

Wyoming Department of Education Required Virtual Education Course Syllabus

BIG HORN COUNTY SCHOOL DISTRICT #1

Program Name	WYCA	Content Area	Language Arts
Course ID	CAEL75321	Grade Level	4
Course Name	Language Arts 4 B	# 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., Hercules).
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 <i>grade 4 topic or subject area</i> .
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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., <i>for instance, in order to, in addition</i>).
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., <i>another, for example, also, because</i>).
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 situation and 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 <i>grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]").
W.4.9.b	b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on <i>grade 4 topics and texts</i> , 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 (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).
L.4.1.b	b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.
L.4.1.c	c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.
L.4.1.d	d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).
L.4.1.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., <i>to, too, two; there, their</i>).
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 <i>grade 4 reading and content</i> , 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., <i>telegraph, photograph, autograph</i>).
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., <i>as pretty as a picture</i>) 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., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES
<p>Unit 1: Language Arts Course Overview</p> <p>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.</p>		<ul style="list-style-type: none"> •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
<p>Unit 2: Our Government</p> <p>In this unit, the student will explore why government is needed. The student will read multiple narrative nonfiction selections concerning the importance of government. In doing so, the student will analyze literary elements, structure, and author's point of view. Through grammar instruction, the student will learn about the relationship between pronouns and their antecedents. Throughout the unit, the student will continue building spelling and handwriting skills.</p>	<ul style="list-style-type: none"> •RI.4.1, RI.4.2, RI.4.3, RI.4.5, RI.4.8,RI.4.9, RI.4.10 •RF.4.3.a, RF.4.4.a •W.4.1.a, W.4.1.c, W.4.2.a, W.4.8, W.4.9.a, W.4.9.b, W.4.10 •SL.4.1.b, SL.4.2, SL.4.3 •L.4.1.a, L.4.2, L.4.2.d, L.4.4.a, L.4.4.b, L.4.4.c, L.4.6 	<ul style="list-style-type: none"> •Describe why government is needed •Analyze elements of narrative nonfiction, author's purpose, and structure in multiple text selections •Evaluate an author's argument •Demonstrate proper agreement between pronouns and antecedents •Define and use key vocabulary words; Use Latin roots to determine the meanings of words
<p>Unit 3: Leadership</p> <p>In this unit, the student will address the question of why people run for public office. The student will read and analyze fantasy fiction and expository writing. In reading these selections, the student will analyze various elements of literature and aspects of author's craft. The student will correctly use different types of pronouns and will build on previous vocabulary, spelling, and handwriting skills.</p>	<ul style="list-style-type: none"> •RL.4.1, RL.4.2, RL.4.4, RL.4.6, RL.4.9, RL.4.10 •RF.4.3.a, RF.4.4.b •W.4.1, W.4.1.b, W.4.3.b, W.4.4, W.4.10 •SL.4.1.c, SL.4.2 •L.4.1.a, L.4.2.d, L.4.4, L.4.4.a, L.4.5, L.4.5.b, L.4.6 	<ul style="list-style-type: none"> •Describe why people run for public office •Analyze literary elements such as point of view, structure, word choice, and character in various texts •Identify elements of fantasy fiction •Identify and use subject and object pronouns •Define and use key vocabulary; Use context clues to determine the meaning of idioms

<p>Unit 4: Breakthroughs In this unit, the student will explore the effects of technology and innovation on daily life through reading historical fiction and expository writing. The student will make predictions, analyze point of view, and examine aspects of author's craft. The student's lessons on pronouns will continue as the student learns to recognize and implement proper pronoun-verb agreement. As in other units, the student will work toward grade-level mastery of spelling and handwriting skills.</p>	<ul style="list-style-type: none"> •RL.4.1, RL.4.3, RL.4.4, RL.4.6, RL.4.9, RL.4.10 •RI.4.1, RI.4.2, RI.4.3, RI.4.7, RI.4.9 •RF.4.3.a, RF.4.4.a, RF.4.4.b •W.4.3.a, W.4.3.b •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.4.1, L.4.2.b, L.4.2.d, L.4.3, L.4.4.a, L.4.5.c, L.4.6 	<ul style="list-style-type: none"> •Describe how technology affects people's lives •Analyze elements of historical fiction •Compare and contrast themes of technology across different sources •Ensure pronoun-verb agreement •Use context to define vocabulary words
<p>Unit 5: Wonders in the Sky In this unit, the student will describe how people explain what they see in the sky. The student will read expository writing and myth to compare and contrast explanations of what is in the sky. In reading expository writing, the student will analyze text features and structures. The student will correctly use possessive pronouns and will work to demonstrate handwriting and spelling skills.</p>	<ul style="list-style-type: none"> •RI.4.1, RI.4.3, RI.4.4, RI.4.5, RI.4.7, 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.d •SL.4.1.c, SL.4.2 •L.4.1, L.4.1.g, L.4.2, L.4.2.d, L.4.4.a, L.4.4.b, L.4.6 	<ul style="list-style-type: none"> •Describe how people explain what they see in the sky •Analyze features and structures of expository writing •Compare and contrast information about the sky provided in different sources •Form and use possessive pronouns •Define and use key vocabulary; Use context to define vocabulary words
<p>Unit 6: Achievements In this unit, the student will describe how people define success in different ways. The student will explore this theme through reading poetry and realistic fiction. The student will analyze literary elements and figurative and sensory language, and the student will write narrative poems demonstrating command of language. The student will differentiate contractions and possessive pronouns that are homophones and will learn to apply apostrophes correctly. The student will continue to develop spelling and handwriting skills.</p>	<ul style="list-style-type: none"> •RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.9, RL.4.10 •RI.4.7 •RF.4.3, RF.4.3.a, RF.4.4.b •W.4.3.d, W.4.10 •SL.4.1.b, SL.4.2 •L.4.1.g, L.4.2.d, L.4.4.a, L.4.4.c, L.4.5.a, L.4.5.c, L.4.6 	<ul style="list-style-type: none"> •Describe how people define success in different ways •Analyze literary elements, figurative language, and theme in poetry •Write narrative poems using sensory and figurative language •Differentiate words that are homophones •Define and use key vocabulary
<p>Unit 7: Making It Happen In this unit, the student will consider ways in which people show they care about each other. The student will explore the use of problems and solutions to develop a story. The student will also analyze figurative language and imagery in literature. The student will begin the process of writing to express opinion by prewriting. The student's instruction in grammar will continue with the definition and use of adjectives. As the student progresses through the unit, the student will build spelling and handwriting skills.</p>	<ul style="list-style-type: none"> •RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.7, RL.4.9, RL.4.10 •RF.4.3.a, RF.4.4.a, RF.4.4.b •W.4.1, W.4.1.a, W.4.1.b, W.4.1.c, W.4.2.a, W.4.2.d, W.4.4, W.4.6, W.4.10 •SL.4.1.b, SL.4.1.d, SL.4.2, SL.4.3 •L.4.1.d, L.4.2.b, L.4.2.d, L.4.4, L.4.4.a, L.4.5, L.4.6 	<ul style="list-style-type: none"> •Describe ways in which people show they care about each other •Analyze characters, plot, and setting as they relate to problems and solutions •Generate ideas for opinion writing through prewriting •Identify and use adjectives correctly in sentences •Define and use key vocabulary
<p>Unit 8: On the Move In this unit, the student will discover reasons that people have moved west through American history. The student will analyze elements of tall tales, cause and effect relationships, author's craft, and author's purpose to explore the Essential Question. The student will move from prewriting to drafting in developing writing that expresses opinion. In grammar instruction, the student will use articles and demonstrative adjectives. As in other units, the student will develop skill in handwriting and spelling.</p>	<ul style="list-style-type: none"> •RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.7, RL.4.9, RL.4.10 •RF.4.3.a, RF.4.4.b •W.4.1, W.4.1.a, W.4.1.b, W.4.1.c, W.4.1.d, W.4.4, W.4.5, W.4.6, W.4.9, W.4.9.a, W.4.10 •SL.4.1.c, SL.4.1.d, SL.4.2 •L.4.1, L.4.1.g, L.4.2.d, L.4.4, L.4.4.a, L.4.5, L.4.6 	<ul style="list-style-type: none"> •Explain reasons that people have moved west through American history •Analyze elements of tall tales, cause and effect, author's craft, and author's purpose in multiple selections •Compose a draft of writing that expresses opinion •Demonstrate appropriate use of articles and demonstrative adjectives •Define and use key vocabulary
<p>Unit 9: Inventions In this unit, the student will describe ways in which inventions solve problems. The student will read biographical and other nonfiction texts and will analyze main idea and key details as well as author's purpose and author's craft. The student will also use adjectives to make comparisons and will continue working toward grade-level mastery of spelling and handwriting.</p>	<ul style="list-style-type: none"> •RI.4.1, RI.4.2, RI.4.3, RI.4.5 •RI.4.7, RI.4.8, RI.4.9, RI.4.10 •RF.4.3.a, RF.4.4.b •W.4.2.a, W.4.2.b, W.4.2.d, W.4.2.e, W.4.9, W.4.9.b, W.4.10 •SL.4.1, SL.4.1.c, SL.4.1.d, SL.4.2, SL.4.3 •L.4.1, L.4.2, L.4.2.a, L.4.2.d, L.4.4.a, L.4.4.b, L.4.6 	<ul style="list-style-type: none"> •Describe how inventions can help solve problems •Summarize main idea and key details in varied texts •Analyze features of a biography, author's craft, and author's purpose in nonfiction texts •Use adjectives to make comparisons •Define and use key vocabulary
<p>Unit 10: Zoom In In this unit, the student will consider what we can discover when we look closely at something. The student's exploration of this topic will be conducted through analyzing expository texts. The student will summarize and make inferences and will analyze author's craft and purpose. The student will revise writing that expresses an opinion and will use "more" and "most" to make comparisons. The student's practice with spelling and handwriting will continue in this unit.</p>	<ul style="list-style-type: none"> •RI.4.1, RI.4.2, RI.4.3, RI.4.5 •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, W.4.1.a, W.4.1.b, W.4.1.c, W.4.1.d, W.4.2.a, W.4.4, W.4.5, W.4.6, W.4.8, W.4.9.b, W.4.10 •SL.4.2, SL.4.3 •L.4.1, L.4.1.g, L.4.2.c, L.4.2.d, L.4.3, L.4.4.a, L.4.5.c, L.4.6 	<ul style="list-style-type: none"> •Describe how viewing things up close affects how we see the world •Analyze features of expository writing, text evidence, structure, author's purpose, and elements of author's craft in multiple text selections •Revise writing that expresses opinion •Make comparisons using "more" and "most" •Use context to define vocabulary words and word structure to spell words correctly

<p>Unit 11: Digging Up the Past In this unit, the student will consider the past as a way to understand the present. The student will analyze elements of informational text, sequence, author's craft, and author's purpose. The student will also practice summarizing to demonstrate understanding of reading. The student will continue to practice key writing skills, including citing text evidence, writing about expository text, and including a concluding sentence. As in other units, the student will demonstrate development of skill in spelling and handwriting.</p>	<ul style="list-style-type: none"> •RL.4.1, RL.4.2, RL.4.3 •RI.4.1, RI.4.2, RI.4.3, RI.4.5, RI.4.7, RI.4.9, RI.4.10 •RF.4.3.a, RF.4.4.a •W.4.2.a, W.4.2.b, W.4.2.e, W.4.8, W.4.9.b •SL.4.1, SL.4.1.a, SL.4.1.c, SL.4.1.d, SL.4.2, SL.4.3 •L.4.1, L.4.2.c, L.4.2.d, L.4.4.a, L.4.4.b, L.4.5.b, L.4.6 	<ul style="list-style-type: none"> •Analyze how learning about the past can help people understand the present •Analyze features and structure, including sequence, of informational texts •Summarize main idea and key details in varied texts •Make comparisons using good and bad, and use a variety of strategies to combine sentences •Define and use key vocabulary
<p>Unit 12: Old and New In this unit, the student will describe the importance of the past and traditions. The student will read and analyze historical fiction, including elements of fiction, text structure, author's craft, author's purpose, and sensory language. The student will prewrite to generate ideas for research writing. She will also describe how adverbs function in sentences and will work on spelling and handwriting skill development.</p>	<ul style="list-style-type: none"> •RL.4.1, RL.4.2, RL.4.3, RL.4.5, RL.4.10 •RI.4.1, RI.4.2, RI.4.9 •RF.4.3.a, RF.4.4, RF.4.4.b, RF.4.4.c •W.4.2, W.4.2.a, W.4.2.b, W.4.2.c, W.4.2.d, W.4.2.e, W.4.4, W.4.5, W.4.7, W.4.8, W.4.9.a, W.4.9.b, W.4.10 •SL.4.1, SL.4.1.c, SL.4.1.d, SL.4.2, SL.4.3 •L.4.1, L.4.1.a, L.4.2.d, L.4.4.a, L.4.6 	<ul style="list-style-type: none"> •Describe the importance of tradition and learning from the past •Analyze features of historical fiction, text evidence, sensory language, and point of view in multiple texts •Describe how adverbs function in sentences •Define and use key vocabulary •Prewrite to develop ideas for research writing
<p>Unit 13: Notes from the Past In this unit, the student will learn about the importance of keeping a record of the past. The student will analyze various aspects of historical fiction, including theme, author's craft, and author's purpose. The student will write a draft of a research report and will use adverbs to make comparisons. The student will continue to work on improving spelling and handwriting skills in this unit.</p>	<ul style="list-style-type: none"> •RL.4.1, RL.4.2, RL.4.3, RL.4.5, RL.4.9, RL.4.10 •RF.4.3.a, RF.4.4.a, RF.4.4.c •W.4.2, W.4.2.a, W.4.2.b, W.4.2.c, W.4.2.d, W.4.2.e, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9.a, W.4.10 •SL.4.1, SL.4.1.a, SL.4.1.c, SL.4.1.d, SL.4.2, SL.4.4, SL.4.5, SL.4.6 •L.4.1, L.4.1.g, L.4.2.a, L.4.2.b, L.4.2.c, L.4.2.d, L.4.3.a, L.4.4.a, L.4.4.b, L.4.5, L.4.5.c, L.4.6 	<ul style="list-style-type: none"> •Apply drafting strategies to a research report •Analyze theme, author's purpose, and author's craft in historical fiction •Use adverbs to make comparisons •Define and use key vocabulary •Apply knowledge of letter patterns and word structure to spell words correctly
<p>Unit 14: Resources In this unit, the student will explore how energy resources have change over time. The student will read narrative fiction and other genres to consider this idea. The student will analyze main idea, key details, and text evidence to support learning. The student will use negatives to express ideas in writing and will continue working on spelling and handwriting skills.</p>	<ul style="list-style-type: none"> •RL.4.1, RL.4.2, RL.4.4, RL.4.9, RL.4.10 •RI.4.1, RI.4.2, RI.4.3, RI.4.5, RI.4.7, RI.4.9, RI.4.10 •RF.4.3.a, RF.4.4.b •W.4.1, W.4.2, W.4.4, W.4.9, W.4.9.a, W.4.9.b, W.4.10 •SL.4.1, SL.4.1.c, 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 	<ul style="list-style-type: none"> •Describe how energy resources have changed over the years •Analyze main ideas and key details and make inferences about texts •Identify features of narrative nonfiction •Use negatives appropriately to express ideas •Define and use key vocabulary
<p>Unit 15: Money Matters In this unit, the student will determine how the role of money has changed over time. The student will evaluate author's purpose and analyze elements of author's craft including expository text features, main ideas, and key details. The student will revise a draft of research writing and will build grammar skills in using prepositions. The student will also continue building handwriting and spelling skills.</p>	<ul style="list-style-type: none"> •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, W.4.2.a, W.4.2.b, W.4.2.c, W.4.2.d, W.4.2.e, W.4.4, W.4.5, W.4.6, W.4.7, W.4.9, W.4.9.b, W.4.10 •SL.4.1, SL.4.1.b, SL.4.1.c, SL.4.1.d, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6 •L.4.1, L.4.1.e, L.4.2, L.4.2.a, L.4.2.b, L.4.2.d, L.4.4.a, L.4.4.b, L.4.4.c, L.4.5.b, L.4.6 	<ul style="list-style-type: none"> •Describe how the role of money and the way people use it has changed over time •Evaluate author's purpose and analyze author's craft including expository text features, main ideas, and key details •Revise a research report draft •Identify and use prepositions and prepositional phrases •Define and use key vocabulary
<p>Unit 16: Finding My Place 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 what shapes a person's identity. The student will write an opinion piece using text evidence. Throughout the unit, the student will learn how to combine sentences using prepositional phrases and will continue practicing spelling, vocabulary, and handwriting skills.</p>	<ul style="list-style-type: none"> •RL.4.1, RL.4.2, RL.4.5, RL.4.9 •RF.4.3.a, RF.4.4.b, RF.4.4.c •W.4.1, W.4.2, W.4.2.b, W.4.2.d, W.4.4, W.4.9, W.4.9.b, W.4.10 •SL.4.1, SL.4.1.c, SL.4.1.d, SL.4.2, SL.4.3 •L.4.1, L.4.1.e, L.4.2, L.4.2.d, L.4.4.a, L.4.5, L.4.5.a, L.4.6 	<ul style="list-style-type: none"> •Compare and contrast what shapes a person's identity •Analyze features of poetry, theme, and poetic literary elements •Combine sentences using prepositional phrases •Define and use key vocabulary •Write an opinion piece using text evidence