Wyoming Department of Education Required Virtual Education Course Syllabus

BIG HORN COUNTY SCHOOL DISTRICT #1

Program Name	WYCA	Content Area	Language Arts
Course ID	CAEL75290	Grade Level	4
Course Name	Language Arts 4 A	# of Credits	0.5
SCED Code	NoCourseSCED	Curriculum Type	Connections Academy

COURSE DESCRIPTION

In this course, the student will use his critical thinking and reading comprehension skills to analyze fiction and nonfiction stories presented in McGraw-Hill's Wonders. Using a multi-draft reading approach, the student will discuss, analyze, and critique stories in order to make connections between readings, other titles and the world. Stories from the Reading/Writing Workshop and Literature Anthology will ask the student to ponder and make connections to the following essential questions, "How can a challenge bring out our best?"; "What can animals teach us?"; and "How can you show your community spirit?". The student will use textual evidence from one or more sources to support his ideas.

Throughout the course, the students will also develop writing skills. The basic writing content concentrates on writing quality sentences, organizing paragraphs, and adding detail to writing. The student will continue to use effective planning tools such as graphic organizers and outlines to create well-organized compositions. Through the five-stages of the writing process: prewriting, drafting, revising, editing, and publishing the student will write narrative and informative compositions. The student will continue to master spelling, grammar, and language skills. Wonders offers spelling lists based on the patterns and relationship of letters within words. Daily reading and writing activities reinforce the spelling strategies and give the student opportunities to use spelling words in context. The student will also learn the strokes of cursive handwriting.

WYOMING CONTENT AND PERFORMANCE STANDARDS

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,
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.
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 grade 4 topic or subject area.
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.6	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.
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4.3.a	a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
RF.4.4.a	a. Read on-level text with purpose and understanding.
RF.4.4.b	b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.4.4.c	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.4.1.a	a. 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.4.1.b	b. Provide reasons that are supported by facts and details.
W.4.1.c	c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
W.4.1.d	d. 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.4.2.a	a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.4.2.b	b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.4.2.c	c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
W.4.2.d	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.4.2.e	e. 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.4.3.a	a. Orient the reader by establishing a situationand introducing a narrator and/or characters; organize an event sequence that unfolds naturally
W.4.3.b	b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
W.4.3.c	c. Use a variety of transitional words and phrases to manage the sequence of events.
W.4.3.d	d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.4.3.e	e. 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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)
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.
W.4.9.a	a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
W.4.9.b	b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on *grade 4 topics and texts* , building on others' ideas and expressing their own clearly.
SL.4.1.a	a. 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.4.1.b	b. Follow agreed-upon rules for discussions and carry out assigned roles.
SL.4.1.c	c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SL.4.1.d	d. 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.
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. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.4.1.a	a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
L.4.1.b	b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
L.4.1.c	c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
L.4.1.d	d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
L.4.1.e	e. Form and use prepositional phrases.
L.4.1.f	f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
L.4.1.g	g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.4.2.a	a. Use correct capitalization.
L.4.2.b	b. Use commas and quotation marks to mark direct speech and quotations from a text.
L.4.2.c	c. Use a comma before a coordinating conjunction in a compound sentence.
L.4.2.d	d. 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.
L.4.3.a	a. Choose words and phrases to convey ideas precisely.
L.4.3.b	b. Choose punctuation for effect.
L.4.3.c	c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content* , choosing flexibly from a range of strategies.
L.4.4.a	a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
L.4.4.b	b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
L.4.4.c	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.4.5.a	a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
L.4.5.b	b. Recognize and explain the meaning of common idioms, adages, and proverbs.
L.4.5.c	c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

SCOPE AND SEQUENCE		
UNIT OUTLINE	STANDARD#	OUTCOMES
Unit 1: Language Arts Course Overview This unit will introduce your student to the Language Arts 3–5 course. In this unit, he will meet Maya, an animated character who will guide him through the course. Together, the student will work with words, watch videos, and practice language arts skills. In each lesson of the course, students will have an opportunity to practice what they have learned. Your student will also become familiar with the instructional routines presented throughout the course, so that he is ready to begin learning with the first lesson. This unit contains important information for the Learning Coach which will be useful throughout the course.		•Introduce the student to the learning buddy who serves as a guide for the course •Provide a sample of the types of lesson slides and describe their purpose •Describe the types of activities the student will do in every lesson •Provide important information for the Learning Coach
Unit 2: Clever Ideas In this unit, the student will explore how challenges can bring out the best in a person through examining elements of fairy tales and folktales. In reading such texts, the student will describe what is stated directly in a text and will also draw inferences to examine what is not directly stated. In grammar instruction, the student will focus on distinguishing sentences and sentence fragments and will practice writing complete sentences with appropriate capitalization and punctuation. The student will also build spelling and handwriting skills.	•RL.4.1, RL.4.2, RL.4.3, RL.4.7, RL.4.9, RL.4.10 •RF.4.3, RF.4.3.a, RF.4.4, RF.4.4.b •W.4.3.b, W.4.3.c, W.4.3.d, W.4.9, W.4.10 •SL.4.1, SL.4.1.b, SL.4.1.d, SL.4.2, SL.4.3, SL.4.6 •L.4.1, L.4.1.f, L.4.2, L.4.2.a, L.4.2.d, L.4.3, L.4.3.b, L.4.4, L.4.4.a, L.4.5.c, L.4.6	•Appraise how people come up with creative and original ideas •Analyze fairy tale and folktale elements in stories •Draw inferences from a text •Write complete sentences •Define and use key vocabulary
Unit 3: Think of Others In this unit, the student will focus on how one's actions can affect others. To this end, the student will analyze elements of realistic fiction. The student will make inferences and predictions about characters and setting. The student will gain experience writing and correctly punctuating compound sentences and will continue building spelling and handwriting skills.	•RL.4.1, RL.4.3, RL.4.4, RL.4.9, RL.4.10 •RF.4.3.a, RF.4.4.b •W.4.3.a, W.4.3.b, W.4.5, W.4.9.a •SL.4.1.c, SL.4.2, •L.4.1.f, L.4.2.d, L.4.4, L.4.4.a, L.4.4.b, L.4.5, L.4.5.b, L.4.5.c, L.4.6	•Analyze how one's actions can affect others •Analyze story elements in realistic fiction •Make predictions about and draw inferences from a text •Define and use key vocabulary •Write and apply appropriate punctuation in compound sentences

Unit 4: Take Action In this unit, the student will read expository texts to address the question of how people respond to natural disasters. The student will analyze elements of expository writing and practice using details from text to support a conclusion. The student will continue working to correctly write and punctuate compound sentences as well as to build spelling and handwriting skills.	•RI.4.1, RI.4.3, RI.4.4, RI.4.5, RI.4.7, RI.4.9, RI.4.10 •RF.4.3, RF.4.3.a, RF.4.4, RF.4.4.c •W.4.2, W.4.2.b, W.4.2.d, W.4.9, W.4.10 •SL.4.1, SL.4.1.a, SL.4.1.c, SL.4.1.d, SL.4.2, SL.4.3, SL.4.4 •L.4.2, L.4.2.c, L.4.2.d, L.4.4, L.4.4.a, L.4.6	•Describe how people can prepare for and respond to natural disasters •Analyze features of expository text •Support conclusions and inferences with text details •Compose and apply appropriate punctuation in compound sentences •Use context to define vocabulary words
Unit 5: Ideas in Motion In this unit, the student will discover how science helps people understand how things work. To do this, the student will explore and analyze narrative nonfiction texts. The student will examine text structure and organization as well as author's purpose in several texts. The student will describe and write complex sentences with subordinating conjunctions. In this unit, the student will continue to build toward mastery of grade-level spelling and handwriting skills.	•RI.4.1, RI.4.2, RI.4.3, RI.4.5, RI.4.7, RI.4.9 •RF.4.3, RF.4.3.a, RF.4.4, RF.4.4.b •W.4.2, W.4.2.e, W.4.3, W.4.3.a, W.4.3.c, W.4.9, W.4.9.b, W.4.10 •SL.4.1, SL.4.1.a, SL.4.1.c, SL.4.1.d, SL.4.2, SL.4.4 •L.4.1, L.4.1.a, L.4.1.c, L.4.2, L.4.2.c, L.4.2.d, L.4.4, L.4.4.a, L.4.4.b, L.4.6	•Describe how science helps people understand how things work •Analyze features of narrative nonfiction •Use details to support text analysis •Write and punctuate complex sentences •Define and use key vocabulary
Unit 6: Putting Ideas to Work In this unit, the student will focus on how businesses can give back to the community. Through reading persuasive texts, the student will gain practice analyzing an author's purpose and point of view. The student will also describe how an author supports a main idea with details. The student will learn how to identify and correct run-on sentences and sentence fragments. The student will also continue practicing grade-level spelling and handwriting skills.	•RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.7, RI.4.9, RI.4.10 •RF.4.3, RF.4.3.a, RF.4.4, RF.4.4.a, RF.4.4.b •W.4.1, W.4.1.a, W.4.9,W.4.10 •SL.4.1, SL.4.1.b, SL.4.1.d, SL.4.2 •L.4.1, L.4.1.f, L.4.2, L.4.2.d, L.4.4, L.4.4.a, L.4.4.b, L.4.6	•Describe how businesses can give back to the community •Analyze elements of persuasive writing •Identify main ideas and supporting details •Identify and correct run-on sentences and fragments •Define and use key vocabulary
Unit 7: Literary Lessons In this unit, the student will analyze and evaluate elements of folktales in order to explore messages in animal stories. The student will support conclusions drawn about texts using evidence. During this unit, the student will complete prewriting activities for narrative writing. In grammar instruction, the student will focus on different types of nouns. The student will also continue building skills and confidence in handwriting and spelling.	•RL.4.1, RL.4.2, RL.4.3, RL.4.5, RL.4.9, RL.4.10 •RF.4.3, RF.4.3.a,RF.4.4, RF.4.4.a, RF.4.4.b •W.4.3, W.4.3.a, W.4.3.c, W.4.4, W.4.5, W.4.9, W.4.9.a, W.4.10 •SL.4.1, SL.4.1.b, SL.4.2, SL.4.3 •L.4.1, L.4.1.a, L.4.1.d, L.4.2, L.4.2.a, L.4.2.d, L.4.4, L.4.4.a, L.4.4.b, L.4.4.c, L.4.6	•Evaluate lessons learned from animal characters •Analyze elements of folktales •Develop ideas for a narrative •Define and use key vocabulary •Identify and use common and proper nouns
Unit 8: Animals in Fiction In this unit, the student will explore animal characters in stories and drama. The student will assess how an author uses elements of drama to tell a story and how the use of animal characters changes familiar stories. The student will differentiate between singular and plural nouns and will correctly punctuate items in a series. Throughout the unit, the student will work on spelling and handwriting skills and will write the draft of a personal narrative.	•RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.9, RL.4.10 •RF.4.3, RF.4.3.a, RF.4.4, RF.4.4.a, RF.4.4.b •W.4.3, W.4.3.a, W.4.3.b, W.4.3.c, W.4.3.d, W.4.4, W.4.5, W.4.10 •SL.4.1, SL.4.1.d, SL.4.2, SL.4.3 •L.4.1, L.4.2.d, L.4.3.c, L.4.4, L.4.4.b, L.4.5, L.4.5.c, L.4.6	•Assess the use of animal characters in stories •Identify and describe the features of drama •Write a draft of a personal narrative •Differentiate between singular and plural nouns and apply appropriate punctuation with items in a series •Define and use key vocabulary
Unit 9: Natural Connections In this unit, the student will learn about the features of narrative nonfiction. The student will analyze main idea and supporting details, author's purpose, and the structure of texts. In doing so, the student will address the concept of how all living things are connected. The student will practice forming and using irregular plural nouns and will continue practicing spelling and handwriting skills.	•RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.7, RI.4.9, RI.4.10 •RF.4.3.a, RF.4.4, RF.4.4.a, RF.4.4.b, RF.4.4.c •W.4.2.b, W.4.9.b, W.4.10 •SL.4.1, SL.4.1.a, SL.4.1.d, SL.4.2, SL.4.3 •L.4.1, L.4.2.d, L.4.4.a, L.4.5, L.4.6	•Describe how living things are connected •Identify features of narrative nonfiction •Evaluate use of key details to support a main idea •Identify and use irregular plural nouns •Define and use key vocabulary
Unit 10: Adaptations In this unit, the student will discover how animals use adaptations to survive. The student will analyze main ideas and key details as well as elements of author's craft. The student will revise, edit, and publish the personal narrative and will build grammar skills in using possessive nouns. The student will also continue building handwriting and spelling skills.	•RI.4.1, RI.4.2, RI.4.3, RI.4.7, RI.4.8, RI.4.9, RI.4.10 •RF.4.3.a, RF.4.4.b, RF.4.4.c •W.4.2.b, W.4.2.c, W.4.3, W.4.3.a, W.4.3.b, W.4.3.c, W.4.3.d, W.4.3.e, W.4.4, W.4.5, W.4.9.b, W.4.10 •SL.4.1, SL.4.1.b, SL.4.1.d, SL.4.2, SL.4.3 •L.4.1, L.4.2.d, L.4.4, L.4.4.a, L.4.4.b, L.4.6	•Analyze how adaptations help animals survive •Evaluate author's craft including supporting details, text features, and word choice •Revise, edit, and publish a personal narrative writing •Identify and use possessive nouns •Define and use key vocabulary
Unit 11: Animals All Around In this unit, the student will analyze elements of poetry, including figurative language such as simile and metaphor. In exploring various poems, the student will discover how writers are inspired by animals. The student will write a lyric poem using literary elements. Throughout the unit, the student will learn how to combine sentences using subject and predicate nouns and will continue practicing spelling, vocabulary, and handwriting skills.	•RL.4.2, RL.4.5, RL.4.6, RL.4.9 •RF.4.3.a, RF.4.4.b •W.4.2.d, W.4.3, W.4.3.d, W.4.9, W.4.10 •SL.4.1.c, SL.4.1.d, SL.4.2. SL.4.3 •L.4.1, L.4.2.d, L.4.4.a, L.4.5.a, L.4.6	•Compare and contrast how writers are inspired by animals •Analyze features of poetry, point of view, and poetic literary elements •Combine sentences by joining subject and predicate nouns •Define and use key vocabulary •Write a lyric poem using figurative language and literary elements

Unit 12: Friendship In this unit, the student will read and analyze multiple texts, including fantasy stories, to explore how people can make friends feel welcome. The student will analyze point of view and elements of author's craft to deepen understanding of literature. As the student begins the genre writing project, the student will prewrite to develop ideas for an explanatory essay. The student will learn about action verbs and will work toward developing spelling and handwriting skills.	•RL.4.1, RL.4.2, RL.4.3, RL.4.6, RL.4.9, RL.4.10 •RF.4.3.a, RF.4.4.a, RF.4.4.b •W.4.2.a, W.4.2.b, W.4.2.c, W.4.2.d, W.4.2.e, W.4.4, W.4.9.a, W.4.10 •SL.4.1, SL.4.1.a, SL.4.1.b, SL.4.3 •L.4.1.b, L.4.2.a, L.4.2.d, L.4.4.a, L.4.4.c, L.4.6	•Describe how people support their communities and welcome others •Analyze fantasy elements, point of view, and author's craft in multiple literary selections •Prewrite to develop an explanatory essay •Identify and use action verbs in sentences •Define and use key vocabulary
Unit 13: Helping the Community In this unit, the student will read and analyze multiple texts, including fantasy stories, to explore how people can make friends feel welcome. The student will analyze point of view and elements of author's craft to deepen understanding of literature. As the student begins the genre writing project, the student will prewrite to develop ideas for an explanatory essay. The student will learn about action verbs and will work toward developing spelling and handwriting skills.	•RL.4.1, RL.4.2, RL.4.3, RL.4.6, RL.4.9,RL.4.10 •RF.4.3.a, RF.4.4.b •W.4.2.a, W.4.2.b, W.4.2.c, W.4.2.d, W.4.2.e, W.4.3.b, W.4.3.d, W.4.4, W.4.6, W.4.9, W.4.9.a, W.4.10 •SL.4.1, SL.4.1.b, SL.4.2 •L.4.1, L.4.1.b, L.4.1.d, L.4.2.d, L.4.4, L.4.4.a, L.4.4.b, L.4.6	•Describe how people help their communities •Analyze point of view and elements of realistic fiction •Compose a draft of an explanatory essay •Identify and use appropriate verb tenses •Define and use key vocabulary
Unit 14: Liberty and Justice In this unit, the student will read biographies and other selections to address the topic of how one person can make a difference. The student will analyze author's point of view, author's craft, and other literary elements to build an understanding of the unit's theme. The student will learn to use main verbs and helping verbs correctly and will work on mastering spelling and handwriting skills.	•RI.4.1, RI.4.3, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10 •RF.4.3.a, RF.4.4.b, RF.4.4.c •W.4.1.a, W.4.1.b, W.4.1.d, W.4.10 •SL.4.1.c, SL.4.2 •L.4.1.c, L.4.2, L.4.2.a, L.4.2.d, L.4.4.a, L.4.4.b, L.4.4.c, L.4.5.c, L.4.6	•Describe how people can make a difference •Analyze features of a biography, point of view, and author's purpose in various text selections •Use text evidence to support a conclusion •Identify and use main verbs and helping verbs •Define and use key vocabulary
Unit 15: Powerful Words In this unit, the student will consider how words and ideas can lead to change. The student will analyze biographical selections for literary elements, author's craft, and point of view to determine how words create change. The student will revise, edit, and publish an explanatory essay. The student will gain a deeper understanding of how to use linking verbs in sentences and will examine Latin and Greek suffixes. The student will study how to spell plural words and will continue to practice handwriting skills in this unit.	•RI.4.1, RI.4.3, RI.4.7, RI.4.8, RI.4.9, RI.4.10 •RF.4.3.a, RF.4.4.a, RF.4.4.b •W.4.2, W.4.2.a, W.4.2.b, W.4.2.c, W.4.2.d, W.4.2.e, W.4.3.e, W.4.6, W.4.8, W.4.9, W.4.10 •SL.4.1.a, SL.4.1.b, SL.4.2, SL.4.4 •L.4.1, L.4.2.d, L.4.4.b, L.4.5.c, L.4.6	•Describe how expressing ideas can lead to change •Analyze elements of biography, text structure, point of view, and author's craft in texts •Revise, edit, and publish an explanatory essay •Identify and use linking verbs •Define and use key vocabulary; Apply understanding of Latin and Greek suffixes to determine word meaning
Unit 16: Feeding the World In this unit, the student will consider the issue of how scientific advances can be both beneficial and harmful. To address this issue, the student will analyze persuasive texts, considering persuasive elements as well as author's point of view and support for ideas. The student will correctly use irregular verbs and correctly spell compound words. The student will continue building handwriting skills.	•RI.4.1, RI.4.2, RI.4.3, RI.4.7, RI.4.8, RI.4.9, RI.4.10 •RF.4.3.a, RF.4.4.b •W.4.1.c, W.4.4, W.4.9.b, W.4.10 •SL.4.1.a, SL.4.1.b, SL.4.2, SL.4.4 •L.4.1, L.4.2.d, L.4.4.b, L.4.6	•Describe advantages and disadvantages of scientific advances •Analyze elements of persuasive writing, organization, support, and author's point of view in multiple texts •Use text evidence to evaluate persuasive text •Identify, form, and use irregular verbs •Define and use key vocabulary; Use Greek roots to define words