

The Core Knowledge Language Arts program is designed to help students build language arts skills in speaking, listening, reading and writing, as well as rich knowledge and vocabulary, as called for in the Common Core State Standards - ELA. CKLA Grade 4 was created in collaboration with our commercial publishing partner, Amplify. The complete grade 4 program is comprised of 8 units. Four of the CKLA Grade 4 units are available from the Core Knowledge Foundation for free download under a Creative Commons License. Visit [www.coreknowledge.org/ckla-files](http://www.coreknowledge.org/ckla-files) to access the student and teacher materials for these units. For information on the remaining units, or to request a unit-by-unit alignment of the CKLA Grade 4 objectives to the Common Core State Standards, please contact our partner Amplify ([www.amplify.com](http://www.amplify.com), 800-823-1969).

Each unit is comprised of:

- **Lessons:** including Reading, Writing, Grammar, Morphology, and Spelling activities.
- **Unit Assessment:** evaluating students’ reading comprehension, understanding and retention of academic and domain specific vocabulary words, and the grammar and morphology skills targeted in the unit. A writing prompt is included, as is an optional fluency evaluation. The core content targeted in the domain is assessed in a separate Content Assessment. The results should guide review and enrichment offered during the end-of-unit Pausing Point.
- **Pausing Points:** opportunities to review, reinforce, or extend the content and skills taught.

**CKLA Grade 4 Units** – units available for free download are shown in **bold**

Unit 1: Personal Narratives

**Unit 2: The Middle Ages**

Unit 3: Poetry

Unit 4: Islamic Empires in the Middle Ages

Unit 5: Eureka! Quest

**Unit 6: Geology**

**Unit 7: The American Revolution**

**Unit 8: *Treasure Island***

**Detailed Scope & Sequence for Free CKLA Units**

A Note About Speaking and Listening in CKLA Grade 4.....	2
Unit 2: The Middle Ages (19 Days) .....	3
Unit 6: Geology (19 Days).....	9
Unit 7: The American Revolution (21 Days) .....	14
Unit 8: <i>Treasure Island</i> (26 Days) .....	21

## Speaking and Listening in CKLA Grade 4

The Speaking and Listening standards of the CCSS–ELA are key to ensuring the development of oral language skills such as vocabulary, conventions of standard English, and conversation and discussion skills. In CKLA, learning, discussing, and internalizing specific content knowledge is embedded within a number of practices.

The CKLA Grade 4 program addresses the expectations of the Speaking and Listening standards by providing daily opportunities to engage in rich, structured, text-based conversations in a variety of settings and group sizes. For example, during read-aloud lessons, students engage with the text primarily by listening to and following along in the text as their teacher reads; they then integrate and evaluate that information in discussions with their classmates. The following Common Core State Standards are addressed on a daily basis throughout the CKLA program in Grade 4 in many different types of contexts and activities:

- STD SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- STD SL.4.1a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- STD SL.4.1b** Follow agreed-upon rules for discussions and carry out assigned roles.
- STD SL.4.1c** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- STD SL.4.1d** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- STD SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- STD SL.4.3** Identify the reasons and evidence a speaker provides to support particular points.

## The Middle Ages (19 Days)

Reader: *Knights, Castles, and Chivalry*

The big idea of this unit is that the period known as the Middle Ages was an important time in the history of Europe. Many of the developments that occurred during that time still influence Western society today. This unit orients students to historical events and developments following the fall of the Roman Empire, such as the rise in power of the Christian Church, the development of the feudal system, the Norman Conquest, the growth of towns and the subsequent weakening of feudal ties, the creation of modern legal concepts, and the Black Death. The content in this unit will serve as the basis for studying medieval life in the eastern Europe, Asia, and Africa in unit 4. It also serves as a basis for units in Grade 5 about the Renaissance and the Reformation.

Unit Overview	Speaking and Listening		
	<p>To address CCSS–ELA standards SL.4.1–SL.4.6 throughout this unit, students will:</p> <ul style="list-style-type: none"> <li>– participate in <i>Think Pair Share</i> activities with peers</li> <li>– paraphrase nonfiction text during discussions</li> <li>– discuss with peers the societal roles of the Middle Ages to plan for writing a persuasive paragraph</li> </ul>		
	Reading Comprehension and Text Analysis	Writing	Language Conventions
Unit Overview	<p>Students use phonics and word recognition skills to decode, fluently read, and comprehend nonfiction text. (RF.4.3, RF.4.3a, RF.4.4, RF.4.4a, RF.4.4c)</p> <p>Students orally apply their knowledge of language and vocabulary during reading lessons. They ask and answer literal, inferential, and evaluative questions and engage in discussions related to the information presented in <i>Knights, Castles, and Chivalry</i>. (L.4.1, L.4.3, L.4.4, L.4.5, L.4.6)</p>	<p>Students will review the stages of the writing process and engage in an extended writing project:</p> <ul style="list-style-type: none"> <li>– use a graphic organizer to take notes on information presented in the Reader</li> <li>– paraphrase information from a text</li> <li>– assess information to form an opinion</li> <li>– draft a persuasive paragraph</li> </ul> <p>Students consistently apply their knowledge of language conventions and vocabulary during writing lessons. (L.4.1, L.4.2, L.4.4, L.4.3, L.4.5, L.4.6)</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>– academic vocabulary (Tier 2): <i>brief, category, consequence, explanatory, fact, highlight, indicate, informational book or text, informative, link, negative, positive, quotation, reflect, relevant, specific</i></li> <li>– core vocabulary and Word Work (Tier 2 and Tier 3 words)</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>– review parts of speech taught in earlier grade levels (nouns, adjectives, verbs, and adverbs)</li> <li>– make connections between adjectives and the nouns they describe, adverbs and the verbs they modify, and the way subjects and predicates are combined to form complete sentences</li> <li>– learn the difference between action verbs and linking verbs, auxiliary verbs, and modal auxiliaries</li> </ul> <p>Morphology:</p> <ul style="list-style-type: none"> <li>– prefixes <i>un-</i>, <i>non-</i>, and <i>en-</i></li> <li>– root <i>arch</i></li> </ul> <p>Spelling:</p> <ul style="list-style-type: none"> <li>– content-related words from <i>Knights, Castles, and Chivalry</i></li> <li>– words with <i>un-</i>, <i>non-</i>, <i>en-</i>, <i>arch</i></li> </ul>

	Reading Comprehension and Text Analysis	Writing	Language Conventions
<b>Lesson 1</b>	<p>Read-Aloud: Chapter 1 “Welcome to the Middle Ages”</p> <p>Explain background information relevant to a study of the Middle Ages.</p> <p>Describe some of the events that led to the Middle Ages.</p> <p>(RI.4.1, RI.4.3, RI.4.4, RI.4.5, RI.4.7, RI.4.10)</p> <p><b>*Opportunity to assign <i>Fluency Supplement</i> work</b></p>		<p>Vocabulary: Word Work <i>transform</i></p> <p>(L.4.3, L.4.3a, L.4.4c, L.4.6)</p>
<b>Lesson 2</b>	<p>Whole Group: Chapter 2 “To the Manor Born”</p> <p>Explain that in the Middle Ages serfs worked and fought for lords who, in return, provided protection and the use of land.</p> <p>Describe some differences between the life of a lord and the life of a serf in the Middle Ages.</p> <p>(RI.4.1, RI.4.3, RI.4.4, RI.4.7, RI.4.10)</p>	<p>Scan text to take notes on relevant information using a graphic organizer.</p> <p>(W.4.2b, W.4.2d, W.4.7, W.4.9)</p>	<p>Vocabulary: Word Work <i>rival</i></p> <p>Grammar: Identify nouns and adjectives and the relationship between them</p> <p>Morphology: Distinguish between root words and words with the prefixes <i>un-</i> and <i>non-</i> and use those words correctly in sentences</p> <p>(L.4.3, L.4.3a, L.4.4, L.4.4a, L.4.4c, L.4.5, L.4.5c, L.4.6)</p>
<b>Lesson 3</b>	<p>Close Reading: Chapter 2 “To the Manor Born”</p> <p>Explain that in the Middle Ages serfs worked and fought for lords who in return provided protection and the use of land.</p> <p>Describe some differences between the life of a lord and the life of a serf in the Middle Ages.</p> <p>Explain that feudalism refers to a way of life based on land ownership and land use that existed during the Middle Ages.</p> <p>(RI.4.1, RI.4.3, RI.4.4, RI.4.10)</p>	<p>Identify elements of an informative paragraph.</p> <p>(W.4.2, W.4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.2e)</p>	<p>Vocabulary: Word Work <i>loyal</i></p> <p>(L.4.1, L.4.3, L.4.3a, L.4.4a, L.4.4c, L.4.5, L.4.5a, L.4.6)</p>
<b>Lesson 4</b>	<p>Small Group: Chapter 3 “Gloomy Castles and Jousting Knights”</p> <p>Explain the link between violence in the Middle Ages and the need for soldiers, including some called knights.</p> <p>Describe the concept of chivalry and its importance to knights.</p> <p>Describe the general layout of a castle and identify it as a place built more for protection than for comfort.</p> <p>(RI.4.1, RI.4.4, RI.4.5, RI.4.7, RI.4.10)</p>	<p>Paraphrase direct quotations from text.</p> <p>(W.4.2, W.4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.4, W.4.5, W.4.7, W.4.8, W.4.9, W.4.10)</p>	<p>Vocabulary: Word Work <i>influential</i></p> <p>Grammar: Identify nouns and adjectives and identify the relationship between them.</p> <p>Morphology: Distinguish between root words and words with the prefixes <i>un-</i> and <i>non-</i> and use those words correctly in sentences.</p> <p>(L.4.1, L.4.3, L.4.3a, L.4.4, L.4.4a, L.4.4c, L.4.5, L.4.6)</p>
<b>Lesson 5</b>	<p>Partner: Chapter 4 “Merchants, Markets,</p>	<p>Use notes to draft an informative</p>	<p>Vocabulary: Word Work <i>fuel</i></p>

	Reading Comprehension and Text Analysis	Writing	Language Conventions
	<p>and Mud: Towns in the Middle Ages”</p> <p>Explain that towns developed during the Middle Ages as a result of increasing trade among people.</p> <p>Describe some of the positive and negative aspects of life in a town in the Middle Ages.</p> <p><b>*Opportunity to assess fluency</b> (RI.4.1, RI.4.3, RI.4.4, RI.4.7, RI.4.10)</p>	<p>paragraph.</p> <p>(W.4.2, W.4.2a, W.4.2b, W.4.2d, W.4.4, W.4.5, W.4.10)</p>	<p>(L.4.1, L.4.2, L.4.3, L.4.3a, L.4.4, L.4.4a, L.4.4c, L.4.6)</p>
<b>Lesson 6</b>	<p>Read-Aloud: Chapter 4 “Merchants, Markets, and Mud: Towns in the Middle Ages”</p> <p>Explain that towns developed during the Middle Ages as a result of increasing trade among people</p> <p>Explain that a middle class, which included merchants and craftsmen, emerged during the Middle Ages.</p> <p>Explain that, with the growth of towns during the Middle Ages, the importance of feudalism began to decline.</p> <p><b>*Opportunity to assign Fluency Supplement work</b></p> <p><b>*Opportunity for Mid-Unit Content Assessment</b> (RI.4.1, RI.4.3, RI.4.4, RI.4.7, RI.4.8, RI.4.9, RI.4.10)</p>		<p>Vocabulary: Word Work <i>emerge</i></p> <p>Grammar: Identify verbs and adverbs, identify the relationship between them, and change adjectives to adverbs.</p> <p>Morphology: Explain how adding the prefix <i>en-</i> changes a root word and to correctly use words with the prefix <i>en-</i> in sentences.</p> <p>Spelling: Practice spelling content-related words from <i>Knights, Castles, and Chivalry</i>. (L.4.2d, L.4.3, L.4.3a, L.4.4c, L.4.5, L.4.5c, L.4.6)</p>
<b>Pausing Point (1 Day)</b>	<p><b>*Opportunity for midpoint Content Assessment (Activity Page PP.1)</b></p> <p><b>*Opportunity for enrichment and/or remediation in content and reading comprehension</b></p>	<p><b>*Opportunity for enrichment and/or remediation in writing</b></p>	<p><b>*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling</b></p>
<b>Lesson 7</b>	<p>Whole Group: Chapter 5 “The Power of the Church”</p> <p>Explain the importance of the Church in the everyday lives of Europeans in the Middle Ages.</p> <p>Describe the power and wealth of the church during the Middle Ages and its influence over kings and political decisions.</p> <p>Describe the architectural features of medieval cathedrals.</p> <p>(RI.4.1, RI.4.3, RI.4.4, RI.4.5, RI.4.7, RI.4.8, RI.4.9, RI.4.10)</p>	<p>Scan text to take notes on specific information using a graphic organizer.</p> <p>(W.4.1, W.4.1a, W.4.1b, W.4.1c, W.4.1d, W.4.4, W.4.5, W.4.7, W.4.8, W.4.9, W.4.9b, W.4.10)</p>	<p>Vocabulary: Word Work <i>devote</i> (L.4.1, L.4.2d, L.4.3, L.4.3a, L.4.4, L.4.4a, L.4.4c, L.4.5c, L.4.6)</p>

	Reading Comprehension and Text Analysis	Writing	Language Conventions
<b>Lesson 8</b>	<p>Close Reading: Chapter 5 “The Power of the Church”</p> <p>Explain the importance of the Church in the everyday lives of Europeans in the Middle Ages.</p> <p>Describe the role of monks and explain the process one went through to become a monk in the Middle Ages.</p> <p>(RI.4.1, RI.4.4, RI.4.10)</p>	<p>Organize notes in preparation for writing an opinion paragraph.</p> <p>(W.4.1b, W.4.4, W.4.5, W.4.8, W.4.9, W.4.10)</p>	<p>Vocabulary: Word Work <i>destined</i></p> <p>(L.4.2d, L.4.3, L.4.3a, L.4.4a, L.4.4c, L.4.5, L.4.6)</p>
<b>Lesson 9</b>	<p>Whole Group: Chapter 6 “1066: The Battle that Changed History”</p> <p>Identify William the Conqueror as the victor in the Battle of Hastings in 1066.</p> <p>Explain that the Battle of Hastings helped bring about a change in the English language.</p> <p>(RI.4.1, RI.4.3, RI.4.4, RI.4.5, RI.4.10)</p>		<p>Vocabulary: Word Work <i>determination</i></p> <p>Grammar: Practice identifying verbs and adverbs and identify the difference between using adjectives and adverbs.</p> <p>Morphology: Practice distinguishing between root words and words with the prefix <i>en-</i>; use those words correctly in sentences; and apply knowledge of the prefix <i>en-</i> to define and use unfamiliar words.</p> <p>Spelling: Practice spelling content-related words from <i>Knights, Castles, and Chivalry</i>.</p> <p>(L.4.2d, L.4.3, L.4.3a, L.4.4, L.4.4a, L.4.4c, L.4.5, L.4.6)</p>
<b>Lesson 10</b>	<p>Partner: Chapter 6 “1066: The Battle that Changed History”</p> <p>Identify William the Conqueror as the victor in the Battle of Hastings in 1066.</p> <p>Explain that the Battle of Hastings helped bring about a change in the English language.</p> <p>Identify the Bayeux Tapestry as a tapestry that tells, in text and picture form, the events of the Battle of Hastings.</p> <p><b>*Opportunity to assess fluency</b></p> <p>(RI.4.1, RI.4.3, RI.4.4, RI.4.5, RI.4.10)</p>	<p>State an opinion and create a plan for writing a persuasive paragraph.</p> <p>(W.4.1, W.4.1a, W.4.1b, W.4.1c, W.4.1d, W.4.4, W.4.5, W.4.10)</p>	<p>Vocabulary: Word Work <i>pursue</i></p> <p><b>*Spelling Assessment:</b> Spell targeted words containing roots previously learned</p> <p>(L.4.3, L.4.3a, L.4.4, L.4.4a, L.4.4c, L.4.5c, L.4.6)</p>
<b>Lesson 11</b>	<p>Whole Group: Chapter 7 “Henry II and Law and Order”</p> <p>Identify King Henry II as an important English king who ruled during the Middle Ages.</p> <p>Explain that King Henry II made major reforms in the judicial system.</p> <p>Describe the causes and consequences of the murder of Thomas Becket in Canterbury Cathedral.</p> <p><b>*Opportunity to assign Fluency</b></p>		<p>Vocabulary: Word Work <i>restore</i></p> <p>Grammar: Identify subjects and predicates in sentences.</p> <p>Morphology: Identify the meaning of words with the root <i>arch</i> and use these words correctly in sentences.</p> <p>Spelling: Practice spelling targeted words containing prefixes <i>un-</i>, <i>non-</i>, <i>en-</i>.</p> <p>(L.4.1, L.4.2d, L.4.3, L.4.3a, L.4.4, L.4.4a, L.4.4b, L.4.4c, L.4.5, L.4.5c, L.4.6)</p>

	Reading Comprehension and Text Analysis	Writing	Language Conventions
	<b>Supplement work</b> (RI.4.1, RI.4.3, RI.4.4, RI.4.5, RI.4.10)		
<b>Lesson 12</b>	<p>Close Reading: Chapter 7 “Henry II and Law and Order”</p> <p>Identify King Henry II as an important English king who ruled during the Middle Ages.</p> <p>Explain that King Henry II made major reforms in the judicial system.</p> <p>Describe the causes and consequences of the murder of Thomas Becket in Canterbury Cathedral.</p> <p>(RI.4.1, RI.4.3, RI.4.4, RI.4.8, RI.4.10)</p>	<p>Write reasons to support an opinion.</p> <p>(W.4.1, W.4.1a, W.4.1b, W.4.1c, W.4.4, W.4.5, W.4.9b, W.4.10)</p>	<p>Vocabulary: Word Work <i>acquire</i></p> <p>(L.4.1, L.4.2, L.4.2a, L.4.2d, L.4.3, L.4.3a, L.4.4, L.4.4a, L.4.4c, L.4.5, L.4.5a, L.4.5b, L.4.5c, L.4.6)</p>
<b>Lesson 13</b>	<p>Read-Aloud: Chapter 8 “The Wayward King: King John and Magna Carta”</p> <p>Describe the relationship between King John and the nobles during his reign.</p> <p>Explain the significance of Magna Carta.</p> <p>(RI.4.1, RI.4.3, RI.4.4, RI.4.8, RI.4.10)</p>	<p>Draft a persuasive paragraph.</p> <p>(W.4.1b, W.4.1c, W.4.4, W.4.5, W.4.7, W.4.9b, W.4.10)</p>	<p>Vocabulary: Word Work <i>inevitable</i></p> <p>(L.4.2, L.4.2a, L.4.2d, L.4.3, L.4.3a, L.4.4, L.4.4c, L.4.6)</p>
<b>Lesson 14</b>	<p>Small Group: Chapter 9 “A Changing World”</p> <p>Explain the importance of the Hundred Years’ War.</p> <p>Describe the unique contributions Joan of Arc made to the Hundred Years’ War.</p> <p>Explain the cause and consequences of the plague in Europe in the Middle Ages.</p> <p>Identify the Middle Ages as a time of transformation.</p> <p>(RI.4.1, RI.4.4, RI.4.8, RI.4.9, RI.4.10)</p>		<p>Vocabulary: Word Work <i>indeed</i></p> <p>Grammar: Practice identifying parts of speech, subjects, and predicates.</p> <p>Morphology: Use words with the root <i>arch</i>.</p> <p>Spelling: Practice spelling targeted words containing prefixes <i>un-</i>, <i>non-</i>, <i>en-</i>.</p> <p>(L.4.1, L.4.2, L.4.2a, L.4.2d, L.4.3, L.4.3a, L.4.4, L.4.4a, L.4.4b, L.4.4c, L.4.5c, L.4.6)</p>
<b>Lesson 15</b>	<p><b>*Reading Comprehension Assessment (within Unit Assessment)</b></p> <p><b>*Opportunity to assess fluency</b></p> <p>(RL.4.1, RL.4.4, RL.4.10, RI.4.1, RI.4.3, RI.4.4, RI.4.8, RI.4.10)</p>	<p><b>*Writing Prompt (within Unit Assessment)</b></p> <p>(W.4.1, W.4.1a, W.4.1b, W.4.1c, W.4.1d, W.4.4, W.4.5, W.4.9b, W.4.10)</p>	<p><b>*Grammar Assessment:</b></p> <ul style="list-style-type: none"> <li>– parts of speech taught in earlier grade levels (nouns, adjectives, verbs, and adverbs)</li> <li>– make connections between adjectives and the nouns they describe, adverbs and the verbs they modify, and the way subjects and predicates are combined to form complete sentences</li> <li>– know difference between action verbs and verbs that do not convey action (linking verbs, auxiliary verbs, and modal auxiliaries)</li> </ul> <p><b>*Morphology Assessment:</b></p> <ul style="list-style-type: none"> <li>– prefixes <i>un-</i>, <i>non-</i>, and <i>en-</i></li> </ul>

	Reading Comprehension and Text Analysis	Writing	Language Conventions
			– root <i>arch</i> * <b>Spelling Assessment:</b> Spell targeted words containing <i>un-</i> , <i>non-</i> , <i>en-</i> , <i>arch</i> (L.4.1, L.4.2, L.4.2a, L.4.2d, L.4.3, L.4.3a, L.4.4, L.4.4a, L.4.4b, L.4.6)
Pausing Point (3 days)	*Opportunity for End-of-Unit Content Assessment *Opportunity for enrichment and/or remediation in content and reading comprehension	*Opportunity for enrichment and/or remediation in writing	*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling



## Geology (19 Days)

Reader: *The Changing Earth*

The big idea of this unit is that the earth is composed of layers that, through heat and pressure, cause movements that result in geological features above and below the earth's surface. Tectonic plate theory explains how mountains, volcanoes, and trenches are created on land and under the sea. Information about the rock cycle, weathering, and erosion also explains how the earth is continually changing. This unit explores the relationships between these different geological processes and how they affect the landscape and related environments of the earth.

Unit Overview	Speaking and Listening		
	<p>In To address CCSS–ELA standards SL.4.1–SL.4.6 throughout this unit, students will:</p> <ul style="list-style-type: none"> <li>– contribute prior knowledge to a discussion about geology in the Core Connections lesson</li> <li>– participate in <i>Think Pair Share</i> activities with peers</li> <li>– contribute to a class display (evidence collector's chart) by reporting on specific topics</li> </ul>		
	Reading Comprehension and Text Analysis	Writing	Language Conventions
Unit Overview	<p>Students use phonics and word recognition skills to decode, fluently read, and comprehend nonfiction text. (RF.4.3, RF.4.3a, RF.4.4, RF.4.4a, RF.4.4c)</p> <p>Students orally apply their knowledge of language and vocabulary during reading lessons. They ask and answer literal, inferential, and evaluative questions and engage in discussions related to the information presented in <i>The Changing Earth</i>. (L.4.1, L.4.3, L.4.4, L.4.5, L.4.6)</p>	<p>Students review the stages of the writing process and engage in several short writing projects:</p> <ul style="list-style-type: none"> <li>– examine and explain similes</li> <li>– draft an informational pamphlet about tsunamis</li> <li>– write a wiki entry about a specific volcano</li> <li>– write a descriptive paragraph about a type of rock or item in the rock cycle, incorporating literary devices they have encountered in previous Grade 4 units (alliteration, personification, and simile)</li> </ul> <p>Students are expected to consistently apply their knowledge of language conventions and vocabulary during writing lessons. (L.4.1, L.4.2, L.4.4, L.4.3, L.4.5, L.4.6)</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>– academic vocabulary: <i>analyze, apply, cause, distinguish, effect, evidence, observe, process, review</i></li> <li>– content-related core vocabulary and Word Work (Tier 2 and Tier 3 words)</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>– use commas in dates, addresses, city and state, and items in a series</li> <li>– use quotation marks and commas when copying information verbatim from a source and writing dialogue</li> <li>– identify types of adjectives and correctly sequence multiple adjectives in a sentence</li> </ul> <p>Morphology:</p> <ul style="list-style-type: none"> <li>– suffixes <i>-ly</i> and <i>-y</i></li> <li>– roots <i>graph</i> and <i>rupt</i></li> </ul> <p>Spelling:</p> <ul style="list-style-type: none"> <li>– content-related words from <i>The Changing Earth</i></li> </ul>
Lesson 1	<p>Read-Aloud: Chapter 1 “Earth’s Changing Surface”</p> <p>Identify different areas of study about the earth and ask the types of questions geologists ask about the earth.</p> <p>Describe observations scientists made that provide evidence of changes on Earth’s surface.</p> <p>Explain the continental drift hypothesis,</p>		<p>Vocabulary: Define geology as the study of the makeup of the earth and the processes that shape and change it.</p> <p>Word Work: <i>dense</i> (RI.4.4, L.4.4c, L.4.6)</p>

	Reading Comprehension and Text Analysis	Writing	Language Conventions
	including the existence of Pangaea. (RI.4.1, RI.4.2, RI.4.3, RI.4.5, RI.4.7) <b>*Opportunity to assign Fluency Supplement work</b>		
<b>Lesson 2</b>	Whole Group: Chapter 2 “Earth’s Layers and Moving Plates” Identify Earth’s layers and explain the characteristics of each. Explain the theory of plate tectonics and describe the different ways tectonic plates move. Explain how seafloor spreading causes mid-ocean ridges and ocean trenches. (RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.7, RI.4.10)	Explain similes related to geology concepts. (W.4.2d, L.4.5, L.4.5a)	Vocabulary: Word Work <i>crust</i> Grammar: Identify the correct location of commas in dates, addresses, city and state, and items a series. (L.4.2, L.4.2a, L.4.2b) Morphology: Distinguish between root words and words with the suffix <i>-ly</i> and use those words correctly in sentences. (L.4.4b)
<b>Lesson 3</b>	Close Reading: Chapter 2 “Earth’s Layers and Moving Plates” Identify Earth’s layers and explain the characteristics of each. Explain the theory of plate tectonics and describe the different ways tectonic plates move. Explain how seafloor spreading causes mid-ocean ridges and ocean trenches. (RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.8, RI.4.10)	Write a detailed explanation of a simile. (W.4.2d, W.4.4, W.4.5, W.4.9, W.4.10, L.4.5, L.4.5a)	Vocabulary: Word Work <i>exert</i>
<b>Lesson 4</b>	Whole Group: Chapter 3 “Earth’s Shakes and Quakes” Describe faults and the role they play in earthquakes. Describe two ways scientists measure the intensity of earthquakes. Explain how earthquakes and tsunamis are related. (RI.4.1, RI.4.2, RI.4.3, RI.4.5, RI.4.7, RI.4.8, RI.4.10)	Describe an informational pamphlet and identify its purpose and intended audience. (W.4.2d, W.4.4)	Vocabulary: Word Work <i>fault</i> Grammar: Practice using commas in dates, addresses, city and state, and items in a series. (L.4.2, L.4.2a, L.4.2b) Morphology: Practice distinguishing between root words and words with the suffix <i>-ly</i> and using those words correctly in sentences. (L.4.4b)
<b>Lesson 5</b>	Small Group: Chapter 3 “Earth’s Shakes and Quakes” Describe faults and the role they play in earthquakes. Describe two ways scientists measure the intensity of earthquakes. Explain how earthquakes and tsunamis are related. (RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.8, RI.4.10) <b>*Opportunity to assess fluency</b>	Use paraphrased notes to draft an informational pamphlet about tsunamis. (W.4.2, W.4.2a, W.4.2b, W.4.2d, W.4.4, W.4.5, W.4.9, W.4.9b)	Vocabulary: Word Work <i>trigger</i>

	Reading Comprehension and Text Analysis	Writing	Language Conventions
<b>Lesson 6</b>	<p>Whole Group: Chapter 4 “Earth’s Fiery Volcanoes”</p> <p>Explain what occurs above and below Earth’s surface to form volcanoes.</p> <p>Describe the differences between active, dormant, and extinct volcanoes.</p> <p>Explain what occurs above and below Earth’s surface to form geysers.</p> <p>Explain why volcanoes, geysers, and hot springs are common along plate boundaries and above hotspots.</p> <p>(RI.4.1, RI.4.2, RI.4.3, RI.4.5, RI.4.7, RI.4.10)</p>		<p>Vocabulary: Word Work <i>fine</i></p> <p>Grammar: Identify the correct locations of commas and quotation marks in sentences that contain direct speech or quotations from text, specifically in cases of split quotations.</p> <p>Morphology: Identify the meaning of and use words with the root <i>rupt</i>.</p> <p>Spelling: Practice spelling targeted words containing roots learned in previous units.</p>
<b>Lesson 7</b>	<p>Read-Aloud: Chapter 5 “Mythic Volcano Spirits”</p> <p>Explain that myths helped explain unpredictable natural events.</p> <p>Describe how myths were used in early civilizations to explain volcanic activity.</p> <p>(RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.7, RL.4.9, RL.4.10)</p> <p><b>*Opportunity for Mid-Unit Content Assessment</b></p>	Learn the purpose and features of a wiki entry and take notes for a wiki entry.	Vocabulary: Word Work <i>lofty</i>
<b>Pausing Point (1 Day)</b>	<p><b>*Opportunity for midpoint Content Assessment (Activity Page PP.1)</b></p> <p><b>*Opportunity for enrichment and/or remediation in content and reading comprehension</b></p>	<b>*Opportunity for enrichment and/or remediation in writing</b>	<b>*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling</b>
<b>Lesson 8</b>	<p>Small Group: Chapter 6 “Earth’s Building Blocks”</p> <p>Identify rocks as naturally occurring nonliving solids made of minerals.</p> <p>Describe the formation and characteristics of igneous, sedimentary, and metamorphic rocks.</p> <p>Explain how the rock cycle accounts for the changes that occur in rocks over very long periods of time.</p> <p>(RI.4.1, RI.4.3, RI.4.4, RI.4.5, RI.4.7, RI.4.10)</p>	Paraphrase text to take notes and draft a wiki entry.	Vocabulary: Word Work <i>class</i>
<b>Lesson 9</b>	<p>Close Reading: Chapter 6 “Earth’s Building Blocks”</p> <p>Identify rocks as naturally occurring</p>		<p>Vocabulary: Word Work <i>compact</i></p> <p>Grammar: Practice identifying the correct locations of commas and quotation marks in sentences that contain direct</p>

	Reading Comprehension and Text Analysis	Writing	Language Conventions
	<p>nonliving solids made of minerals.</p> <p>Describe the formation and characteristics of igneous, sedimentary, and metamorphic rocks.</p> <p>Explain how the rock cycle accounts for the changes that occur in rocks over very long periods of time.</p> <p>(RI.4.1, RI.4.3, RI.4.4, RI.4.10)</p>		<p>speech or quotations from text, and write sentences containing direct speech that demonstrate correct use of commas and quotation marks.</p> <p>Morphology: Practice using words with the root <i>rupt</i> in sentences.</p> <p>Spelling: Practice spelling targeted words containing roots learned in previous units.</p>
<b>Lesson 10</b>	<p>Whole Group: Chapter 7 “Earth’s Powerful Forces of Change”</p> <p>Identify weathering and erosion as two powerful forces that reshape Earth’s surface.</p> <p>Explain how physical weathering, chemical weathering, and erosion occur.</p> <p>Identify geologic features that provide evidence of weathering and erosion.</p> <p>(RI.4.1, RI.4.3, RI.4.5, RI.4.7, RI.4.8, RI.4.10)</p> <p><b>*Opportunity to assess fluency</b></p>	<p>Revise and edit writing using a rubric and editing checklist as guides.</p>	<p>Vocabulary: Word Work <i>state</i></p> <p><b>*Spelling Assessment:</b> Spell targeted words containing roots learned in previous units</p>
<b>Lesson 11</b>	<p>Close Reading: Chapter 7 “Earth’s Powerful Forces of Change”</p> <p>Identify weathering and erosion as two powerful forces that reshape Earth’s surface.</p> <p>Explain how physical weathering, chemical weathering, and erosion occur.</p> <p>Identify geologic features that provide evidence of weathering and erosion.</p> <p>(RI.4.1, RI.4.3, RI.4.4, RI.4.8, RI.4.10)</p> <p><b>*Opportunity to assign Fluency</b></p> <p><b>Supplement work</b></p>		<p>Vocabulary: Word Work <i>deposit</i></p> <p>Grammar: Identify and use multiple adjectives in the correct sequence.</p> <p>Morphology: Review the meanings and uses of the suffixes <i>-ly</i> and <i>-y</i> and the roots <i>graph</i> and <i>rupt</i>.</p> <p>Spelling: Practice spelling targeted words related to <i>The Changing Earth</i>.</p>
<b>Lesson 12</b>	<p>Small Group: Chapter 8 “Earth’s Mighty Mountains”</p> <p>Explain how the movement of tectonic plates can create different kinds of mountains.</p> <p>Identify different types of mountains and key features of each.</p> <p>Identify and locate major mountain ranges on Earth’s continents.</p> <p>(RI.4.1, RI.4.2, RI.4.3, RI.4.5, RI.4.8, RI.4.10)</p>	<p>Plan a descriptive paragraph about an item in the rock cycle.</p>	<p>Vocabulary: Word Work <i>sheer</i></p>

	Reading Comprehension and Text Analysis	Writing	Language Conventions
<b>Lesson 13</b>	Read-Aloud: Chapter 9 “Earth’s Undersea World” Describe the seafloor features hydrothermal vents and seamounts. (RI.4.1, RI.4.2, RI.4.3, RI.4.4)	Using a plan, draft a descriptive paragraph about an item in the rock cycle.	Vocabulary: Word Work <i>expedition</i>
<b>Lesson 14</b>	Partner: Chapter 9 “Earth’s Undersea World” Describe the seafloor features hydrothermal vents and seamounts. (RI.4.1, RI.4.3, RI.4.5, RI.4.10)		Vocabulary: Word Work <i>firsthand</i> Grammar: Practice identifying and using multiple adjectives in the correct sequence. Morphology: Practice using words with the suffixes <i>-ly</i> and <i>-y</i> and words with the roots <i>graph</i> and <i>rupt</i> in sentences. Spelling: Practice spelling targeted words related to <i>The Changing Earth</i> .
<b>Lesson 15 (Assessment)</b>	<b>*Reading Comprehension Assessment (within Unit Assessment)</b> (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.4.4, RI.4.5, RI.4.8, RI.4.10) <b>*Opportunity to assess fluency</b>	<b>*Writing Prompt (within Unit Assessment)</b>	<b>*Grammar Assessment:</b> – use commas in dates, addresses, city and state, and items in a series – use quotation marks and commas when copying information verbatim from a source and when writing dialogue – identify types of adjectives and correctly sequence multiple adjectives in a sentence <b>*Morphology Assessment:</b> – suffixes <i>-ly</i> and <i>-y</i> – roots <i>graph</i> and <i>rupt</i> <b>*Spelling Assessment:</b> Spell targeted words containing roots learned in previous units
<b>Pausing Point (3 days)</b>	<b>*Opportunity for End-of-Unit Content Assessment</b> <b>*Opportunity for enrichment and/or remediation in content and reading comprehension</b>	<b>*Opportunity for enrichment and/or remediation in writing</b>	<b>*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling</b>

## American Revolution (21 Days)

Reader: *The Road to Independence*

The big idea of this unit is that disagreements about principles of government led the colonists to seek independence from Great Britain. Students will read complex texts describing the causes, major figures, and consequences of the American Revolution, with a focus on main events and figures. Students will focus on what caused the colonies to break away and become an independent nation and the significant ideas and values at the heart of the American Revolution.

### Unit Overview | Speaking and Listening

To address CCSS–ELA standards SL.4.1–SL.4.6 throughout this unit, students will:

- participate in *Think Pair Share* activities with peers
- paraphrase nonfiction and narrative text during discussions
- enact historical vignettes, playing roles of various stakeholders

	Reading Comprehension and Text Analysis	Writing	Language Conventions
<b>Unit Overview</b>	<p>Students use phonics and word recognition skills to decode, fluently read, and comprehend nonfiction text throughout this Unit. (RF.4.3, RF.4.3a, RF.4.4, RF.4.4a, RF4.4c)</p> <p>Students orally apply their knowledge of language and vocabulary during reading lessons. They ask and answer literal, inferential, and evaluative questions and engage in discussions related to the information presented in <i>The Road to Independence</i>. (L.4.1, L.4.3, L.4.4, L.4.5, L.4.6)</p>	<p>Students review the stages of the writing process and engage in an extended writing project:</p> <ul style="list-style-type: none"> <li>– enact and record key information from vignettes</li> <li>– plan and write a five paragraph cause and effect essay related to information highlighted in the vignettes</li> </ul> <p>Students are expected to consistently apply their knowledge of language conventions and vocabulary during writing lessons. (L.4.1, L.4.2, L.4.4, L.4.3, L.4.5, L.4.6)</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>– Academic Vocabulary (Tier 2): <i>alter, essential, incorporate, recall, relate, series</i></li> <li>– Core Vocabulary and Word Work (Tier 2 and Tier 3 words)</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>– use the verb <i>to be</i> and modal auxiliaries</li> <li>– noun and pronoun subject-verb agreement with both action and <i>to be</i> verbs</li> </ul> <p>Morphology:</p> <ul style="list-style-type: none"> <li>– root <i>port</i></li> <li>– prefixes <i>im-</i> and <i>in-</i></li> <li>– suffixes <i>-able</i> and <i>-ible</i></li> </ul> <p>Spelling:</p> <ul style="list-style-type: none"> <li>– content-related words from <i>The Road to Independence</i></li> <li>– words with <i>-y, -ly, im-, in-</i></li> </ul>
<b>Lesson 1</b>	<p>Read-Aloud: Chapter 1 “Bills to Pay”</p> <p>Interpret information presented visually (timeline) and explain how the information contributes to an understanding of the text.</p> <p>Identify the French and Indian War in North America as a precursor to the American Revolution</p> <p>Explain that by defeating the French in the French and Indian War, the British established themselves as the dominant</p>		Vocabulary: Word Work <i>conflict</i>

	Reading Comprehension and Text Analysis	Writing	Language Conventions
	<p>power in North America.</p> <p>Identify changes in British policy toward the colonies, including the increased taxation as a result of the French and Indian War.</p> <p>(RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.7, RI.4.8, RI.4.10)</p> <p><b>*Opportunity to assign <i>Fluency Supplement</i> work</b></p>		
<b>Lesson 2</b>	<p>Whole Group: Chapter 2 “Trouble Is Brewing”</p> <p>Identify changes in British policy toward the colonies including the increased taxation as a result of the French and Indian War.</p> <p>Explain that changes in British policy toward the colonies and increased taxation contributed greatly to the discontent that the colonists felt toward Great Britain.</p> <p>Explain that, with each move by the British government and response by the colonists, the colonies came closer to declaring their independence.</p> <p>(RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.7, RI.4.8, RI.4.10)</p>	<p>Explain the concept of cause and effect.</p> <p>(W.4.4)</p>	<p>Vocabulary: Word Work <i>boycott</i></p> <p>Grammar: Review the correct use of commas in dates, places, and items in a series.</p> <p>(L.4.2, L.4.2a, L.4.2b)</p> <p>Morphology: Identify the meaning of words with the root <i>port</i> and use these words correctly in sentences.</p> <p>(L.4.4b)</p>
<b>Lesson 3</b>	<p>Partner: Chapter 2 “Trouble Is Brewing”</p> <p>Identify changes in British policy toward the colonies including the increased taxation as a result of the French and Indian War.</p> <p>Explain that changes in British policy toward the colonies and increased taxation contributed greatly to the discontent that the colonists felt toward Great Britain.</p> <p>Explain that, with each move by the British government and response by the colonists, the colonies came closer to declaring their independence.</p> <p>(RI.4.1, RI.4.4, RI.4.8, RI.4.10)</p>	<p>Identify cause and effect in a sentence.</p> <p>(W.4.2, W.4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.8, W.4.9, W.4.9b, W.4.10)</p>	<p>Vocabulary: Word Work <i>accurate</i></p>
<b>Lesson 4</b>	<p>Whole Group: Chapter 3 “The Fight Begins”</p> <p>Explain that the new laws called the Intolerable Acts contributed to the discontent the colonists felt toward Great Britain.</p> <p>Explain that the colonists sent</p>	<p>Draft an introductory paragraph for a cause and effect essay.</p> <p>(W.4.2, W.4.2b, W.4.2c, W.4.2d, W.4.4, W.4.5, W.4.9, W.4.9b, W.4.10)</p>	<p>Vocabulary: Word Work <i>intolerable</i></p> <p>Grammar: Review the correct use of commas and quotation marks.</p> <p>(L.4.2, L.4.2a, L.4.2b) Morphology: Use words with the root <i>port</i> correctly.</p> <p>(L.4.4b)</p>

	Reading Comprehension and Text Analysis	Writing	Language Conventions
	<p>representatives from twelve of the thirteen colonies to Philadelphia to meet at the First Continental Congress.</p> <p>Explain that the Revolutionary War began in Concord and Lexington in April 1775.</p> <p>(RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.7, RI.4.8, RI.4.10)</p>		
<b>Lesson 5</b>	<p>Close Reading: Chapter 3, “The Fight Begins”</p> <p>Explain that the new laws called the Intolerable Acts contributed to the discontent that the colonists felt toward Great Britain.</p> <p>Explain that the colonists sent representatives from twelve of the thirteen colonies to Philadelphia to meet at the First Continental Congress.</p> <p>Explain that the Revolutionary War began in Concord and Lexington in April 1775.(RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.7, RL.4.10, RI.4.1, RI.4.3, RI.4.4, RI.4.5, RI.4.9, RI.4.10)</p> <p><b>*Opportunity to assess fluency</b></p>	<p>Perform a vignette.</p> <p>Complete a graphic organizer to plan for writing a cause and effect essay.</p> <p>Respond to a writing prompt in preparation for writing a body paragraph.</p> <p>(W.4.2, W.4.2b, W.4.2c, W.4.2d, W.4.4, W.4.5, W.4.8, W.4.9, W.4.9b, W.4.10)</p>	Vocabulary: Word Work <i>revolutionary</i>
<b>Lesson 6</b>	<p>Whole Group: Chapter 4 “Shots and Speeches”</p> <p>Explain that, with each move by the British government and response by the colonists, the colonies came closer to declaring their independence.</p> <p>Identify a timeline for the fighting at Lexington, Concord, and Bunker Hill.</p> <p>Explain that the battles at Lexington, Concord, and Bunker Hill occurred before the formal Declaration of Independence and organization of an army.</p> <p>Identify Thomas Jefferson as the main writer of the Declaration of Independence.</p> <p>Identify the Declaration of Independence as a key document in American history.</p> <p>(RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.8, RI.4.10)<b>*Opportunity to assign Fluency Supplement work</b></p>		<p>Vocabulary: Word Work <i>fortify</i></p> <p>Grammar: Make a noun subject and action verb agree in the present tense. (L.4.1)</p> <p>Morphology: Distinguish between root words and words with the prefixes <i>im-</i> or <i>in-</i> (meaning “not”) and use those words correctly in sentences. (L.4.4b)</p> <p>Spelling: Practice spelling content-related words from <i>The Road to Independence</i>. (L.4.2d)</p>



	Reading Comprehension and Text Analysis	Writing	Language Conventions
<b>Lesson 7</b>	<p>Small Group: Chapter 4 “Shots and Speeches”</p> <p>Explain that, with each move by the British government and response by the colonists, the colonies came closer to declaring their independence.</p> <p>Identify a timeline for the fighting at Lexington, Concord, and Bunker Hill.</p> <p>Explain that the battles at Lexington, Concord, and Bunker Hill occurred before the formal Declaration of Independence and organization of an army.</p> <p>Identify Thomas Jefferson as the main writer of the Declaration of Independence.</p> <p>Identify the Declaration of Independence as a key document in American history.</p> <p>(RI.4.1, RI.4.3, RI.4.4, RI.4.5, RI.4.8, RI.4.10)</p>	<p>Perform a vignette.</p> <p>Complete a graphic organizer to plan for writing a cause and effect essay.</p> <p>Respond to a writing prompt in preparation for writing a body paragraph.</p> <p>(W.4.2, W.4.2b, W.4.2d, W.4.4, W.4.5, W.4.8, W.4.9, W.4.9b, W.4.10)</p>	<p>Vocabulary: Word Work <i>implication</i></p>
<b>Pausing Point (1 day)</b>	<p><b>*Opportunity for midpoint content assessment (Activity Page PP.1)</b></p> <p><b>*Opportunity for enrichment and/or remediation in content and reading comprehension</b></p>	<p><b>*Opportunity for enrichment and/or remediation in writing</b></p>	<p><b>*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling</b></p>
<b>Lesson 8</b>	<p>Read-Aloud: Chapter 5 “It’s War!”</p> <p>Identify a timeline for the events at Trenton, Valley Forge, and Saratoga.</p> <p>Explain that the Continental Army faced many challenges and defeats in the years following the Declaration of Independence.</p> <p>Describe the concerns George Washington expressed in a letter to the Continental Congress in December 1777 to request more military support.</p> <p>(RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.7, RI.4.8, RI.4.10)</p>	<p>Perform a vignette.</p> <p>Complete a graphic organizer to plan for writing a cause and effect essay.</p> <p>Respond to a writing prompt in preparation for writing a body paragraph.</p> <p>(W.4.2, W.4.2b, W.4.2d, W.4.4, W.4.5, W.4.8, W.4.9, W.4.9b, W.4.10)</p>	<p>Vocabulary: Word Work <i>morale</i></p>
<b>Lesson 9</b>	<p>Close Read: Chapter 5 “It’s War!”</p> <p>Identify a timeline for the events at Trenton, Valley Forge, and Saratoga.</p> <p>Explain that the Continental Army faced many challenges and defeats in the years following the Declaration of Independence.</p> <p>Describe the concerns George Washington expressed in a letter to the</p>		<p>Vocabulary: Word Work <i>confront</i></p> <p>Grammar: Make a pronoun and action verb agree in the present tense.</p> <p>(L.4.1)</p> <p>Morphology: Distinguish between root words and words with the prefix <i>im-</i> or <i>in-</i> and use those words correctly in sentences.</p> <p>(L.4.4b)</p>

	Reading Comprehension and Text Analysis	Writing	Language Conventions
	Continental Congress in December 1777 to request more military support. (RI.4.1, RI.4.3, RI.4.4, RI.4.5, RI.4.8, RI.4.10)		Spelling: Practice spelling content-related words from <i>The Road to Independence</i> . (L.4.2d)
<b>Lesson 10</b>	<p>Whole Group: Chapter 6 “From Valley Forge to Yorktown”</p> <p>Identify a timeline for the French Alliance, the Continental Army’s departure from Valley Forge, the Battle of Yorktown, the British surrender, and the Treaty of Paris.</p> <p>Explain that the Continental Army benefitted from the assistance of several individuals from different European countries during the war.</p> <p>Explain that a German by the name of von Steuben trained the Continental Army at Valley Forge, helping them secure their first decisive victory against the British at the Battle of Yorktown three years later.</p> <p>Explain that the alliance with France was pivotal in the colonists winning the war. (RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.7, RI.4.8, RI.4.10)</p> <p><b>*Opportunity to assess fluency</b></p>	<p>Draft a body paragraph from notes previously taken for a cause and effect essay. (W.4.2, W.4.2b, W.4.2c, W.4.2d, W.4.4, W.4.5, W.4.8, W.4.9, W.4.9b, W.4.10)</p>	<p>Vocabulary: Word Work <i>impress</i></p> <p><b>*Spelling Assessment:</b> Spell targeted words related to content from <i>The Road to Independence</i> (L.4.2, L.4.2a, L.4.2d)</p>
<b>Lesson 11</b>	<p>Small Group: Chapter 6 “From Valley Forge to Yorktown”</p> <p>Identify a timeline for the French alliance, the Continental Army’s departure from Valley Forge, the Battle of Yorktown, the British surrender, and the Treaty of Paris.</p> <p>Explain that the Continental Army benefitted from the assistance of several individuals from different European countries during the war.</p> <p>Explain that a German by the name of von Steuben trained the Continental Army at Valley Forge, helping them secure their first decisive victory at the Battle of Yorktown three years later.</p> <p>Explain that the alliance with France was pivotal in the colonists winning the war. (RI.4.1, RI.4.3, RI.4.4, RI.4.5, RI.4.7, RI.4.8, RI.4.10)<b>*Opportunity to assign Fluency Supplement work</b></p>		<p>Vocabulary: Word Work <i>fleet</i></p> <p>Grammar: Use <i>to be</i> verbs correctly in sentences. (L.4.1)</p> <p>Morphology: Distinguish between root words and words with the suffix <i>-able</i> or <i>-ible</i> and use those words correctly in sentences. (L.4.4b)</p> <p>Spelling: Practice spelling targeted words containing <i>-y, -ly, im-, in-</i> (L.4.2d)</p>

	Reading Comprehension and Text Analysis	Writing	Language Conventions
<b>Lesson 12</b>	<p>Read-Aloud: Chapter 7 “Heroes and Villains”</p> <p>Explain that the Continental Army benefitted from the assistance of several individuals from different European countries during the war. (RI.4.1, RI.4.4, RI.4.8, RI.4.10)</p>	<p>Draft body paragraphs from notes previously taken for a cause and effect essay.</p> <p>(W.4.2, W.4.2b, W.4.2c, W.4.2d, W.4.4, W.4.5, W.4.8, W.4.9, W.4.9b, W.4.10)</p>	Vocabulary: Word Work <i>defiant</i>
<b>Lesson 13</b>	<p>Whole Group: Chapter 8 “The Legend of Sleepy Hollow”</p> <p>Explain the mysterious disappearance of the main character, Ichabod Crane, in “The Legend of Sleepy Hollow.” (RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.10)</p>	<p>Draft a concluding paragraph for a cause and effect essay.</p> <p>(W.4.2, W.4.2b, W.4.2d, W.4.2e, W.4.4, W.4.5, W.4.8, W.4.9, W.4.9b, W.4.10)</p>	Vocabulary: Word Work <i>dread</i>
<b>Lesson 14</b>	<p>Partner: Chapter 8 “The Legend of Sleepy Hollow”</p> <p>Identify literary elements and devices used in “The Legend of Sleepy Hollow,” including characters, setting, and theme. (RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.10)</p>		<p>Vocabulary: Word Work <i>formidable</i></p> <p>Grammar: Use modal auxiliary verbs to convey ability and possibility. (L.4.1, L.4.1c)</p> <p>Morphology: Practice distinguishing between root words and words with the suffix <i>-able</i> or <i>-ible</i>, and use those words correctly in sentences. (L.4.4b)</p> <p>Spelling: Practice spelling targeted words containing <i>-y</i>, <i>-ly</i>, <i>im-</i>, <i>in-</i> (L.4.2d)</p>
<b>Lesson 15</b>	<p>Whole Group: Chapter 9 “Rip Van Winkle”</p> <p>Identify the historical context for Washington Irving’s “Rip Van Winkle.” (RL.4.1, RL.4.3, RL.4.4, RL.4.7, RL.4.10)</p> <p><b>*Opportunity to assess fluency</b></p>	<p>Constructively share writing with a group, setting goals for revision.</p> <p>(W.4.4, W.4.5)</p>	<p>Vocabulary: Word Work <i>console</i></p> <p><b>*Spelling Assessment:</b> Spell targeted words containing <i>-y</i>, <i>-ly</i>, <i>im-</i>, <i>in-</i> (L.4.2, L.4.2a, L.4.2d)</p>
<b>Lesson 16</b>	<p>Close Reading: Chapter 9 “Rip Van Winkle”</p> <p>Compare two portions of the text through a close rereading. (RL.4.1, RL.4.3, RL.4.4, RL.4.10)</p>	<p>Use an editing check list to edit a cause and effect essay.</p> <p>(W.4.4, W.4.5)</p>	<p>Vocabulary: Word Work <i>revere</i></p> <p>Grammar: Use <i>to be</i> verbs and modal auxiliary verbs correctly in sentences. (L.4.1, L.4.1c)</p> <p>Morphology: Practice distinguishing between root words and words with the suffix <i>-able</i> or <i>-ible</i> and use those words correctly in sentences. (L.4.4b)</p>
<b>Lesson 17 (Assessment)</b>	<p><b>*Reading Comprehension Assessment (within Unit Assessment)</b></p> <p>(RL.4.1, RL.4.3, RL.4.10, RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.10)</p> <p><b>*Opportunity to assess fluency</b></p>	<p><b>*Writing Prompt (within Unit Assessment)</b></p> <p>(W.4.2, W.4.2b, W.4.2d, W.4.4, W.4.10)</p> <p>(L.4.2)</p>	<p><b>*Grammar Assessment:</b></p> <ul style="list-style-type: none"> <li>– use the verb <i>to be</i> and modal auxiliary verbs ((L.4.1, L.4.1c)</li> <li>– noun and pronoun subject-verb agreement with both action and</li> </ul>

	Reading Comprehension and Text Analysis	Writing	Language Conventions
			<i>to be</i> verbs <b>*Morphology Assessment:</b> <ul style="list-style-type: none"> <li>– root <i>port</i></li> <li>– prefixes <i>im-</i> and <i>in-</i></li> <li>– suffixes <i>-able</i> and <i>-ible</i></li> <li>– (L.4.4b)</li> </ul>
Pausing Point (3 days)	<b>*Opportunity for End-of-Unit Content Assessment</b> <b>*Opportunity for enrichment and/or remediation in content and reading comprehension</b>	<b>*Opportunity for enrichment and/or remediation in writing</b>	<b>*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling</b>

## Treasure Island (26 Days)

Reader: *Treasure Island*

This unit focuses on character development, setting, and plot, as well as literary devices, while reading an abridged version of Robert Louis Stevenson’s popular adventure story. Students will have the opportunity to read a longer work of fiction and trace the development of plot, characters, and literary elements over the course of a novel.

**NOTE:** This unit also includes an End-of-Year Assessment to help determine whether students have adequate preparation for CKLA Grade 5 instruction.

Unit Overview	Speaking and Listening		
	To address CCSS–ELA standards SL.4.1–SL.4.3 throughout this unit, students will: <ul style="list-style-type: none"> <li>– participate in <i>Think Pair Share</i> activities with peers</li> <li>– paraphrase narrative text during discussions</li> <li>– present an original adventure story to their peers</li> </ul>		
Unit Overview	Reading Comprehension and Text Analysis	Writing	Language Conventions
	Students use phonics and word recognition skills to decode, fluently read, and comprehend fiction text. (RF.4.3, RF.4.3a, RF.4.4, RF.4.4a, RF.4.4b)  Students orally apply their knowledge of language and vocabulary during reading lessons. They ask and answer literal, inferential, and evaluative questions and engage in discussions related to <i>Treasure Island</i> . (L.4.1, L.4.3, L.4.4, L.4.5, L.4.6)	Students will engage in an extended writing project and review the stages of the writing process: <ul style="list-style-type: none"> <li>– draft a character sketch</li> <li>– write, publish and share an original adventure story</li> </ul> In this unit, students are expected to consistently apply their knowledge of language conventions and vocabulary during writing lessons. (L.4.1, L.4.2, L.4.4, L.4.3, L.4.5, L.4.6)	Vocabulary: <ul style="list-style-type: none"> <li>– Academic Vocabulary (Tier 2): <i>analogy, excerpt, figurative language, inference, portray</i></li> <li>– Core Vocabulary and Word Work (Tier 2 and Tier 3 words)</li> </ul> Grammar <ul style="list-style-type: none"> <li>– review <i>to be</i> verbs and modal auxiliary verbs</li> <li>– use relative pronouns</li> <li>– use common conjunctions</li> </ul> Morphology <ul style="list-style-type: none"> <li>– roots <i>bio</i> and <i>port</i></li> <li>– prefixes <i>im-</i> and <i>in-</i></li> <li>– suffixes <i>-ful</i> and <i>-less</i></li> </ul> Spelling <ul style="list-style-type: none"> <li>– content-related words from <i>Treasure Island</i></li> <li>– words with <i>-y, -ly, im-</i>, and <i>in-</i></li> </ul>
<b>Lesson 1</b>	Read-Aloud: Chapter 1 “The Old Seadog and the Black Spot” Identify geographical points, historical events, characteristics and behaviors of pirates in the 1700s and 1800s, and ship terms in preparation for reading <i>Treasure Island</i> . Identify narrator and setting of <i>Treasure Island</i> . Identify characters introduced in the first chapter. (RL.4.1, RL.4.3, RL.4.4) <b>*Opportunity to assign Fluency Supplement work</b>		Vocabulary: Word Work <i>driving</i> (L.4.1, L.4.3, L.4.3a, L.4.3c, L.4.4, L.4.4a, L.4.4c, L.4.5, L.4.6)

	Reading Comprehension and Text Analysis	Writing	Language Conventions
<b>Lesson 2</b>	Whole Group: Chapter 2 “The Sea Chest and the Blind Man” Identify and describe the main events of the chapter. (RL.4.1, RL.4.2, RL.4.3, RL.4.4)	Identify the features of an adventure story. (W.4.5, W.4.10)	Vocabulary: Word Work <i>ransack</i> Grammar: Review the correct use of <i>to be</i> verbs and modal auxiliary verbs. Morphology: Identify the meaning of words with the root <i>bio</i> and correctly use them in sentences. (L.4.1, L.4.1c, L.4.2, L.4.2a, L.4.3, L.4.3a, L.4.4, L.4.4a, L.4.4b, L.4.4c, L.4.5, L.4.5a, L.4.5c, L.4.6)
<b>Lesson 3</b>	Partner: Chapter 2 “The Sea Chest and the Blind Man” Identify key moments in the plot and explain how figurative language is used in a story. (RL.4.1, RL.4.3, RL.4.4)	Brainstorm and create a character. (W.4.3, W.4.3a, W.4.3b, W.4.3c, W.4.3d, W.4.4, W.4.5, W.4.10)	Vocabulary: Word Work <i>stun</i> (L.4.1, L.4.2, L.4.2a, L.4.3, L.4.3a, L.4.4, L.4.4a, L.4.5b, L.4.6)
<b>Lesson 4</b>	Small Group Chapter 3 “The Real Adventure Begins” Discuss the upcoming voyage and the character of Long John Silver in depth. (RL.4.1, RL.4.3, RL.4.4, RL.4.10)	Use descriptive details to write about a character. (W.4.3, W.4.3a, W.4.3b, W.4.3c, W.4.3d, W.4.4, W.4.5, W.4.10)	Vocabulary: Word Work <i>brim</i> Grammar: Use the relative pronouns <i>who</i> , <i>whom</i> , and <i>whose</i> correctly in sentences. Morphology: Practice using words with the root <i>bio</i> in sentences. (L.4.1, L.4.1a, L.4.2, L.4.2a, L.4.3, L.4.3a, L.4.4, L.4.4a, L.4.4b, L.4.4c, L.4.6)
<b>Lesson 5</b>	Close Reading: Chapter 3 “The Real Adventure Begins” Understand how descriptive language helps create a memorable plot and interesting characters. (RL.4.1, RL.4.4, RL.4.10) <b>*Opportunity to assess fluency</b>	Write about a character using descriptive details. (W.4.3, W.4.3a, W.4.3b, W.4.3c, W.4.3d, W.4.4, W.4.5, W.4.10)	Vocabulary: Word Work <i>captivate</i> (L.4.1, L.4.2, L.4.2a, L.4.3, L.4.3a, L.4.4, L.4.4a, L.4.5, L.4.5b, L.4.5c, L.4.6)
<b>Lesson 6</b>	Small Group Chapter 4 “What I Heard in the Apple Barrel” Explain what Jim Hawkins hears while hiding in the apple barrel and how it impacts the story. (RL.4.1, RL.4.3, RL.4.4, RL.4.10) <b>*Opportunity to assign Fluency Supplement work</b>		Vocabulary: Word Work <i>predicament</i> Grammar: Use the relative pronouns <i>that</i> , <i>which</i> , and <i>whose</i> correctly in sentences. Morphology: Review the meanings and uses of the prefixes <i>im-</i> and <i>in-</i> and the roots <i>port</i> and <i>bio</i> . Spelling: Practice spelling words related to the content of the Reader. (L.4.1, L.4.1a, L.4.2, L.4.2a, L.4.2d, L.4.3, L.4.3a, L.4.3b, L.4.3c, L.4.4, L.4.4a, L.4.4b, L.4.4c, L.4.6)
<b>Lesson 7</b>	Close Reading: Chapter 4 “What I Heard in the Apple Barrel” Cite examples of descriptive language and literary devices in the text. (RL.4.1, RL.4.2, RL.4.4, RL.4.10)	Plan an original adventure story. (W.4.3, W.4.3a, W.4.3b, W.4.3c, W.4.3d, W.4.4, W.4.5, W.4.10)	Vocabulary: Word Work <i>duplicity</i> (L.4.1, L.4.2, L.4.2a, L.4.3, L.4.3a, L.4.3c, L.4.4, L.4.4a, L.4.5, L.4.5a, L.4.5b, L.4.6)

	Reading Comprehension and Text Analysis	Writing	Language Conventions
<b>Lesson 8</b>	<p>Small Group: Chapter 5 “The Man on the Island”</p> <p>Summarize significant events that occur in the chapter and distinguish between trustworthy and untrustworthy characters. (RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.10)</p>	<p>Write an introduction to an adventure story. (W.4.3, W.4.3a, W.4.3b, W.4.3c, W.4.3d, W.4.4, W.4.5, W.4.10)</p>	<p>Vocabulary: Word Work <i>scout</i> (L.4.1, L.4.2, L.4.2a, L.4.3, L.4.3a, L.4.4, L.4.4a, L.4.4c, L.4.5, L.4.6)</p>
<b>Lesson 9</b>	<p>Read-Aloud: Chapter 6 “The Plan”</p> <p>Summarize significant events that occur in the chapter and express opinions supported by evidence from the text about relationships between characters. (RL.4.1, RL.4.3, RL.4.4, RL.4.10)</p>		<p>Vocabulary: Word Work <i>craft</i></p> <p>Grammar: Practice using the relative pronouns <i>who</i>, <i>whom</i>, <i>which</i>, and <i>whose</i> in sentences.</p> <p>Morphology: Practice using words with prefixes <i>im-</i> and <i>in-</i> and words with the roots <i>port</i> and <i>bio</i>.</p> <p>Spelling: Practice spelling targeted words. (L.4.1, L.4.1a, L.4.2, L.4.2a, L.4.2d, L.4.3, L.4.3a, L.4.4, L.4.4a, L.4.4b, L.4.4c, L.4.6)</p>
<b>Lesson 10</b>	<p>Small Group: Chapter 7 “Shiver Me Timbers”</p> <p>Discuss how and why significant events take place. (RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.10)</p> <p><b>*Opportunity to assess fluency</b></p>	<p>Incorporate dialogue into an adventure story. (W.4.3, W.4.3a, W.4.3b, W.4.3c, W.4.3d, W.4.4, W.4.5, W.4.10)</p>	<p>Vocabulary: Word Work <i>collide</i></p> <p><b>*Spelling Assessment:</b> Spell targeted words related to content of the Reader. (L.4.1, L.4.2, L.4.2a, L.4.2b, L.4.2d, L.4.3, L.4.3a, L.4.4, L.4.4a, L.4.4c, L.4.5, L.4.5b, L.4.6)</p>
<b>Lesson 11</b>	<p>Small Group: Chapter 8 “My Life Hangs in the Balance”</p> <p>Explain how Long John Silver persuades Jim to bargain with him and how Silver convinces the pirates to stay loyal to him. (RL.4.1, RL.4.4, RL.4.10)</p> <p><b>*Opportunity to assign Fluency Supplement work</b></p>		<p>Vocabulary: Word Work <i>express</i></p> <p>Grammar: Correctly use coordinating conjunctions in sentences with appropriate punctuation.</p> <p>Morphology: Distinguish between root words and words with the suffix <i>-ful</i> or <i>-less</i> and use the words correctly in sentences.</p> <p>Spelling: Practice spelling targeted words related to suffixes studied in morphology lessons. (L.4.1, L.4.2, L.4.2a, L.4.2c, L.4.2d, L.4.3, L.4.3a, L.4.3c, L.4.4, L.4.4a, L.4.4b, L.4.4c, L.4.5b, L.4.5c, L.4.6)</p>
<b>Lesson 12</b>	<p>Partner: Chapter 8 “My Life Hangs in the Balance”</p> <p>Identify figurative language and literary devices and explain how the author uses them in the chapter. (RL.4.1, RL.4.3, RL.4.4, RL.4.10)</p>	<p>Begin to draft an adventure story. (W.4.3, W.4.3a, W.4.3b, W.4.3c, W.4.3d, W.4.4, W.4.5, W.4.10)</p>	<p>Vocabulary: Word Work <i>astonishment</i> (L.4.1, L.4.2, L.4.2a, L.4.3, L.4.3a, L.4.4, L.4.4a, L.4.5, L.4.5a, L.4.5b, L.4.5c, L.4.6)</p>

	Reading Comprehension and Text Analysis	Writing	Language Conventions
Lesson 13	<p>Small Group: Chapter 9 “The Adventure Comes to an End”</p> <p>Share opinions, supported by evidence, about the successfulness of the voyage to Treasure Island.</p> <p>Explain and discuss key points about the climax and resolution of the story. (RL.4.1, RL.4.3, RL.4.4, RL.4.10)</p>	<p>Draft the body and revise the introduction of an adventure story. (W.4.3, W.4.3a, W.4.3b, W.4.3c, W.4.3d, W.4.4, W.4.5, W.4.10)</p>	<p>Vocabulary: Word Work <i>superstitious</i> (L.4.1, L.4.2, L.4.2a, L.4.3, L.4.3a, L.4.4, L.4.4a, L.4.4c, L.4.5, L.4.6)</p>
Lesson 14	<p>Close Reading: Chapter 9 “The Adventure Comes to an End”</p> <p>Explain how literary devices and vocabulary are used to wrap up the story. (RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.10)</p>		<p>Vocabulary: Word Work <i>well-being</i></p> <p>Grammar: Practice using coordinating conjunctions in sentences with appropriate punctuation.</p> <p>Morphology: Practice distinguishing between root words and words with the suffix <i>-ful</i> or <i>-less</i> and using these words in sentences.</p> <p>Spelling: Practice spelling targeted words. (L.4.1, L.4.2, L.4.2a, L.4.2c, L.4.2d, L.4.3, L.4.3a, L.4.4, L.4.4a, L.4.4b, L.4.5, L.4.5a, L.4.5b, L.4.5c, L.4.6)</p>
Lesson 15	<p><b>*Reading Comprehension Assessment (within Unit Assessment)</b> (RL.4.4, RL.4.10)</p> <p><b>*Opportunity to assess fluency</b></p>	<p><b>*Writing Prompt (within Unit Assessment)</b> (W.4.4)</p>	<p><b>*Grammar Assessment:</b></p> <ul style="list-style-type: none"> <li>– Complete sentences using the correct form of <i>to be</i> and modal auxiliary verbs</li> <li>– Use relative pronouns appropriately</li> <li>– Identify coordinating conjunctions and use appropriate punctuation</li> </ul> <p><b>*Morphology Assessment:</b></p> <ul style="list-style-type: none"> <li>– roots <i>bio</i> and <i>port</i></li> <li>– prefixes <i>im-</i> and <i>in-</i></li> <li>– suffixes <i>-ful</i> and <i>-less</i></li> </ul> <p><b>*Spelling Assessment:</b> Spell targeted words. (L.4.1, L.4.1a, L.4.1b, L.4.2, L.4.2a, L.4.2c, L.4.2d, L.4.3, L.4.3a, L.4.6)</p>
Lesson 16		<p>Revise the body of a story, identify the features of an effective conclusion, and draft a conclusion for an adventure story. (W.4.3, W.4.3a, W.4.3b, W.4.3c, W.4.3d, W.4.3e, W.4.4, W.4.5, W.4.10)</p>	<p>(L.4.1, L.4.2, L.4.2a, L.4.3, L.4.3a, L.4.5)</p>
Lesson 17		<p>Create an effective title and revise and edit an adventure story. (W.4.3, W.4.3a, W.4.3b, W.4.3c, W.4.3d, W.4.3e, W.4.4, W.4.5, W.4.10)</p>	<p>(L.4.1, L.4.2, L.4.2a, L.4.3, L.4.3a, L.4.5)</p>



	Reading Comprehension and Text Analysis	Writing	Language Conventions
Lesson 18		Publish an adventure story. (W.4.4, W.4.6, W.4.10)	(L.4.1, L.4.2, L.4.2a, L.4.3, L.4.3a)
Lesson 19		Share an adventure story and listen and comment effectively on the stories presented by their peers. (W.4.4, W.4.5, W.4.6, W.4.10)	(L.4.1, L.4.2, L.4.2a, L.4.3, L.4.3a)
End-of-Year Assessment (3 days)	<p><b>EOY Assessment: Reading Comprehension</b> (to measure progress in CKLA Grade 4 and preparedness for Grade 5 CKLA)</p> <p><b>EOY Assessment: Fluency</b> (to measure progress in CKLA Grade 4 and preparedness for Grade 5 CKLA)</p> <p><b>EOY Assessment: Word Reading in Isolation</b> (to measure progression in decoding ability during CKLA Grade 4 and preparedness for Grade 5 CKLA)</p>		<p><b>EOY Assessment: Grammar</b> (to measure progress in CKLA Grade 4 and preparedness for Grade 5 CKLA)</p> <p><b>EOY Assessment: Morphology</b> (to measure progress in CKLA Grade 4 and preparedness for Grade 5 CKLA)</p>
Pausing Point (4 days)	<b>*Opportunity for enrichment and/or remediation in content and reading comprehension</b>	<b>*Opportunity for enrichment and/or remediation in writing</b>	<b>*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling</b>