Required Assessments:** **Writing Mid-Quarter 2 Test Grade:** *Record as a Test Grade-Weight 4 in Writing.* http://fsassessments.org/wp-content/uploads/2014/07/InformationalRubric4-5_Final1.pdf Top Score Lesson 45 (informative)

Optional Assessments: If used, should **not** be recorded as Test Grades**.** Can be used as quiz or classwork grades at the teacher discretion. Standards Mastery Assessments, Form B: RL.1.2, RL.2.5-1, RL.2.5-2   ReadyGen: Selection Quiz

LAFS Standard Lessons	**ReadyGen Stories**
LAFS Lessons 9, 10, 11: RL.1.2 Determine a theme of a story, drama, or poem from details in a text; summarize the text. **LAFS Lessons 19, 20, 21: RL.2.5** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text. **Language Lesson 19: L.3.5** - Similes & Metaphors	**Lessons 1-4, 17-18** Why the Sea is Salty **Lesson 5-8, 17-18** How the Stars Fell Into the Sky **Lessons 9-12, 17-18** "Pecos Bill" **Lessons 13-18** "John Henry"

End of Quarter 2: November- December	
LAFS Standards	**ReadyGen Unit 2 Module B**
iReady Diagnostic #2 in December **Required Assessments:** **ELA End of Quarter 2 Test Grade:** <u>Combine all the Standard Mastery, Form A, Assessments given by End of Quarter. Record as a Test Grade-Weight 4 in Reading.</u> RI.1.1 Use Evidence to Support Inferences RI.1.2 Main Ideas, Key Details, and Summaries RI.2.5 Describe Text Structures	**Required Assessments:** **Writing End of Quarter 2 Test Grade:** *Record as a Test Grade-Weight 4 in Writing.* http://fsassessments.org/wp-content/uploads/2014/07/OpinionlRubric4-5_Final1.pdf Top Score Lesson 106 (opinion)
Optional Assessments: If used, should **not** be recorded as Test Grades**.** Can be used as quiz or classwork grades at the teacher discretion. Standards Mastery Assessments, Form B: RI.1.1, RI.1.2, RI.2.5 ReadyGen: Selection Quiz, End-of-Unit 2 Assessment	
LAFS Standard Lessons	**ReadyGen Stories**
Lesson 6: RI.1.1 Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **Lessons 1 and 5: RI.1.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text. **Lessons 14-15: RI.2.5** Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.	**Lessons 1-6, 9, 16-18** The Longest Night **Lessons 7-9, 17-18** Northwest Coast Peoples **Lessons 10-18** Three Native Nations: Of the Woodlands, Plains and Desert

Quarter 3

Mid-Quarter 3: January – February

LAFS Standards	**ReadyGen Unit 3 Module A**
Required Assessments: **ELA Mid-Quarter 3 Test Grade:** *Combine all the Standard Mastery, Form A, Assessments given by Mid-Quarter* *Record as a Test Grade-Weight 4 in Reading.* RL.2.6 Compare Points of View RL.3.7 Connects Presentations of a Text RI.2.6 Compare Accounts of the Same Topic L.3.4 Context, Roots, and Reference Materials	**Required Assessments:** <mark>**District Writing Prompt**</mark> **Writing Mid-Quarter 3 Test Grade :** *Record as a Test Grade-Weight 4 in Writing.* http://fsassessments.org/wp-content/uploads/2014/07/OpinionlRubric4-5_Final1.pdf Top Score Lesson 68 (opinion)

Optional Assessments: If used, should **not** be recorded as Test Grades. Can be used as quiz or classwork grades at the teacher discretion. Standards Mastery Assessments, Form B: RL.2.6, RL.3.7, RI.2.6, L.3.4   ReadyGen: Selection Quiz Form A&B: L.1.1, L.1.2, L.2.3

LAFS Standard Lessons	**ReadyGen Stories**
Lessons 18: RL.2.6 Compare and contrast the points of view from which different stories are narrated, including the difference between first and third person narration. **Unit 6 Media Feature (page 410): RL.3.7** 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. **Lesson 16: RI.2.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. **Language Lesson 16: Using Context Clues** **Language Lesson 17: Greek and Latin Word Parts** **Language Lesson 18: Using a Dictionary and Glossary**	**Lessons 1-6, 13, 16-18** Earthquakes **Lesson 7-13, 17-18** Quake! **Lessons 14-18** Earthshaker's Bad Day The Monster Beneath the Sea

L.3.4 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.
Language Lesson 20: **Idioms L.3.5** Demonstrate understanding of words relationships, and nuances in word meanings.

End of Quarter 3 February- March	
LAFS Standards	**ReadyGen Unit 3 Module B**
Required Assessments: **ELA End of Quarter 3 Test Grade:** *Combine all the Standard Mastery, Form A, Assessments given by End of Quarter (excluding the language standards).* *Record as a Test Grade-Weight 4 in Reading.* RI.3.8 Explain an Author's Reasons and Evidence RI.3.9 Integrate Information From Two Text RL.3.9 Compare Topics, Themes, and Events in Stories L.3.5 Figurative Language and Word Relationships L.3.6 Precise Words For Actions and Feelings	**Required Assessments:** **Writing End of Quarter 3 Test Grade:** *Record as a Test Grade-Weight 4 in Writing.* http://fsassessments.org/wp-content/uploads/2014/07/InformationalRubric4-5_Final1.pdf Top Score Lesson 107 (informative)
Optional Assessments: If used, should **not** be recorded as Test Grades**.** Can be used as quiz or classwork grades at the teacher discretion. Standards Mastery Assessments, Form B: RI.3.8, RI.3.9, RL.3.9, L.3.5, L.3.6 ReadyGen: Selection Quiz, End-of-Unit 3 Assessment Form A&B: L.1.1, L.1.2, L.2.3	
LAFS Standard Lessons	**ReadyGen Stories**
Lesson 23: RI.3.8 Explain how and author uses reasons and evidence to support particular points in a text. **Lessons 24: RI.3.9** Integrate information from two text on the same topic in order to write or speak about the subject knowledgeably. **Lessons 25-26: RL.3.9** Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. **Language Lesson 21: Adages and Proverbs** **Language Lesson 22: Synonyms & Antonyms** **Language Lesson 23: Using a Thesaurus** **L.3.5** Demonstrate understanding of words relationships, and nuances in word meanings. **Language Lesson 24: Precise Words for Actions and Feelings**	**Lessons 1-9, 13, 16-18** Lunch Money **Lessons 10-13, 17-18** Max Malone Makes a Million **Lessons 14-18** Coyote School News

L.3.6 Acquire and use accurately general academic and domain specific words and phrases as found in grade level appropriate text, including those that signal precise actions, emotions or state of being.	

Quarter 4	
Mid-Quarter 4: March-April	
LAFS Standards	**ReadyGen Unit 4 Module A**
Required Assessments: **ELA Mid-Quarter 4 Test Grade:** *Combine the Assessments given by Mid-Quarter.* *Record as a Test Grade-Weight 4 in Reading.* **Ready Assessment Book (iReady Teacher Toolbox)** **Portions of Assessment 1** pages 1-5 (exclude question 3), 14-17 and 33-38 (exclude the last question) **https://teacher-toolbox.com/dam/jcr:af1ec912-e79a-4898-b4cc-dfe62e5fdbb0/CC%202015%20FL4RD%20RASB%20PT1.pdf** **Ready Assessment Book (iReady Teacher Toolbox)** **Portions of Assessment 2** pages 69-75, 83-87 and 101- 105 (excludes last question on page 105) **https://teacher-toolbox.com/dam/jcr:3ba44bed-b8a0-405e-bf05-8df7af193460/CC%202015%20FL4RD%20RASB%20PT2.pdf** RL1.1 Support Inferences in Literary Texts RL1.3 Describe Characters, Settings, and Events RL1.2 Themes and Summaries RL2.4 Word Meanings	**Required Assessments:** . **Optional Assessments:** Selection Quiz
LAFS Standard Lessons	**ReadyGen Stories**
	Lessons 1-8, 16, 18 Using Money **Lessons 19-13, 18** The Tale of Two Poggles **Lessons 14-16, 18** The Boy Who Invented TV **Lesson 17** Robo Cleaner

End of Quarter 4: April-May	
LAFS Standards	**ReadyGen Unit 4 Module B**
iReady Diagnostic #3 in April/May **FSA in May** **Required Assessments:** **ELA End of Quarter 4 Test Grade:** *Combine the Assessments given by End of Quarter* *Record as a Test Grade-Weight 4 in Reading.* **Ready Assessment Book (iReady Teacher Toolbox)** **Portions of Assessment 1** pages 18-24, 42-43 and 46-49 https://teacher-toolbox.com/dam/jcr:af1ec912-e79a-4898-b4cc-dfe62e5fdbb0/CC%202015%20FL4RD%20RASB%20PT1.pdf **Ready Assessment Book (iReady Teacher Toolbox)** **Portions of Assessment 2** pages 77-81, 90-91 and 93-94 **https://teacher-toolbox.com/dam/jcr:3ba44bed-b8a0-405e-bf05-8df7af193460/CC%202015%20FL4RD%20RASB%20PT2.pdf** RI1.1 Use Evidence to Support Inferences RI1.2 Main Ideas, Key Details, and Summaries RI3.8 Explain an Author's Reasons and Evidence	**Required Assessments:** **Writing Assessment Grade:** Writing End of Quarter 4 Test Grade: *Record as a Test Grade-Weight 4 in Writing.* http://fsassessments.org/wp-content/uploads/2014/07/OpinionlRubric4-5_Final1.pdf Assessment link: https://drive.google.com/file/d/1XGcoN9x9a02_7OkAEjTX0Fv1Ehb0slxe/view?usp=sharing **Optional Assessments:** Selection Quiz, ReadyGen End-of-Unit 4 Assessment
LAFS Standard Lessons	**ReadyGen Stories**
	Lessons 1-9, 13, 16-18 Lunch Money **Lessons 10-13, 17-18** Max Malone Makes a Million **Lessons 14-18** Coyote School News

4th Grade ELA **Unit 1** **Module A (Approximately 20 days)** **Mid-Quarter 1 (Aug. - Sept.)**	
Required Assessments	**iReady Diagnostic #1 in August** **ELA Mid-Quarter 1 Test Grade:** *Combine all the Standard Mastery, Form A, Assessments given by Mid Quarter.* *Record as a Test Grade-Weight 4 in Reading.* RL.1.1 Support Inferences in Literary Texts RL.1.3 Describe Characters, Settings, and Events RL.2.4 Word Meanings
iReady LAFS Lessons	**Lesson 12: RL.1.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **Lesson 7 and 8: RL.1.3** Describe in depth a character, setting or event in a story or a drama, drawing on specific details in the text. **LAFS Lesson 17: RL.2.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.

Unit 1 Module A

iReady LAFS Lesson Focus	ReadyGen LESSON TEXT	READING INSTRUCTIONAL FOCUS	ReadyGen WRITING LAFS.4.W.1.2 Informative	
			Writing Instruction Focus	**Independent Writing**
RL.1.1 LAFS Lesson 12 **RL.1.3** LAFS Lesson 7&8 **RL.2.4** LAFS Lesson 17	**Lessons 1-8: Science Squad: Porpoises in Peril**	**Lesson 1:** Refer to details and examples when explaining what a text says (RL.1.1) **Lesson 2:** Describe in depth a character in a story, drawing on details in the text (RL.1.3). **Lesson 3:** Understand the difference between first and third person narrations (RL.2.6). **Lessons 4 & 7:** Determine the meaning of words and phrases as they are used in text (RL.2.4). **Lessons 5 & 6:** Describe events in a story drawing on specific details in the text (RL.1.3). **Lesson 8:** Refer to details in the visuals when explaining what the text says (RL.1.1). Actions Transmit Experience (RL.1.3)	**Lesson 1:** Introduce a Topic **Lesson 2:** Establish a Purpose **Lesson 3:** Research and Write a Biography **Lesson 4:** Develop a Topic with Concrete Details **Lesson 5:** Convey Ideas and Information **Lesson 6:** Organize Event Sequences **Lesson 7:** Develop a Topic with Facts and Examples **Lesson 8:** Use Visuals to Support Writing	**Lesson 1:** Write to Support a Topic **Lesson 2:** Write a Paragraph with a Clear Purpose **Lesson 3:** Write a Short Biography **Lesson 4:** Write and Informative/Explanatory Paragraph **Lesson 5:** Write and Support a Topic Sentence **Lesson 6:** Retell Events in Correct Order **Lesson 7:** Research and Write an Essay **Lesson 8:** Create a Visual and Caption Informative/Explanatory Texts
		FOUNDATIONAL SKILL FOCUS		
		Lessons 1 - 8: Endings: -ed, -ing, -er, -est		
	Lessons 9-12: Mary Anning: The Girl Who Cracked Open the World	**Lessons 9 & 11:** Refer to details and examples when explaining what a text says (RI.1.1) **Lesson 10:** Describe the overall structure of events in a text, ex. Chronology (RI.2.5). **Lesson 12:** Determine the main idea of a text and explain how it is supported by details (RI.1.2).	**Lesson 9:** Use Precise Language **Lesson 10:** Research a Topic and Take Notes **Lesson 11:** Introduce a Topic **Lesson 12:** Plan and Prewrite	**Lesson 9:** Write a Paragraph Using Specific Language **Lesson 10:** Write a Summary Paragraph **Lesson 11:** Write a Paragraph to Introduce a Person **Lesson 12:** Write a Guiding Question to Guide Research
		FOUNDATIONAL SKILL FOCUS		
		Lessons 9 - 12: Base Words Endings: -er, -est Suffixes: -or, -er		

	Lesson 13: Porpoises in Peril and Mary Anning: The Girl Who Cracked Open the World	**Lesson 13:** Describe in depth an event in a story (RL.1.3). Explain events and concepts in a text (RI.1.3).	**Lesson 13:** Use Concrete Words and Phrases	**Lesson 13:** Write a Draft Using Concrete Words
		FOUNDATIONAL SKILL FOCUS		
		Lesson 13: Suffixes: -or, -er		
	Lessons 14-15: Fragile Frogs" from the Frog Scientist	**Lesson 14:** Determine the main idea of a text and explain how it is supported by key details (RI.1.2). Refer to details and examples in a text when explaining what the text says explicitly (RI.1.1). **Lesson 15:** Describe the overall structure of ideas in a text or part of a text (RI.2.5). Refer to details and examples in a text when explaining what the text says explicitly (RI.1.1).	**Lesson 14:** Organize Information **Lesson 15:** Use Linking Words and Phrases	**Lesson 14:** Organize Ideas in a Draft **Lesson 15:** Strengthen Draft with Linking Words
		FOUNDATIONAL SKILLS FOCUS		
		Lessons 14-15: Suffixes: -or, -er		
	Lessons 16-18: Science Squad: Porpoises in Peril, Mary Anning: The Girl Who Cracked Open the World, "Fragile Frogs" from the Frog Scientist	**Lesson 16:** Refer to details and examples in a text when explaining what the text says explicitly (RI.1.1 & RL.1.1). **Lesson 17:** Integrate information from text on the same or related topics (RI.3.9). **Lesson 18:** Compare and contrast the treatment of similar topics (RL.3.9). Compare and contrast point of view (RL.2.6). Refer to details and examples in a text when explaining what the text says explicitly (RI.1.1 & RL.1.1).	**Lesson 16:** Craft Strong Conclusions **Lesson 17:** Inform Readers **Lesson 18:** Publish and Present and Informative Paper	**Lesson 16:** Write an Engaging Conclusion **Lesson 17:** Revise, Edit, Proofread **Lesson 18:** Format and Publish Informative/Explanatory Texts
		FOUNDATIONAL SKILLS FOCUS		
		Lessons 16-18: Compound Words		

Essential Questions:	
RL.1.1 **DOK Level 2**	What can you infer from what you have read so far? Use evidence from the text to support your thinking. What was the author's purpose in writing the text? Use evidence from the text to support your answer. What can you contribute after reading this passage? Explain the details from the text that led you to your conclusions. Why does the main character say/ think/ act the way (s)he does? Use details and examples from the text to support your answer. Why do you think that _____? Support your answer using details and evidence from the text. Where in the text does the author state that _____? Read these sentences from the passage _____. How does the main character feel about _____? Which sentence(s) from the text support the idea that the main character feels this way?
RL.1.3 **DOK Level 2**	What word BEST describes the main character in the story? Use evidence from the text to support your answer. Describe the setting of the story using specific details from the text. What happens AFTER _____, but BEFORE _____? What word(s) does the author use to describe setting? How do the character's thoughts, words, or actions contribute to the sequence of events in the story? Does the setting impact the outcome of the story? If so, then explain how so. What words describe what the character was thinking in the story? What were some of the major events in the story? Use specific details from the text to describe the events. How does the dialogue in the text help you to better understand the characters and their actions? What motivated the characters to find a solution to their problem? Use evidence to support your answer.
RL.2.4 **DOK Level 2**	What does the word/ phrase _____ mean? What context clues help you figure out the meaning? What does the word/ phrase _____ mean in sentence "_____"? What strategies can you use to help you figure out a word or phrase you don't understand? What clues on page #___ help the reader figure out the meaning of the word _____? Why do you think the author used the mythological term _____ to describe _____? Which pair of words from the text have almost the SAME meaning? Which word means the opposite of _____? What do you think the author is trying to say when (s)he uses the (figurative language: simile, metaphor, alliteration, idiom, etc…) _____? What evidence can you find in the text that can help you figure out the meaning? Why do you think the author compares _____ with _____ in the simile/ metaphor "_____"? What mood does the author create/ communicate by using the simile _____? What does the idiom "_____" mean? What context clues can you find in the text that help you figure out the meaning?

	4th Grade ELA Unit 1 Module B (Approximately 20 days) End of Quarter 1 (Sept. - Oct.)
Required Assessments	**ELA End of Quarter 1 Test Grade:** *Combine all the Standard Mastery, Form A, Assessments given by End of Quarter. Record as a Test Grade-Weight 4 in Reading.* RI.1.3 Understand Historical, Scientific, and Technical Texts RI.2.4 Unfamiliar Words RI.3.7 Interpret Visual Information <mark>District Writing Prompt</mark> **Writing End of Quarter 1 Test Grade:** *Record as a Test Grade-Weight 4 in Writing.* http://fsassessments.org/wp-content/uploads/2014/07/InformationalRubric4-5_Final1.pdf Top Score Lesson 109 (informative)
iReady LAFS Lessons	**LAFS Lessons 2, 3, and 4:** **RI.1.3** 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. **LAFS Lessons 13:** **RI.2.4** Determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topic or subject area. **LAFS Lesson 22:** **RI.3.7** Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which is appears.

Unit 1 Module B

iReady LAFS Lesson Focus	ReadyGen LESSON TEXT	READING INSTRUCTIONAL FOCUS	ReadyGen WRITING LAFS.4.W.1.2 Informative	
			Writing Instruction Focus	Independent Writing
RI.1.3 LAFS Lessons 2,3,4 **RI2.4** LAFS Lessons 13 **RI.3.7** LAFS Lesson 22	**Lessons 1-8: Skeletons Inside and Out**	**Lesson 1:** Explain concepts in an informational text (RI.1.3). **Lesson 2:** Analyze text structure (RI.2.5). **Lesson 3:** Analyze author's word choice (RI.2.4). **Lesson 4:** Analyze how visuals enhance informational text (RI.3.7). **Lesson 5:** Analyze keywords and phrases (RI.2.4). **Lesson 6:** Identify key details that support main points (RI.1.2). **Lesson 7:** Explain scientific concepts (RI.1.3). **Lesson 8:** Use organizational structures to explain text (RI.2.5).	**Lesson 1:** Introduce a Topic **Lesson 2:** Establish a Purpose **Lesson 3:** Use Linking Words and Phrases **Lesson 4:** Use Visuals to Support a Topic **Lesson 5:** Research a Topic **Lesson 6:** Develop a Topic with Concrete Details **Lesson 7:** Group Related Information **Lesson 8:** Establish a Purpose	**Lesson 1:** Write an Introductory Paragraph **Lesson 2:** Write an Informative Paragraph **Lesson 3:** Use Linking Words to Compare/Contrast **Lesson 4:** Write a Summary with an Illustration **Lesson 5:** Summarize and Illustrate a Research Topic **Lesson 6:** Write a Paragraph Using Concrete Details **Lesson 7:** Group Related Information in a Paragraph **Lesson 8:** Create an Infographic
		FOUNDATIONAL SKILL FOCUS		
		Lessons 1 - 8: Suffixes: -ist, -ive, -ness Synonyms/Antonyms		
	Lessons 9-11: Movers and Shapers	**Lesson 9:** Use text structure to determine main ideas (RI.2.5). **Lesson 10:** Explain how authors use evidence (RI.3.8)**.** **Lesson 11:** Analyze specific word choice (RI.2.4).	**Lesson 9:** Use Precise Language **Lesson 10:** Group Related Information **Lesson 11:** Use Domain Specific Vocabulary	**Lesson 9:** Research and Write Using Precise Language **Lesson 10:**Group Related Information in a Paragraph **Lesson 11:**Use Vivid, Specific Language
		FOUNDATIONAL SKILL FOCUS		
		Lessons 9 - 11: Synonyms/Antonyms Prefixes: un-, in-		

	Lesson 12: Skeletons Inside and Out and Movers and Shapers	**Lesson 12:** Explain scientific concepts (RI.1.3).	**Lesson 12:** Plan and Prewrite	**Lesson 12:** Plan and Prewrite for an Informative Text
		FOUNDATIONAL SKILL FOCUS		
		Lesson 12: Prefixes: un-, in-		
	Lessons 13-15: "King of the Parking Lot"	**Lesson 13:** Explain how an author builds evidence (RI.3.8). **Lesson 14:** Summarize main ideas and key details (RI.1.2). **Lesson 15:** Analyze text structure (RI.2.5).	**Lesson 13:** Introduce a Topic Clearly **Lesson 14:** Use Visuals to Support a Topic **Lesson 15:** Use Clear Organization	**Lesson 13:** Write an Introduction **Lesson 14:** Add an Infographic **Lesson 15:** Revise by Reviewing Organization
		FOUNDATIONAL SKILLS FOCUS		
		Lessons 13-15: Prefixes: un-, in-		
	Lesson 16: Skeletons Inside and Out and "King of the Parking Lot"	**Lesson 16:** Analyze word choice (RI.2.4).	**Lesson 16:** Edit and Proofread	**Lesson 16:** Edit and Proofread Informative Text
		FOUNDATIONAL SKILLS FOCUS		
		Lesson 16: Words from Foreign Languages		
	Lessons 17-18: Skeletons Inside and Out, "King of the Parking Lot," and Movers and Shapers	**Lesson 17:** Make connections across texts (RI.3.9). **Lesson 18:** Make connections across texts (RI.3.9).	**Lesson 17:** Publish and Present **Lesson 18:** Develop a Conclusion	**Lesson 17:** Publish Informative Text **Lesson 18:** Write a Strong Conclusion
		FOUNDATIONAL SKILLS FOCUS		
		Lessons 17 - 18: Words from Foreign Languages		

Essential Questions:	
RI.1.3 **DOK Level 3**	Based on the text, explain what happened when _____ and why it happened. Explain the historical event described in the text. Use sequence, time, or cause and effect words to explain what happened. Name a couple of scientific ideas from the text. Explain what happened and why it happened based on the information given in the text. Name the steps in a procedure from the text. Use sequence or time words to explain how they are connected. Create a timeline of the important historical events mentioned in the text. Why is this historical event important to history? Support your answer using details from the text. Why is this scientific idea/ concept important? Support your answer using details from the text.
RI.2.4 **DOK Level 2**	What does the word/ phrase _____ mean? What context clues can you find in the text to help you figure out the meaning? What do you think the author is trying to say when (s)he uses the phrase _____? What evidence can you find in the text that can help you figure out the meaning? What tools or strategies can you use to figure out the meaning of the word _____? What does the word _____ mean in the sentence "_____"? Where else in the text can you look to help yourself figure out what the word _____ means? In the word _____, are there any parts of the word that you already know? How can you use that information to help you figure out the meaning of the word? What context clue does the author provide that can be used to figure out the meaning of the word _____?
RI.3.7 **DOK Level 3**	How do diagrams/ charts, graphs/ timelines/ animations/ or interactive elements on a Web page help you understand what the text is about? Use evidence from the text to support your answer. What information can you determine from the diagrams/ charts/ graphs/ timelines/ animations/ or interactive elements on a Web page? Was there a legend that helped you figure out the meaning of a chart, graph, timeline, etc…? If so, explain which one and how it helped you. How do the diagrams/ charts/ graphs/ timelines/ animations/ or interactive elements on a Web page relate to the text? What key information can the reader gather from the diagrams/ charts/ graphs/ timelines/ animations/ or interactive elements on a Web page that accompany the text? Did the diagrams/ charts/ graphs/ timelines/ animations/ or interactive elements help you understand the author's meaning? If so, then how? Use details from the text to support your answer. Why does the author include the diagrams/ charts/ graphs/ timelines on page ___ in the text?

	4th Grade ELA Unit 2 Module A (Approximately 20 days) Mid-Quarter 2 (Oct. - Nov.)
Required Assessments	**ELA Mid-Quarter 2 Test Grade:** *Combine all the Standard Mastery, Form A, Assessments given by Mid-Quarter. Record as a Test Grade-Weight 4 in Reading.* RL.1.2 Themes and Summaries RL.2.5-1 Understanding Elements of Poetry and Drama RL.2.5-2 Compare Poems, Plays and Prose **Writing Mid-Quarter 2 Test Grade:** *Record as a Test Grade-Weight 4 in Writing.* http://fsassessments.org/wp-content/uploads/2014/07/InformationalRubric4-5_Final1.pdf Top Score Lesson 45 (informative)
iReady LAFS Lessons	**LAFS Lessons 9, 10, 11:** **RL.1.2** Determine a theme of a story, drama, or poem from details in a text; summarize the text. **LAFS Lessons 19, 20, 21:** **RL.2.5** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text. **Language Lesson 19:** **L.3.5** - Similes & Metaphors

Unit 2 Module A

iReady LAFS Lesson Focus	ReadyGen LESSON TEXT	READING INSTRUCTIONAL FOCUS	TOP SCORE WRITING LAFS.4.W.1.1 Opinion Writing
RL1.2 LAFS Lessons 9,10,11 **RL2.5** LAFS Lessons 19, 20, 21 **4.L.3.5 -** iReady Lesson 19 Similes & Metaphors	**Lessons 1-4: Why the Sea is Salty**	**Lesson 1:** Describe in depth a setting in a story, drawing on specific details in the text (RL.1.3). **Lesson 2:** Refer to details in a text when explaining what the text says explicitly (RL.1.1). **Lesson 3:** Compare and contrast the point of view from which different stories are narrated (RL.2.6). **Lesson 4:** Determine a theme of a story from details in a text (RL.1.2).	<mark>Note: Please DO NOT teach the writing out of ReadyGen in Module A. Refer to the lessons in Top Score for Opinion Writing.</mark> **Lesson 46.** Opinion / Argumentative Planning **Lesson 47.** More Planning Practice
		FOUNDATIONAL SKILL FOCUS	**Lesson 48.** I Paragraph **Lesson 49**. Topic Sentence **Lesson 50.** T, 3A, 3B
		Lessons 1 - 4: Prefixes: dis-, re-, non-	**Lesson 51.** Evidence from the Text – A and B sentences
	Lessons 5-8: How the Stars Fell into the Sky	**Lesson 5, 6, 7:** Describe in depth events and characters in a story (RL.1.3). **Lesson 8:** Determine a theme of a story (RL.1.2).	**Lesson 52.** More Practice – Text Evidence **Lesson 53**. W Sentence **Lesson 54.** Middle Paragraph Overview – Using Elaborative Techniques **Lesson 55.** Quotes
		FOUNDATIONAL SKILL FOCUS	**Lesson 56.** Paraphrasing **Lesson 57.** Own thoughts and ideas
		Lessons 5 - 8: Prefixes: dis-, re-, non- Compound Words	**Lesson 58.** Writing the Middle Paragraphs
	Lessons 9–12: "Pecos Bill"	**Lesson 9:** Determine a theme of a story (RL.1.2). **Lesson 10:** Describe in depth a character drawing of specific details in the text (RL.1.3). **Lesson 11:** Demonstrate understanding of figurative language (RL.2.4). **Lesson 12:** Describe in depth a character drawing of specific details in the text (RL.1.3).	**Lesson 59.** More Practice – R1, R2, and R3 **Lesson 60.** C Paragraph **Lesson 61.** Test **Lesson 62.** Conferences / Revisions **Lesson 63.** Transition Words
		FOUNDATIONAL SKILL FOCUS	**Lesson 64.** Test **Lesson 65.** Conference / Revisions
		Lessons 9 - 12: Compound Words Suffixes: -ly	**Lesson 66.** Test

Lessons 13-16: "John Henry"	**Lesson 13:** Refer to details in a text when explaining what the text says explicitly (RL.1.1). **Lesson 14:** Determine the motivations of characters in literature (RL.1.3). **Lesson 15:** Describe in depth key events in a story (RL.1.3). **Lesson 16:** Describe in depth a character drawing of specific details in the text (RL.1.3).	**Lesson 67.** Checklist / Partner Check **Lesson 68.** Test (Used as Test Grade in Unit 3 Module A- Do Not Use Now)
	FOUNDATIONAL SKILLS FOCUS	
	Lessons 13-16: Suffixes: -ly Unknown Words	
Lessons 17–18: **Why the Sea is Salty, How the Stars Fell into the Sky, "Pecos Bill," and "John Henry"**	**Lesson 17:** Compare the treatment of similar themes in stories from different cultures (RL.3.9). **Lesson 18:** Analyze word choice in literature (RL.2.4).	
	FOUNDATIONAL SKILLS FOCUS	
	Lessons 17 - 18: Unknown Words	

Essential Questions:	
RL.1.2 **DOK Level 3**	What is the theme of the story/ drama/ poem? How is it conveyed through the details in the text? Does the story have any universal themes such as person vs. nature, love and friendship, a great journey, coming of age, good vs. evil, etc…? If so, which theme is present? Support your answer using text evidence. How is the central message conveyed throughout the story? Use details from the text to support your answer. Using one or two sentences, summarize the story/ drama/ poem. Remember to include the important details from the text. How do actions taken by the characters help the reader better determine the theme? Support your answer with evidence from the text. How does the author help the reader better understand the lesson to be learned? What text evidence from the story BEST shows the author's message?
RL.2.5 **DOK Level 3**	Describe the rhyming pattern in the poem. Support your answer with clear text evidence. Find an example of how the author uses rhythm in this poem. Look at stanzas # ___. What is SIMILAR about all of these stanzas? What mood does the author create by using the phrase "_____"? Support your answer with clear text evidence from the passage. How does the personification of the _____, help the reader understand what is going on in the text? Support your answer with details from the text. Explain some differences between the poem _____ and the drama _____. Remember to refer to the structural elements of each and to support your answer using evidence from the text. Identify an example of verse/ rhythm/ meter in the poem _____.

4th Grade ELA Unit 2 Module B (Approximately 20 days) End of Quarter 2 (Nov. - Dec.)	
Required Assessments	**iReady Diagnostic #2 in December** **ELA End of Quarter 2 Test Grade:** Combine all the Standard Mastery, Form A, Assessments given by End of Quarter. Record as a Test Grade-Weight 4 in Reading. RI.1.1 Use Evidence to Support Inferences RI.1.2 Main Ideas, Key Details, and Summaries RI. 2.5 Describe Text Structures **Writing End of Quarter 2 Test Grade:** *Record as a Test Grade-Weight 4 in Writing.* http://fsassessments.org/wp-content/uploads/2014/07/OpinionlRubric4-5_Final1.pdf Top Score Lesson 106 (opinion)
iReady LAFS Lessons	**Lesson 6: RI.1.1** Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **Lessons 1 and 5: RI.1.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text. **Lessons 14-15: RI.2.5** Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.

Unit 2 Module B

iReady LAFS Lesson Focus	ReadyGen LESSON TEXT	READING INSTRUCTIONAL FOCUS	ReadyGen WRITING LAFS.4.W.1.1 Opinion	
			Writing Instruction Focus	**Independent Writing**
RI.1.1 LAFS Lesson 6 **RI.1.2** LAFS Lessons 1-2 **RI.2.5** LAFS Lessons 14-15	**Lessons 1–6: The Longest Night**	**Lesson 1:** Refer to details and examples in a text when describing and forming ideas about a character, setting, or event in a story (RL.1.3). **Lesson 2, 3, 4:** Refer to details in a text when explaining what the text says and when drawing inferences from the text (RL.1.1). **Lesson 5:** Identify key ideas and details in a story (RL.1.2). **Lesson 6:** Describe events in a story (RL.1.3).	**Lesson 1:** Form, State, and Support an Opinion **Lesson 2:** Include Text Evidence **Lesson 3:** Organize and Group Related Ideas **Lesson 4:** Provide Well-Supported Reasons **Lesson 5:** Quote Accurately from Text **Lesson 6:** Determine Valid Evidence	**Lesson 1:** Support an Opinion with Evidence **Lesson 2:** Write an Opinion Paragraph **Lesson 3:** Group Related Ideas in Paragraphs **Lesson 4:** State and Support Reasons **Lesson 5:** Paraphrase and Quote Accurately from Text **Lesson 6:** Determine Valid Evidence to Support an Opinion
		FOUNDATIONAL SKILL FOCUS		
		Lessons 1 - 6: Words from Latin Greek Roots		
	Lessons 7–8: "Northwest Coast Peoples"	**Lesson 7:** Analyze main ideas and key details (RI.1.2). **Lesson 8:** Explain events in a historical text (RI.1.3).	**Lesson 7:** Use Evidence from the Text **Lesson 8:** Create a Plan	**Lesson 7:** Write an Opinion About a Visual **Lesson 8:** Plan and Prewrite for an Opinion Piece
		FOUNDATIONAL SKILL FOCUS		
		Lessons 7 - 8: Related Words		
	Lesson 9: The Longest Night and "Northwest	**Lesson 9:** Integrate information from two texts on the same topic (RI.3.9).	**Lesson 9:** Use Linking Words and Phrases	**Lesson 9:** Write to State and Support an Opinion
		FOUNDATIONAL SKILL FOCUS		

Coast Peoples"	**Lesson 9:** Related Words		
Lessons 10–15: Three Native Nations: Of the Woodlands, Plains, and Desert	**Lesson 10:** Refer to details in a text when explaining what the text says explicitly (RL.1.1). **Lesson 11:** Describe the structure of events in a text (RI.2.5). **Lesson 12:** Determine the main idea and supporting details of a text; summarize the text (RI.1.2). **Lesson 13:** Explain events based on information in the text (RI.1.3). **Lesson 14, 15:** Determine the main idea and supporting details of a text; summarize the text (RI.1.2). **FOUNDATIONAL SKILLS FOCUS** **Lessons 10-15:** Related Words Latin Roots: struct, scrib, scrip	**Lesson 10:** Summarize **Lesson 11:** Use Facts and Details to Support an Opinion **Lesson 12:** Create a Plan **Lesson 13:** Introduce a Topic Clearly **Lesson 14:** Use Evidence from the Text **Lesson 15:** Use Linking Words to Connect Reasons and Opinions	**Lesson 10:** Write a Summary that Includes an Opinion **Lesson 11:** State and Support an Opinion **Lesson 12:** Plan and Prewrite **Lesson 13:** Write an Introductory Paragraph **Lesson 14:** Write an Opinion Paragraph About a Visual **Lesson 15:** Organize by Grouping Related Information
Lesson 16: The Longest Night and Three Native Nations: Of the Woodlands, Plains, and Desert	**Lesson 16:** Refer to details in a text when explaining what the text says (RL.1.1 & RI.1.1). **FOUNDATIONAL SKILLS FOCUS** **Lesson 16:** Related Words	**Lesson 16:** Develop a Conclusion	**Lesson 16:** Write a Concluding Paragraph
Lessons 17-18: The Longest Night, "Northwest Coast	**Lesson 17:** Compare and contrast the treatment of similar topics (RL.3.9). **Lesson 18:** Integrate information from two texts on the same topic in order to speak or write about the subject knowledgeably (RI.3.9).	**Lesson 17:** Improve Your Writing **Lesson 18:** Publish Your Writing	**Lesson 17:** Edit and Proofread to Strengthen Writing **Lesson 18:** Publish and Present Opinion Writing

Peoples," and Three Native Nations: Of the Woodlands, Plains, and Desert	FOUNDATIONAL SKILLS FOCUS		
	Lessons 17-18: Related Words		

Essential Questions:	
RI.1.1 **DOK Level 2**	What inference can you make after reading paragraph(s) ____? What details in the text might lead the reader to the conclusion that _____? What does the author mean when (s)he states that _____? Give specific examples from the text to support your thinking. What do you think the author's purpose was in writing this passage? Support your thinking with text evidence. Who or what is the text about? Support your answer with text evidence. Where in the text does the author say that _____? Point to the evidence that supports your answer. What conclusion(s) can you make from the text? Use evidence to support your answer.
RI.1.2 **DOK Level 2**	What text evidence BEST explains the MAIN idea of paragraph # ___? In a sentence, explain what the text is MAINLY about. Explain how the main idea _____ is supported by key details in the text. Use evidence to support your answer. How would you summarize what you learned from the text? Which evidence from the text supports the idea that _____? Which details from the article are most important? Provide evidence from the text that supports your thinking. Which sentence from the article tells the author's MAIN message?
RI.2.5 **DOK Level 3**	How did the author organize the information in the text (compare/contrast, cause/effect, problem/solution, or sequential order)? Why do you think (s)he chose to do that? Use evidence from the text to support your answer. How does the author organize the section in the text titled, "_____"? How is the section titled "_____" different from the section titled "_____"? Use evidence to support your answer. Which event led to _____? Use evidence from the text to support your answer. What events happened after _____? Use text evidence to support your answer. What problem(s) can be found in the section titled "_____"? Support your answer using evidence from the text? Can you find sections in the text that are organized differently? If so, how did the author organize the information in the different sections? Why do you think the author chose to do that? What are some of the causes of _____? Support your answer using evidence from the text. Do you think the text structure the author chose was effective in helping him convey his/her message? Explain your thinking using evidence from the text. How does the author organize paragraph # ___ on page ___? The article discusses the idea/ concept/ event/ topic of _____. Do you believe the author was effective in persuading/ presenting/ explaining his/ her overall message? Support your answer using text evidence.

	4th Grade ELA Unit 3 Module A (Approximately 20 days) Mid-Quarter 3 (Jan. - Feb.)
Required Assessments	**ELA Mid-Quarter 3 Test Grade:** *Combine all the Standard Mastery, Form A, Assessments given by Mid-Quarter* *Record as a Test Grade-Weight 4 in Reading.* RL.2.6 Compare Points of View RL.3.7 Connects Presentations of a Text RI.2.6 Compare Accounts of the Same Topic L.3.4 Context, Roots, and Reference Materials **Writing Mid-Quarter 3 Test Grade:** ==District Writing Prompt== *Record as a Test Grade-Weight 4 in Writing.* http://fsassessments.org/wp-content/uploads/2014/07/OpinionlRubric4-5_Final1.pdf Top Score Lesson 68 (opinion)
iReady LAFS Lessons	**Lessons 18: RL.2.6** Compare and contrast the points of view from which different stories are narrated, including the difference between first and third person narration. **Unit 6 Media Feature (page 410): RL.3.7** 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. **Lesson 16: RI.2.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. **Language Lesson 16: Using Context Clues** **Language Lesson 17: Greek and Latin Word Parts** **Language Lesson 18: Using a Dictionary and Glossary** **L.3.4** 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. **Language Lesson 20: Idioms L.3.5** Demonstrate understanding of words relationships, and nuances in word meanings.

iReady LAFS Lesson Focus	ReadyGen LESSON TEXT	READING INSTRUCTIONAL FOCUS	ReadyGen WRITING LAFS 4.W.1.1	
			Writing Instruction Focus	**Independent Writing**
RL.2.6 LAFS Lesson 18 **RL.3.7** LAFS Unit 6 Media Feature (page 410) **RI.2.6** LAFS Lesson 16 **L.3.4 -** Language Lesson 16 Using Context Clues	**Lesson 1-6: Earthquakes**	**Lesson 1:** Refer to details and examples in a text when explaining what a text says (RI.1.1). **Lesson 2:** Explain how visuals deepen the understanding of the text (RI.3.7). **Lesson 3:** Explain events in a text, using facts and details from the text (RI.1.3). **Lesson 4:** Explain concepts in a scientific text, based on information in the text (RI.1.3). **Lesson 5:** Refer to details and examples in a text when explaining what a text says (RI.1.1). **Lesson 6:** Read and comprehend informational texts (RI.3.10).	**Lesson 1:** Features of Opinion Writing **Lesson 2:** Use Visuals to Support an Opinion **Lesson 3:** Produce Clear Opinions **Lesson 4:** Group Related Ideas **Lesson 5:** Introduce a Topic **Lesson 6:** Develop the Topic to Support an Opinion	**Lesson 1:** State and Support an Opinion **Lesson 2:** Write an Opinion Paragraph **Lesson 3:** Use Facts and Details to Support an Opinion **Lesson 4:** Write an Opinion Paragraph About Comparisons **Lesson 5:** Write an Introductory Paragraph **Lesson 6:** Support an Opinion with Facts and Details
		FOUNDATIONAL SKILLS FOCUS		
		Lessons 1-5: Multiple Meaning Words **Lesson 6:** Suffixes: -ian, -ist, -ism		
Language Lesson 17 Greek and Latin Word Parts Language Lesson 18 Using a Dictionary and Glossary	**Lesson 7-12: Quake!**	**Lesson 7:** Refer to details in a text when making inferences about the text (RI.1.1). **Lesson 8:** Demonstrate understanding of figurative language (L.4.5). **Lesson 9:** Describe in depth a character, setting, or event in a story (RL.1.3). **Lesson 10:** Refer to details in a text when making inferences about the text (RL.1.1). **Lesson 11, 12:** Describe in depth a character, setting, or event in a story (RL.1.3).	**Lesson 7:** Use Valid Evidence **Lesson 8:** Analyze Evidence **Lesson 9:** Use Text Evidence **Lesson 10:** Analyze Sensory Details **Lesson 11:** Use Text Evidence to Support an Opinion **Lesson 12:** Writing Process: Plan and Prewrite	**Lesson 7:** Support an Opinion with Valid Evidence **Lesson 8:** Write an Opinion Paragraph About a Simile **Lesson 9:** Use Text Evidence to Support an Opinion **Lesson 10:** Write an Opinion About a Description **Lesson 11:** Support an Opinion with Text Evidence **Lesson 12:** Plan an Opinion Piece that Compares and Contrasts
		FOUNDATIONAL SKILLS FOCUS		

L.3.5 - Language Lesson 20 Idioms		Lessons 7-10: Suffixes: -ian, -ist, -ism Lessons 11-12: Latin Roots: aqua, dict		
	Lesson 13: Earthquakes and Quake!	**Lesson 13:** Compare key ideas and details in two texts (RI.3.9 & RL.3.9).	**Lesson 13:** Writing Process: Write a Draft	**Lesson 13:** Write a Draft of an Opinion Piece
		FOUNDATIONAL SKILLS FOCUS		
		Lesson 13: Latin Roots: aqua, dict		
	Lessons 14-15: "Earthshaker's Bad Day" & "The Monster Beneath the Sea"	**Lesson 14:** Determine the meanings of words and phrases as they are used in text (RL.2.4). **Lesson 15:** Describe in depth a character, setting, or event in a story (RL.1.3).	**Lesson 14:** Writing Process: Write a Conclusion **Lesson 15:** Writing Process: Strengthen a Conclusion	**Lesson 14:** Write a Closing Paragraph **Lesson 15:** Revise a Closing Paragraph
		FOUNDATIONAL SKILLS FOCUS		
		Lessons 14-15: Latin Roots: aqua, dict		
	Lesson 16: Earthquake, "Earthshaker's Bad Day" & "The Monster Beneath the Sea"	**Lesson 16:** Summarize the text (RL.1.2 & RI.1.2).	**Lesson 16:** Writing Process: Develop the Topic	**Lesson 16:** Revise a Draft Using Linking Words
		FOUNDATIONAL SKILLS FOCUS		
		Lesson 16: Prefixes: im-, in-		
	Lessons 17-18: Earthquakes, Quake!, "Earthshaker's Bad Day" and "The Monster	**Lesson 17:** Compare and contrast the treatment of similar topics (RL.3.9). **Lesson 18:** Integrate information from two texts on the same topic in order to speak or write about the subject knowledgeably (RI.3.9).	**Lesson 17:** Writing Process: Edit and Proofread **Lesson 18:** Writing Process: Publish and Present	**Lesson 17:** Edit and Proofread an Opinion Piece **Lesson 18:** Publish and Present an Opinion Piece
		FOUNDATIONAL SKILLS FOCUS		

	Beneath the Sea"	**Lessons 17-18:** Prefixes: im-, in-		

Essential Questions:	
RI.2.6 **DOK Level 3**	What is the difference between a firsthand and a secondhand account? Is the text titled _____ a firsthand or secondhand account? What makes you think so? Use evidence from the text to support your answer. What are some similarities and differences in the information that was provided between the two accounts given? Why do you think some information is different? Support your answer with the text. Why do you think the authors describe the same topic or events differently? Was the person that is providing the information in the text present at the time of the event? How do you know? Do you think that the people in the text are looking at the event/ topic in the same way? Why might their focuses be different? Explain your thinking.
RL.2.6 **DOK Level 3**	Who is telling the story? Who is the narrator/ speaker of the passage? Read this sentence from the passage "_____". What does it tell you about the narrator's point of view? Support your answer with clear text evidence. Is the story written in first person? How do you know? What word(s) give you clues? How is the narrator's perspective different in the stories _____ and _____? What similarities are there in the perspective from which the stories _____ and _____ are being told? How does the narrator's point of view influence the actions in the story? How would the story be different if it were written from _____'s point of view? Use details to support your answer. What evidence from the text supports the speaker's opinion that _____? Use clear text evidence to explain how the speaker feels about _____. How is telling the story from _____'s point of view effective? Use examples from the story to support your answer.
RL.3.7 **DOK Level 2**	What are some similarities between the text of a story/ drama and the visual presentation (picture, drawing, video)? Support your answer using details. What are some differences between the text of a story/ drama and the visual presentation (picture, drawing, video)? Support your answer using details. What are some similarities between the text of a story/ drama and an oral presentation (speech, recording)? Support your answer using details. How does visual presentation (picture, drawing, video, drama) of the text show what the author is saying in the passage? Use evidence to support your answer. What details are different between the spoken version of the story and the written version?

	4th Grade ELA **Unit 3** **Module B (Approximately 20 days)** **End of Quarter 3 (Feb. - March)**
Required Assessments	**ELA End of Quarter 3 Test Grade:** *Combine all the Standard Mastery, Form A, Assessments given by End of Quarter (excluding the language standards).* *Record as a Test Grade-Weight 4 in Reading.* RI.3.8 Explain an Author's Reasons and Evidence RI.3.9 Integrate Information From Two Text RL.3.9 Compare Topics, Themes, and Events in Stories **Writing End of Quarter 3 Test Grade:** *Record as a Test Grade-Weight 4 in Writing.* http://fsassessments.org/wp-content/uploads/2014/07/InformationalRubric4-5_Final1.pdf Top Score Lesson 107 (informative)
iReady LAFS Lessons	**Lesson 23:** **RI.3.8** Explain how and author uses reasons and evidence to support particular points in a text. **Lessons 24:** **RI.3.9** Integrate information from two text on the same topic in order to write or speak about the subject knowledgeably. **Lessons 25-26:** **RL.3.9** Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. **Language Lesson 21:** **Adages and Proverbs** **Language Lesson 22:** **Synonyms & Antonyms** **Language Lesson 23:** **Using a Thesaurus** L.3.5 Demonstrate understanding of words relationships, and nuances in word meanings. **Language Lesson 24:** **Precise Words for Actions and Feelings** L.3.6 Acquire and use accurately general academic and domain specific words and phrases as found in grade level appropriate text, including those that signal precise actions, emotions or state of being.

iReady LAFS Lesson Focus	ReadyGen LESSON TEXT	READING INSTRUCTIONAL FOCUS	TOP SCORE WRITING Test Review Opinion & Informative Writing LAFS.4.W.1.1 LAFS.4.W.1.2 Continued into Unit 4 Module A
RI.3.8 LAFS Lesson 23 **RI.3.9** LAFS Lesson 24 **RL.3.9** LAFS Lessons 25-26	**Lesson 1-8: Anatomy of a Volcanic Eruption**	**Lesson 1:** Refer to details and examples in a text when explaining and drawing inferences from the text (RI.1.1). Explain events in a scientific text, explaining and drawing inferences from the text (RI.1.3). **Lesson 2:** Interpret information presented visually (RI.3.7). Explain how the main idea of a text is supported by key details (RI.1.2). **Lesson 3:** See (RI.1.1 & RI.1.2) **Lesson 4:** Read and comprehend informational text, including science texts (RI.3.10). Summarize a text (RI.1.2). **Lesson 5:** (See RI.3.10 & RI.1.1) Use context as a clue to the meaning of a word (L.3.4a). **Lesson 6:** Describe the overall structure (cause/effect) of information in a text or part of a text (RI.2.5). **Lesson 7:** Explain events in a scientific text, including what happened, based on specific information in the text (RI.1.3). **Lesson 8:** Explain how the author uses reasons and evidence to support particular points in a text (RI.3.8).	==NOTE: Use these lessons as needed for test preparation.== **Lesson 84.** Highlighter Activity **Lesson 85.** Last Minute Strategy **Lesson 86.** Race Against the Clock Lesson **Lesson 87.** You Write, They Write **Lesson 88.** Fancy Transitions **Lesson 89.** Opinion Writing – Vocabulary **Lesson 90.** Text Evidence – Ways to Show Evidence **Lesson 91.** Quotations **Lesson 92.** In your own words **Lesson 93.** Fast Planning Practice **Lesson 94.** Planning Practice **Lesson 95.** Different Ways to Write Quotes **Lesson 96.** Repetition Practice – I paragraph **Lesson 97.** Repetition Practice – C paragraph **Lesson 98.** Middle Paragraph Practice **Lesson 99.** State Rubrics **Lesson 100.** Elaborative Techniques – Definitions **Lesson 101.** Test Taking Review **Lesson 102.** Difficult Prompt **Lesson 103.** Writing a 4 Paragraph Essay **Lesson 104.** Opinion Practice **Lesson 105.** Informative Practice **Lesson 106.** Opinion Practice (Unit 2 Module B Assessment)
		FOUNDATIONAL SKILLS FOCUS	
		Lessons 1-5: Greek and Latin Prefixes: trans-, tele-, amphi-, anti- **Lessons 6-8:** Synonyms/ Antonyms	

Lessons 9-10: *Escape from Pompeii*	**Lesson 9:** Draw on specific details in the text to describe setting and events (RL.1.3). Refer to details and examples when drawing inferences from the text (RL.1.1). **Lesson 10:** Describe characters, setting, and events in a story, drawing on details in the text (RL.1.3).	**Lesson 107.** Informative Practice <mark>(Unit 3 Module B Assessment)</mark> **Lesson 108.** Opinion Practice **Lesson 109.** Informative Practice <mark>(Unit 1 Module B Assessment)</mark>
	FOUNDATIONAL SKILLS FOCUS	
	Lessons 9-10: Synonyms/ Antonyms	
Lesson 11: *Anatomy of a Volcanic Eruption & Escape from Pompeii*	**Lesson 11:** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided (RI.2.6). Integrate information from two texts on the same topic (RI.3.9). Refer to details in the text when explaining what the text says (RL.1.1 & RI.1.1).	
	FOUNDATIONAL SKILLS FOCUS	
	Lesson 11: Words from French	
Lessons 12-15: *A Tsunami Unfolds*	**Lesson 12:** Explain events, historical, or scientific, based on specific information in the text (RI.1.1 & RI.1.3). Interpret information presented visually and explain how it contributes to understanding of text (RI.3.7). **Lesson 13:** Compare a firsthand and secondhand account of the same event (RI.2.6). **Lesson 14:** Explain events and concepts of a scientific text (RI.1.3). **Lesson 15:** Describe the overall structure of events in a text or part of a text (RI.2.5) .	

		FOUNDATIONAL SKILLS FOCUS	
		Lessons 12-15: Words from French	
	Lesson 16: *Anatomy of a Volcanic Eruption & A Tsunami Unfolds*	**Lesson 16:** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided (RI.2.6). Determine the main idea of a text and explain how it is supported by key details (RI.1.2).	
		FOUNDATIONAL SKILLS FOCUS	
		Lesson 16: Suffixes: -ous, -able, -ible	
	Lessons 17-18: *Anatomy of a Volcanic Eruption, Escape from Pompeii & A Tsunami Unfolds*	**Lesson 17:** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably (RL.3.9 & RI.3.9). Summarize the texts (RI.1.2). **Lesson 18:** Compare and contrast the treatment of similar topics (RL.3.9). Integrate information from two texts on the same topic (RI.3.9).	
		FOUNDATIONAL SKILLS FOCUS	
		Lessons 17-18: Suffixes: -ous, -able, -ible	

Essential Questions:	
RI.3.8 **DOK Level 3**	What text evidence does the author use to support his/ her message? How does the evidence help communicate the message that (s)he is trying to convey? What are two points that the author of this text is trying to make? What details or facts support his/ her claim? Where in the text does the author use facts to support his/ her claims or what (s)he has written? Did the author give you any reasons from writing what (s)he wrote? If so, what reasons did (s)he give? If not, why do you think the author might have written __ ? Based on the text evidence, how does the author most likely feel about __? Based on the text evidence, what is the author's point of view on __ ? What evidence could the author have added to make his/her points even stronger?
RI.3.9 **DOK Level 3**	What did you learn about the topic from each of the texts? Be specific and use the text to support your answer. Did one text have important details that were NOT mentioned in the other text? If so, what were they? Were there any common details that you found in BOTH texts? If so, what were they? How will you decide which details are important enough to be included in your writing? How will you keep track of the important information you gather from each text so that you can include it when writing or speaking about the topic? After reading what you wrote about this topic, does it sound like you know what you are talking about? What key details and points are the same/ different in the texts __ and __ ? What point is the author trying to make by writing the texts __ and __ ? Why do you think the details in both passages are different even though the topic is the same? Support your answer using details. What strategies will you use to decide what details are important enough to include in your writing? Use the information you gathered from both texts and write to explain.
RL.3.9 **DOK Level 3**	Can you see any patterns in the events in the story __ and other stories we have read? If so, what are they? Remember to use evidence from the texts to support your answer. Both passages are about __ (theme). How do the authors of both texts use the events in the story to demonstrate that theme? Use evidence to support your answer. What theme do the passages __ and __ have in common? Use evidence found in the passages to support your answer. What is the theme of this story? How is it different/ similar to other stories we have read? How is this version of the story __ the same as the version we read from __ (country/ culture)? How is this version of the story __ different from the version we read from __ (country/ culture)? Both passages are about characters experiencing __ . How do the authors use the events to illustrate how the characters feel? Support your answer with text evidence.

	4th Grade ELA Unit 4 Module A (Approximately 20 days) Mid-Quarter 4 (March-April)
Required Assessments	**ELA Mid-Quarter 4 Test Grade:** *Combine all the Standard Mastery, Form A, Assessments given by Mid-Quarter* *Record as a Test Grade-Weight 4 in Reading.* **Ready Assessment Book (iReady Teacher Toolbox)** **Portions of Assessment 1** pages 1-5 (exclude question 3), 14-17 and 33-38 (exclude the last question) **https://teacher-toolbox.com/dam/jcr:af1ec912-e79a-4898-b4cc-dfe62e5fdbb0/CC%202015%20FL4RD%20RASB%20PT1.pdf** **Ready Assessment Book (iReady Teacher Toolbox)** **Portions of Assessment 2** pages 69-75, 83-87 and 101- 105 (excludes last question on page 105) **https://teacher-toolbox.com/dam/jcr:3ba44bed-b8a0-405e-bf05-8df7af193460/CC%202015%20FL4RD%20RASB%20PT2.pdf** RL.1.1 Support Inferences in Literary Texts RL.1.3 Describe Characters, Settings, and Events RL.1.2 Themes and Summaries RL.2.4 Word Meanings
iReady LAFS Lessons	

iReady LAFS Lesson Focus	ReadyGen LESSON TEXT	READING INSTRUCTIONAL FOCUS	TOP SCORE WRITING Test Review Opinion & Informative Writing LAFS.4.W.1.1 LAFS.4.W.1.2 Continued from Unit 3 Module B
	Lesson 1-9: Lunch Money	**Lesson 1:** Draw on specific details in a text to describe story elements (RL.1.3). **Lesson 2:** Draw on specific details in a text to describe characters and events in a story (RL.1.3). **Lesson 3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (RL.1.3). **Lesson 4:** Refer to details and examples in a text when drawing inferences from a text (RL.1.1). **Lesson 5:** Refer to details and examples in a text when drawing inferences from a text (RL.1.1). Summarize the text (RL.1.2). **Lesson 6:** Examine and refer to descriptive details in a text when explaining what the text says explicitly and when drawing inferences from the text (RL.1.1). **Lesson 7:** Describe the characters in depth, drawing on specific details in the text (RL.1.3). **Lesson 8:** Determine the meaning of words and phrases in a text (RL.2.4). **Lesson 9:** Determine a theme of a story (RL.1.2).	**NOTE: Use these lessons as needed for test preparation.** **Lesson 84.** Highlighter Activity **Lesson 85.** Last Minute Strategy **Lesson 86.** Race Against the Clock Lesson **Lesson 87.** You Write, They Write **Lesson 88.** Fancy Transitions **Lesson 89.** Opinion Writing – Vocabulary **Lesson 90.** Text Evidence – Ways to Show Evidence **Lesson 91.** Quotations **Lesson 92.** In your own words **Lesson 93.** Fast Planning Practice **Lesson 94.** Planning Practice **Lesson 95.** Different Ways to Write Quotes **Lesson 96.** Repetition Practice – I paragraph **Lesson 97.** Repetition Practice – C paragraph **Lesson 98.** Middle Paragraph Practice **Lesson 99.** State Rubrics **Lesson 100.** Elaborative Techniques – Definitions **Lesson 101.** Test Taking Review **Lesson 102.** Difficult Prompt **Lesson 103.** Writing a 4 Paragraph Essay **Lesson 104.** Opinion Practice **Lesson 105.** Informative Practice **Lesson 106.** Opinion Practice (Unit 2 Module B Assessment)
		FOUNDATIONAL SKILLS FOCUS	
		Lessons 1-5: Related Words **Lessons 6-9:** Suffix -ion	
	Lessons 10-12: Max Malone Makes a Million	**Lesson 10:** Describe a character or event in a story, drawing on specific details in the text (RL.1.3).	

		Lesson 11: Describe an event in a story, drawing on specific details in the text (RL.1.3). **Lesson 12:** Refer to details and examples in a text when drawing inferences from a text (RL.1.1).	**Lesson 107.** Informative Practice <mark>(Unit 3 Module B Assessment)</mark> **Lesson 108.** Opinion Practice **Lesson 109.** Informative Practice <mark>(Unit 1 Module B Assessment)</mark>
		FOUNDATIONAL SKILLS FOCUS	
		Lesson 10: Suffix -ion **Lessons 11-12:** Words from German	
	Lesson 13: Lunch Money & Max Malone Makes a Million	**Lesson 13:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (RL.1.3)	
		FOUNDATIONAL SKILLS FOCUS	
		Lesson 13: Words from German	
	Lessons 14-15: "Coyote School News"	**Lesson 14:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (RL.1.3). **Lesson 15:** Determine the theme of a story from details in a text (RL.1.2).	
		FOUNDATIONAL SKILLS FOCUS	
		Lessons 14-15: Words from German	
	Lesson 16: Lunch Money & "Coyote School News"	**Lesson 16:** Describe in depth a character, setting, or event in a story, drawing on specific details in the text (a character's thoughts, words, or actions) (RL.1.3).	
		FOUNDATIONAL SKILLS FOCUS	
		Lesson 16: Homographs	

Lessons 17-18: Lunch Money, Max Malone Makes a Million, & "Coyote School News"	**Lesson 17:** Compare and contrast characters and their actions, drawing on specific details in the texts (RL.1.3). **Lesson 18:** Compare and contrast characters and events, drawing on specific details in the texts (RL.1.3).	
	FOUNDATIONAL SKILLS FOCUS	
	Lessons 17-18: Homographs	

	4th Grade ELA Unit 4 Module B (Approximately 20 days) End of Quarter 4 (April - May)
Required Assessments	**iReady Diagnostic #3 in April/May FSA in May** **ELA End of Quarter 4 Test Grade:** *Combine all the Standard Mastery, Form A, Assessments given by End of Quarter* *Record as a Test Grade-Weight 4 in Reading.* **Ready Assessment Book (iReady Teacher Toolbox)** **Portions of Assessment 1** pages 18-24, 42-43 and 46-49 https://teacher-toolbox.com/dam/jcr:af1ec912-e79a-4898-b4cc-dfe62e5fdbb0/CC%202015%20FL4RD%20RASB%20PT1.pdf **Ready Assessment Book (iReady Teacher Toolbox)** **Portions of Assessment 2** pages 77-81, 90-91 and 93-94 **https://teacher-toolbox.com/dam/jcr:3ba44bed-b8a0-405e-bf05-8df7af193460/CC%202015%20FL4RD%20RASB%20PT2.pdf** RI.1.1 Use Evidence to Support Inferences RI.1.2 Main Ideas, Key Details, and Summaries RI.3.8 Explain an Author's Reasons and Evidence **Writing End of Quarter 4 Test Grade:** *Record as a Test Grade-Weight 4 in Writing.* http://fsassessments.org/wp-content/uploads/2014/07/OpinionlRubric4-5_Final1.pdf Assessment link: https://drive.google.com/file/d/1XGcoN9x9a02_7OkAEjTX0Fv1Ehb0slxe/view?usp=sharing
iReady LAFS Lessons	

iReady LAFS Lesson Focus	ReadyGen LESSON TEXT	READING INSTRUCTIONAL FOCUS	ReadyGen WRITING LAFS.4.W.1.1 Opinion	
	Lesson 1-8: Using Money	**Lesson 1:** Explain how an author uses reasons and evidence to support particular points in a text (RI.3.8). Determine the main idea of a text and explain how it is supported by key details (RI.1.2). **Lessons 2, 3, and 4:** (RI.3.8 & RI.1.2) **Lesson 5:** Refer to details and examples in the text when explaining what the text says explicitly and when drawing inferences from the text (RI.1.1). **Lessons 6 and 7:** (RI.3.8 & RI.1.2) **Lesson 8:** Determine the main ideas of a text and explain how it is supported by key details; summarize a text (RI.1.2).	**Lesson 1:** Identify Purpose **Lesson 2:** Link Opinions to Reasons **Lesson 3:** State and Support an Opinion **Lesson 4:** Establish a Purpose **Lesson 5:** Support Reasons with Facts and Details **Lesson 6:** Create Organizational Structure **Lesson 7:** Research and Draw Evidence **Lesson 8:** Provide a Concluding Statement	**Lesson 1:** Write in Response to a Question **Lesson 2:** Write an Opinion and Support it with Details **Lesson 3:** State and Support an Opinion Clearly **Lesson 4:** Create a Brochure with a Stated and Supported Opinion **Lesson 5:** Write an Opinion Paragraph Supporting a Point of View **Lesson 6:** Write a Short Opinion Essay **Lesson 7:** Research and Write About a Topic **Lesson 8:** Conclude an Opinion Paragraph with a Strong Statement
		FOUNDATIONAL SKILLS FOCUS		
		Lessons 1-5: Latin Roots: gener, port **Lessons 6-8:** Words from French		
	Lessons 9-13: The Tale of Two Poggles	**Lesson 9:** Describe in depth a character in the story (RL.1.3). Refer to details and examples when explaining what the text says explicitly and when drawing inferences (RL.1.1). **Lesson 10:** Demonstrate Understanding of figurative language and nuances in word meanings (4.L.3.5). **Lesson 11:** Determine a theme of a story from details in the text (RL.1.2). **Lesson 12:** Determine the significance of words and phrases used in dialogue (4.L.3.5). **Lesson 13:** Refer to details and examples when explaining what the text says explicitly and when	**Lesson 9:** Link Opinions and Reasons **Lesson 10:** Organize Information **Lesson 11:** Conduct Research to Support Reasons **Lesson 12:** Draw Evidence **Lesson 13:** Write a Conclusion	**Lesson 9:** State and Provide Reasons for an Opinion **Lesson 10:** Select Strong Supporting Reasons **Lesson 11:** Research Facts and Information to Support an Opinion **Lesson 12:** Draft an Opinion Paragraph **Lesson 13:** Write a Conclusion to Sum Up an Opinion

	drawing inferences (RL.1.1). Determine or clarify the meaning of words and phrases, choosing flexibly from a range of strategies (4.L.3.4).		
	FOUNDATIONAL SKILLS FOCUS		
	Lessons 9-10: Words from French **Lessons 11-13:** Related Words		
Lessons 14-15: The Boy Who Invented TV	**Lesson 14:** Refer to details and examples when explaining what a text says and implies (RI.1.1). Determine the main idea of a text and explain how it is supported by key details; Summarize the text (RI.1.2). **Lesson 15:** (RI.1.1 & RI.1.2) Explain ideas in a historical text based on specific information in the text (RI.1.3). Refer to the structural elements of poems (verses) when writing about a text (RL.2.5).	**Lesson 14:** Draw Evidence **Lesson 15:** Plan and Prewrite an Opinion	**Lesson 14:** Draft an Opinion Paragraph **Lesson 15:** Plan and Prewrite a Response to a Prompt
	FOUNDATIONAL SKILLS FOCUS		
	Lessons 14-15: Related Words		
Lesson 16: Using Money & The Boy Who Invented TV	**Lesson 16:** Integrate information from two texts on the same topic (RI.3.9). Refer to key ideas and details when explaining what a text says explicitly (RI.1.1).	**Lesson 16:** Draft Opinion Writing	**Lesson 16:** Use Details from Texts to Support an Opinion
	FOUNDATIONAL SKILLS FOCUS		
	Lessons 16: Greek Roots		
Lesson 17: "Robo Cleaner"	**Lesson 17:** Determine a theme of a drama (RL.1.2). Describe a character and setting in a drama drawing on specific details in the text (RL.1.3). Refer to structural elements of a drama such as the cast of characters, settings, dialogue, and stage directions when speaking about a text (RL.2.5).	**Lesson 17:** Revise, Edit, and Proofread	**Lesson 17:** Revise and Strengthen an Opinion Essay

		FOUNDATIONAL SKILLS FOCUS		
		Lesson 17: Greek and Latin Suffixes		
	Lesson 18: Using Money, A Tale of Two Poggles & The Boy Who Invented TV	**Lesson 18:** Compare the treatment of similar topics in multiple texts and integrate information to write or speak about the subject knowledgeably (RL.3.9 & RI.3.9).	**Lesson 18:** Publish and Present	**Lesson 18:** Publish and Present an Opinion Essay
		FOUNDATIONAL SKILLS FOCUS		
		Lesson 18: Greek Roots/ Greek & Latin Suffixes		