

Fourth Grade 2022-2023 Instructional Calendar

Quarter 1: Units 1 and 2

Q1: Unit 1 Literary Reading AKS	Q1: Unit 1 Narrative Writing AKS
<p>4LA.A.1: refer to multiple details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>4LA.A.2: determine a theme in a story, drama, or poem, using details from the text; summarize a text, including the most important details</p> <p>4LA.A.3: describe characters, settings, or events in a story or drama, drawing on specific details and inferences from the text (e.g. character's thoughts, words, or actions)</p> <p>4LA.A.9: read and comprehend literature, including stories, dramas, and poems, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 4</p>	<p>4LA.D.24: write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequences</p> <p>4LA.D.24.a: write an introduction that orients the reader to the story by establishing the characters, setting, and situation</p> <p>4LA.D.24.b: use a variety of transition words and phrases to manage the sequence of events by marking how time passes</p> <p>4LA.D.24.c: provide a conclusion/ending that connects to the narrated experiences or events; include specific action, dialogue, or feeling that brings the story to a close</p> <p>4LA.D.24.d: use paragraphs to separate different parts or time in the story or to show when a new character is speaking</p> <p>4LA.D.25: produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>4LA.D.26: develop and strengthen writing as needed by planning, drafting, revising, and editing, with guidance and support from peers and adults</p> <p>4LA.D.32: expand and elaborate writing appropriate to the type of writing</p> <p>4LA.D.32.c: in narrative writing, write with carefully selected, well thought out details that relate to the internal and external parts of the story and character and convey a deeper meaning</p>

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Q1: Unit 2 Informational Reading AKS	Q1: Unit 2 Informational Writing AKS
<p>4LA.B.10: refer to multiple details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>4LA.B.11: determine the main idea/central message(s) of paragraphs, sections, and/or entire texts and explain how key details support the main idea/central message referring to the text; provide an objective summary of the text</p> <p>4LA.B.12: analyze events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, using evidence from the text to justify the explanation</p> <p>4LA.B.14: describe and analyze how the overall structure of events, ideas, concepts, or information in a text contribute to its meaning</p> <p>4LA.B.15: analyze firsthand and secondhand accounts of the same event or topic and use evidence from the text to describe the similarities and differences in focus and the information provided</p> <p>4LA.B.19: read and comprehend informational texts in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 4</p>	<p>4LA.D.23: write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>4LA.D.23.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</p> <p>4LA.D.23.b: link ideas within categories of information using words and phrases (e.g., another, for example, also, because)</p> <p>4LA.D.23.c: provide a concluding statement or section related to the information or explanation presented</p> <p>4LA.D.23.d: examine a topic and group related information together in paragraphs and sections; each section developing a sub-topic of the main subject</p> <p>4LA.D.25: produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>4LA.D.26: develop and strengthen writing as needed by planning, drafting, revising, and editing, with guidance and support from peers and adults</p> <p>4LA.D.28: conduct short research projects that build knowledge through investigation of different aspects of a topic</p> <p>4LA.D.28.a: include and elaborate on information from outside sources such as quotes, facts, or statistics</p> <p>4LA.D.29: 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</p> <p>4LA.D.32.b: in informational writing, include details that support the topic and various subtopics and explain why the details are important (e.g., use prompts such as 'in other words' and 'what this really means is'); develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; use documents to clarify details or support claims</p>

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Q1: Reading Foundations AKS

4LA.C.20: know and apply grade-level phonics and word analysis skills in decoding words

4LA.C.20.a: use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots) to read accurately unfamiliar multisyllabic words in context and out of context

4LA.C.21: read with sufficient accuracy and fluency to support comprehension

4LA.C.21.a: read on-level text with purpose and understanding

4LA.C.21.b: read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

4LA.C.21.c: use context to confirm or self-correct word recognition and understanding, rereading as necessary

Q1: Language AKS

4LA.F.40.a: write legibly in cursive, leaving spaces between letters in a word and between words in a sentence

4LA.F.40.c: form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb aspects

4LA.F.40.d: use helping/linking verbs to convey various conditions

4LA.F.40.g: produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons

4LA.F.40.h: use frequently confused words (e.g., to, too, two; there, their) correctly

4LA.F.41.a: use correct capitalization

4LA.F.41.b: use commas and quotation marks to mark direct speech and quotations from a text

4LA.F.41.e: spell grade-appropriate words correctly, consulting references as needed

4LA.F.42.a: choose words and phrases to convey ideas precisely

4LA.F.42.b: choose punctuation for effect

4LA.F.43.b: use common, grade-appropriate Greek and Latin roots (e.g., prefixes, bases, suffixes) as clues to the meanings of words (e.g., telegraph, photograph, autograph)

4LA.F.44.b: recognize and explain the meaning of common idioms, adages/proverbs, and playful uses of language (e.g., puns, jokes, palindromes)

4LA.F.44.c: demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)

4LA.F.45: acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation)

Q1: Speaking and Listening AKS

4LA.E.34: engage effectively in a range of collaborative discussions (e.g., 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

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4LA.E.34.b: follow agreed-upon rules for discussions and carry out assigned roles

4LA.E.34.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

4LA.E.34.d: review the key ideas expressed and explain their own ideas and understanding in light of the discussion

4LA.E.35: paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

4LA.E.37: 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

4LA.E.39: 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

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Quarter 2: Units 3 and 4

Q2: Unit 3 Literary Reading AKS	Q2: Unit 3 Narrative Writing AKS
<p>4LA.A.1: refer to multiple details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>4LA.A.2: determine a theme in a story, drama, or poem, using details from the text; summarize a text, including the most important details</p> <p>4LA.A.3: describe characters, settings, or events in a story or drama, drawing on specific details and inferences from the text (e.g. character's thoughts, words, or actions)</p> <p>4LA.A.4: determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters found in literature (e.g., well-known characters from mythology, fables, fairy tales)</p> <p>4LA.A.5: explain how significant differences between poems, dramas, and stories affect meaning, referring to specific structural elements</p> <p>4LA.A.6: compare and contrast the points of view from which different stories are narrated and explain the impact of the point of view on the story</p> <p>4LA.A.8: compare and contrast how themes, topics, and patterns of events in stories, myths, and traditional literature are developed by different authors and shaped by different cultures</p> <p>4LA.A.9: read and comprehend literature, including stories, dramas, and poems, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 4</p>	<p>AKS 4LA.D.24: write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequences</p> <p>4LA.D.24.a: write an introduction that orients the reader to the story by establishing the characters, setting, and situation</p> <p>4LA.D.24.b: use a variety of transition words and phrases to manage the sequence of events by marking how time passes</p> <p>4LA.D.24.c: provide a conclusion/ending that connects to the narrated experiences or events; include specific action, dialogue, or feeling that brings the story to a close</p> <p>4LA.D.24.d: use paragraphs to separate different parts or time in the story or to show when a new character is speaking</p> <p>4LA.D.25: produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>4LA.D.26: develop and strengthen writing as needed by planning, drafting, revising, and editing, with guidance and support from peers and adults</p> <p>4LA.D.30.a: apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]")</p> <p>4LA.D.31: 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</p> <p>4LA.D.32c: in narrative writing, write with carefully selected details that relate to the internal and external parts of the story and character and convey a deeper meaning; use literary devices to highlight important messages in stories; use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to the situation</p> <p>4LA.D.33: produce writing that reflects the author's voice and perspective</p>

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Q2: Unit 4 Informational Reading AKS	Q2: Unit 4 Opinion Writing AKS
<p>4LA.B.10: refer to multiple details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>4LA.B.11: determine the main idea/central message(s) of paragraphs, sections, and/or entire texts and explain how key details support the main idea/central message referring to the text; provide an objective summary of the text</p> <p>4LA.B.12: analyze events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, using evidence from the text to justify the explanation</p> <p>4LA.B.13: determine the meaning of academic and domain-specific words or phrases in a text relevant to a grade 4 topic/subject area</p> <p>4LA.B.16: analyze information presented visually, orally, or quantitatively (e.g., infographics, charts, graphs, diagrams, time lines, animations, or interactive elements on web pages) and explain how the information contributes to and expands the overall understanding of the text</p> <p>4LA.B.17: explain and analyze how an author uses reasons and evidence to support particular points in a text</p> <p>4LA.B.18: analyze information from two texts on the same topic to write or speak about the subject knowledgeably, using inferences supported by textual evidence</p> <p>4LA.B.19: read and comprehend informational texts in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 4</p>	<p>4LA.D.22.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</p> <p>4LA.D.22.b: link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition)</p> <p>4LA.D.22.c: provide a concluding statement or section related to the opinion presented that refers back to the claim and offers possible action steps including solutions or responses</p> <p>4LA.D.22.d: organize writing into separated sections of information using paragraphs</p> <p>4LA.D.25: produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>4LA.D.26: develop and strengthen writing as needed by planning, drafting, revising, and editing, with guidance and support from peers and adults</p> <p>4LA.D.28: conduct short research projects that build knowledge through investigation of different aspects of a topic</p> <p>4LA.D.30.b: apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.")</p> <p>4LA.D.32.b: in informational writing, include details that support the topic and various subtopics and explain why the details are important (e.g., use prompts such as 'in other words' and 'what this really means is'); develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; use documents to clarify details or support claims</p> <p>4LA.D.33: produce writing that reflects the author's voice and perspective</p>

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Q2: Reading Foundations AKS

4LA.C.20: know and apply grade-level phonics and word analysis skills in decoding words

4LA.C.20.a: use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots) to read accurately unfamiliar multisyllabic words in context and out of context

4LA.C.21: read with sufficient accuracy and fluency to support comprehension

4LA.C.21.a: read on-level text with purpose and understanding

4LA.C.21.b: read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

4LA.C.21.c: use context to confirm or self-correct word recognition and understanding, rereading as necessary

Q2: Language AKS

4LA.F.40 demonstrate command of the conventions of standard English grammar and usage when writing or speaking

4LA.F.40.a: write legibly in cursive, leaving spaces between letters in a word and between words in a sentence

4LA.F.40.e: order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)

4LA.F.40.f: form and use prepositional phrases

4LA.F.41.a: use correct capitalization

4LA.F.41.c: use a comma before a coordinating conjunction in a compound sentence

4LA.F.41.d: use apostrophes to form plural possessives (e.g., the girls' party, the Joneses' house, five dollars' worth)

4LA.F.41.e: spell grade-appropriate words correctly, consulting references as needed

4LA.F.42.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)

4LA.F.43: determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies

4LA.F.43.a: use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase

4LA.F.44.a: explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context

4LA.F.44.b: recognize and explain the meaning of common idioms, adages/proverbs, and playful uses of language (e.g., puns, jokes, palindromes)

4LA.F.44.c: demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but no identical meanings (synonyms)

Q2: Speaking and Listening AKS

4LA.E.34.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

4LA.E.34.b: follow agreed-upon rules for discussions and carry out assigned roles

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4LA.E.34.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

4LA.E.34.d: review the key ideas expressed and explain their own ideas and understanding in light of the discussion

4LA.E.35: paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

4LA.E.36: identify the reasons and evidence a speaker provides to support particular points

4LA.E.37: 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

4LA.E.39: 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

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Quarter 3: Units 5 and 6

Q3: Unit 5 Literary Reading AKS	Q3: Unit 5 Opinion Writing AKS
<p>4LA.A.1: refer to multiple details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>4LA.A.2: determine a theme in a story, drama, or poem, using details from the text; summarize a text, including the most important details</p> <p>4LA.A.3: describe characters, settings, or events in a story or drama, drawing on specific details and inferences from the text (e.g. character's thoughts, words, or actions)</p> <p>4LA.A.4: determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters found in literature (e.g., well-known characters from mythology, fables, fairy tales)</p> <p>4LA.A.6: compare and contrast the points of view from which different stories are narrated and explain the impact of the point of view on the story</p> <p>4LA.A.7: identify similarities and differences using textual evidence between a written story or drama and the visual or oral presentation of the same story or drama</p> <p>4LA.A.8: compare and contrast how themes, topics, and patterns of events in stories, myths, and traditional literature are developed by different authors and shaped by different cultures</p> <p>4LA.A.9: read and comprehend literature, including stories, dramas, and poems, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 4</p>	<p>4LA.D.22.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</p> <p>4LA.D.22.b: link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition)</p> <p>4LA.D.22.c: provide a concluding statement or section related to the opinion presented that refers back to the claim and offers possible action steps including solutions or responses</p> <p>4LA.D.22.d: organize writing into separated sections of information using paragraphs</p> <p>4LA.D.25: produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>4LA.D.26: develop and strengthen writing as needed by planning, drafting, revising, and editing, with guidance and support from peers and adults</p> <p>4LA.D.27: 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, with some guidance and support from adults</p> <p>uses reasons and evidence to support particular points in a text.")</p> <p>4LA.D.32.a: in opinion writing, provide an opinion, reasons, and evidence; provide support for reasons stated to strengthen the opinion piece drawing upon textual evidence such as facts and details; connect reasons and support provided to the claim</p> <p>4LA.D.33: produce writing that reflects the author's voice and perspective</p>

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Q3: Unit 6 Informational Reading AKS	Q3: Unit 6 Informational Writing AKS
<p>4LA.B.10: refer to multiple details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>4LA.B.11: determine the main idea/central message(s) of paragraphs, sections, and/or entire texts and explain how key details support the main idea/central message referring to the text; provide an objective summary of the text</p> <p>4LA.B.12: analyze events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, using evidence from the text to justify the explanation</p> <p>4LA.B.13: determine the meaning of academic and domain-specific words or phrases in a text relevant to a grade 4 topic/subject area</p> <p>4LA.B.14: describe and analyze how the overall structure of events, ideas, concepts, or information in a text contribute to its meaning</p> <p>4LA.B.17: explain and analyze how an author uses reasons and evidence to support particular points in a text</p> <p>4LA.B.18: analyze information from two texts on the same topic to write or speak about the subject knowledgeably, using inferences supported by textual evidence</p> <p>4LA.B.19: read and comprehend informational texts in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 4</p>	<p>4LA.D.23: write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>4LA.D.23.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</p> <p>4LA.D.23.b: link ideas within categories of information using words and phrases (e.g., another, for example, also, because)</p> <p>4LA.D.23.c: provide a concluding statement or section related to the information or explanation presented</p> <p>4LA.D.23.d: examine a topic and group related information together in paragraphs and sections; each section developing a sub-topic of the main subject</p> <p>4LA.D.25: produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>4LA.D.26: develop and strengthen writing as needed by planning, drafting, revising, and editing, with guidance and support from peers and adults</p> <p>4LA.D.27: 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, with some guidance and support from adults</p> <p>4LA.D.31: 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</p> <p>4LA.D.32.b: in informational writing, include details that support the topic and various subtopics and explain why the details are important (e.g., use prompts such as 'in other words' and 'what this really means is'); develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; use documents to clarify details or support claims</p> <p>4LA.D.33: produce writing that reflects the author's voice and perspective</p> <p>4LA.D.33.a: in informational writing, use precise language and domain-specific vocabulary to inform about or explain the topic</p>

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Q3: Reading Foundations AKS

4LA.C.20: know and apply grade-level phonics and word analysis skills in decoding words

4LA.C.20.a: use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots) to read accurately unfamiliar multisyllabic words in context and out of context

4LA.C.21: read with sufficient accuracy and fluency to support comprehension

4LA.C.21.a: read on-level text with purpose and understanding

4LA.C.21.b: read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

4LA.C.21.c: use context to confirm or self-correct word recognition and understanding, rereading as necessary

Q3: Language AKS

4LA.F.40.b: use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why)

4LA.F.40.i: produce compound-complex sentences

4LA.F.41: demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

4LA.F.42: use knowledge of language and its conventions when writing, speaking, reading, or listening

4LA.F.43.b: use common, grade-appropriate Greek and Latin roots (e.g., prefixes, bases, suffixes) as clues to the meanings of words (e.g., telegraph, photograph, autograph)

4LA.F.43.c: consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meanings of key words and phrases

4LA.F.44: demonstrate understanding of figurative language, word relationships, and nuances in word meanings

4LA.F.45: acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation)

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Q3: Speaking and Listening AKS

- 4LA.E.34: engage effectively in a range of collaborative discussions (e.g., 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
- 4LA.E.35: paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- 4LA.E.36: identify the reasons and evidence a speaker provides to support particular points
- 4LA.E.37: 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
- 4LA.E.38: add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes
- 4LA.E.39: 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

Quarter 4: Units 7 and 8

Q4: Unit 7 Literary Reading AKS	Q4: Unit 7 Writing AKS
<p>4LA.A.1: refer to multiple details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>4LA.A.2: determine a theme in a story, drama, or poem, using details from the text; summarize a text, including the most important details</p> <p>4LA.A.3: describe characters, settings, or events in a story or drama, drawing on specific details and inferences from the text (e.g. character's thoughts, words, or actions)</p> <p>4LA.A.4: determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters found in literature (e.g., well-known characters from mythology, fables, fairy tales)</p> <p>4LA.A.5: explain how significant differences between poems, dramas, and stories affect meaning, referring to specific structural elements</p> <p>4LA.A.6: compare and contrast the points of view from which different stories are narrated and explain the impact of the point of view on the story</p> <p>4LA.A.7: identify similarities and differences using textual evidence between a written story or drama and the visual or oral presentation of</p>	<p>4LA.D.22: write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>4LA.D.23: write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>4LA.D.24: write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequences</p> <p>4LA.D.25: produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>4LA.D.26: develop and strengthen writing as needed by planning, drafting, revising, and editing, with guidance and support from peers and adults</p> <p>4LA.D.27: 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, with some guidance and support from adults</p> <p>4LA.D.28: conduct short research projects that build knowledge through investigation of different aspects of a topic</p>

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<p>the same story or drama</p> <p>4LA.A.8: compare and contrast how themes, topics, and patterns of events in stories, myths, and traditional literature are developed by different authors and shaped by different cultures</p> <p>4LA.A.9: read and comprehend literature, including stories, dramas, and poems, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 4</p>	<p>4LA.D.29: 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</p> <p>4LA.D.30: draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>4LA.D.32: expand and elaborate writing appropriate to the type of writing</p> <p>4LA.D.33: produce writing that reflects the author's voice and perspective</p>
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Q4: Unit 8 Informational Reading AKS	Q4: Unit 8 Writing AKS
<p>4LA.B.10: refer to multiple details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>4LA.B.11: determine the main idea/central message(s) of paragraphs, sections, and/or entire texts and explain how key details support the main idea/central message referring to the text; provide an objective summary of the text</p> <p>4LA.B.12: analyze events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, using evidence from the text to justify the explanation</p> <p>4LA.B.13: determine the meaning of academic and domain-specific words or phrases in a text relevant to a grade 4 topic/subject area</p> <p>4LA.B.14: describe and analyze how the overall structure of events, ideas, concepts, or information in a text contribute to its meaning</p> <p>4LA.B.15: analyze firsthand and secondhand accounts of the same event or topic and use evidence from the text to describe the similarities and differences in focus and the information provided</p> <p>4LA.B.16: analyze information presented visually, orally, or quantitatively (e.g., infographics, charts, graphs, diagrams, time lines, animations, or interactive elements on web pages) and explain how the information contributes to and expands the overall understanding of the text</p>	<p>4LA.D.22: write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>4LA.D.23: write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>4LA.D.24: write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequences</p> <p>4LA.D.25: produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>4LA.D.26: develop and strengthen writing as needed by planning, drafting, revising, and editing, with guidance and support from peers and adults</p> <p>4LA.D.28: conduct short research projects that build knowledge through investigation of different aspects of a topic</p> <p>4LA.D.29: 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</p> <p>4LA.D.32: expand and elaborate writing appropriate to the type of writing</p> <p>4LA.D.33: produce writing that reflects the author's voice and perspective</p>

Fourth Grade 2022-2023 Instructional Calendar

4LA.B.17: explain and analyze how an author uses reasons and evidence to support particular points in a text

4LA.B.18: analyze information from two texts on the same topic to write or speak about the subject knowledgeably, using inferences supported by textual evidence

4LA.B.19: read and comprehend informational texts in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 4

Fourth Grade 2022-2023 Instructional Calendar

Q4: Reading Foundations AKS

4LA.C.20: know and apply grade-level phonics and word analysis skills in decoding words

4LA.C.20.a: use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots) to read accurately unfamiliar multisyllabic words in context and out of context

4LA.C.21: read with sufficient accuracy and fluency to support comprehension

4LA.C.21.a: read on-level text with purpose and understanding

4LA.C.21.b: read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

4LA.C.21.c: use context to confirm or self-correct word recognition and understanding, rereading as necessary

Q4: Language AKS

4LA.F.40: demonstrate command of the conventions of standard English grammar and usage when writing or speaking

4LA.F.41: demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

4LA.F.42: use knowledge of language and its conventions when writing, speaking, reading, or listening

4LA.F.43: determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies

4LA.F.44: demonstrate understanding of figurative language, word relationships, and nuances in word meanings

4LA.F.45: acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation)

Q4: Speaking and Listening AKS

4LA.E.34: engage effectively in a range of collaborative discussions (e.g., 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

4LA.E.35: paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

4LA.E.36: identify the reasons and evidence a speaker provides to support particular points

4LA.E.37: 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

4LA.E.38: add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes

4LA.E.39: 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