

Rockford Public Schools 4th Grade Curriculum Map Overview

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Units of Study for <ul style="list-style-type: none"> Reading Literature Reading Informational Text Language Speaking and Listening Foundational Skills *denotes nonfiction connection	Launching Reader's Workshop Realistic Fiction <u>Amazing Grace</u> Mary Hoffman * <u>A Drop of Water</u> Walter Wick	Traditional Literature <u>How Many Days to America?</u> Eve Bunting <u>Fables</u> Arnold Lobel * <u>Why Mosquitoes Buzz in Peoples' Ears?</u> Verna Aardema <u>John Henry</u> Julius Lester	Biography/Autobiography <u>Knucklehead</u> John Scieszka <u>Martin's Big Words</u> Doreen Rappaport	Historical Fiction <u>I Survived Series</u> <u>Dandelions</u> Eve Bunting * <u>Titanic Article</u> Lesson 10 CTK	Mystery <u>Tough Cookie</u> David Wisniewski <u>Carol Marsh Mysteries</u> * <u>The Mary Celeste</u> Lesson 7 CTK	Fantasy/Science Fiction <u>The Wump World</u> Bill Peet <u>A Bad Case of Stripes</u> David Shannon	Poetry Shel Silverstein books * <u>Moon/ Secrets</u> Lesson 12 CTK			
Literacy Assessments <ul style="list-style-type: none"> Jerry Johns (JJ) Fountas and Pinnell (FP) Word Study (WS) 	JJ: 4A "Fire and Animals" FP: Level Q/40 WS: Feature Inventory Form A	FP: Title I/At-risk students prior to conferences	JJ: 4B "The Detectives" WS: Feature Inventory Form B	FP: Title I/At-risk students prior to conferences	JJ: 4LN "Danny and the Dragon" FP: Title I/At-risk students WS: Feature Inventory Form B					
Writing: Lucy Calkins	Unit 1: The Arc of Story; Writing Realistic Fiction			Unit 2: Boxes and Bullet; Personal and Persuasive Essays			Unit 3: Bringing History to Life		Unit 4: The Literary Essay; Writing About Fiction	
Writing: District Assessments	Informational pretest from <i>Writing Pathways</i> given during the first week of school Narrative pretest from <i>Writing Pathways</i> given during the first month of school.			Opinion Essay pretest given					Informational post test given	
Suggested Read-Alouds	<u>The White Giraffe</u> Lauren St. John <u>Out of My Mind</u> Sharon Draper	<u>The Sisters Grimm</u> Micheal Buckley <u>The Merry Adventures of Robin Hood</u> <u>Mightier than the Sword</u> Jane Yolen	<u>Knots in My Yo-Yo String</u> Jerry Spinelli	<u>Bud, Not Buddy</u> Christopher Paul Curtis	<u>I'm Not Who You Think I Am</u> Peg Kehret (<i>any by this author</i>)	<u>The One and Only Ivan</u> Katherine Applegate <u>The BFG</u> Roald Dahl	<u>Love That Dog</u> Sharon Creech <u>Hate that Cat</u> Sharon Creech			

Rockford Public Schools K-5 Curriculum Map

Grade: 4 English Language Arts

Unit Overview: Launching Reader's Workshop with Realistic Fiction

Students will recognize that we look at words, actions, events, ideas and pictures in the text to infer themes. Students will support their inferences with evidence from the text. This unit will generate excitement for the year long genre studies.

Essential Question: How do you apply what you read to help solve problems in your own life?

	Reading Component/ Key Ideas		Student Objectives What do students have to be able to do? (Common Core Student Objective Language)	Focus Standards (Standard Code)	Instruction/ Sample Activities		Resources/ Suggested Works What materials, texts, videos, internet, software, or human resources support instruction? (Rockford Resources)	Assessment What evidence (product or performance) is collected to determine that the students have met the reading objective? (RPS Literacy Assessment Charts)
	Reading Component	Academic Vocabulary			Instruction	Differentiation		
September/October	Reading Literature	Good fit books Voracious reading Meaningful Connections Genre Realistic fiction Fiction & nonfiction Text features Character traits Plot Plot conflicts Common nouns Proper nouns	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (ex. a character's thoughts, words or actions) RL.4.7 Make connections between the text of a story, or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text,	RL.4.1. RL.4.2. RL.4.7	Mini lessons on good fit books, voracious reading, and building stamina T charts for Read to Self	Good fit books Guided Reading Groups Conferring	Daily Five CAFÉ Interactive Read Aloud Linda Hoyt Grades 4-5 Guiding Readers and Writers Fontas & Pinnell Into the Book- website	Jerry Johns Form 4A: <i>Fire and Animals</i> Discovery Education Reading Conferences, conferring notebook/pensieve
	Reading Informational Text	Text structure Headings Bold text	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.4.7 RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.	RI.4.2. RI.4.7 RI.4.8	Text Features Test Taking strategies	Text gradient from classroom libraries Toolkit Texts	The Comprehension Toolkit	
	Foundational Skills	Cross checking Syllabication Prefixes Suffixes Affixes Root words Sufficient Accuracy Appropriate rate Expression Just right books Good fit books	RF.4.3 RF.4.3a RF.4.4 Read with sufficient accuracy and fluency to support comprehension. RF.4.4.a Read grade-level text with purpose and understanding. RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.4.3 RF.4.3a RF.4.4 RF.4.4.a RF.4.4.b RF.4.4.c	Launching word study groups Instruction on word study activities (S.A.W. sort, speed sort, word hunt, etc.) Minilessons on cross checking	Students are grouped based on feature inventories Students are practicing these skills using a good fit/just right book Conferring with individual students	Word Journeys Daily Five CAFÉ	Word Journeys: Screening / feature inventories

<p style="text-align: center;">Speaking and Listening</p>	<p>One on one discussion Rules for group discussion</p>	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly. SL.4.1 a Come to discussions prepared, having read or studied required material: explicitly draw on that preparations and other information known about the topic to explore ideas under discussion. SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles 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. SL.4.1 d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.4.3 Identify the reasons and evidence a speaker provides to support particular points. SL.4.6 Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.</p>	<p>SL.4.1 SL.4.1a SL.4.1.b SL.4.1.c SL.4.1d SL.4.2 SL.4.3 SL.4.6</p>	<p>Creation of T charts to outline expected behaviors for Read to Someone Turn & Talk</p>	<p>Student Grouping</p>	<p>Daily Five CAFÉ CTK</p>	
<p style="text-align: center;">Language/ Writing</p>	<p>narrator point of view/ perspective angle highlight</p> <p>transfer apply orient the reader problem-resolution climax scene perspective point of view story tension foreshadowing flash back tone symbol</p> <p>climax elaboration internal/external repertoire self-evaluation significance</p>	<p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. 4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations. W.4.3c Use a variety of transitional words and phrases to manage the sequence of events. W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely. W.4.3e Provide a conclusion that follows from the narrated experiences or events. W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. L. 4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. L.4.4 a Use context (ex. definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	<p>W.4.3 W.4.3a W.4.3b W.4.3c W.4.3d W.4.3e W.4.5 W.4.10 L 4.4 L 4.4a</p>	<p>Unit 1: the Arc of the Story; Writing Realistic Fiction</p>	<p>Conferring Graphic organizers</p>	<p>The Writing Diner by Tim Hargis Mechanically Inclined by Jeff Anderson Everyday Editing by Jeff Anderson Mastering the Mechanics by Linda Hoyt and Teresa Therriault</p>	<p>District Writing Assessment</p>

	Word Walks	RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context L 4.2d Spell grade appropriate words correctly, consulting references as needed. L 4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. L4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (ex. telegraph, photograph, autograph).	RF 4.3 RF 4.3a L 4.2d L 4.4 L 4.4b	Word Walks	Feature Groups	Word Journeys	(September) Screening/ Feature Inventory A (October) Weekly Feature Assessment
Word Study							

Unit Overview: Traditional Literature

Students will explore multiple texts including folk tales, legends, fairy tales, tall tales, myths and fables that represent different cultures. Students will use these texts to compare and contrast similar themes, topics and patterns of events in traditional literature.

Essential Question: How do the characteristics of traditional literature help us understand the author's craft?

	Reading Component/ Key Ideas		Student Objectives What do students have to be able to do? (Common Core Student Objective Language)	Focus Standards (Standard Code)	Instruction/ Sample Activities		Resources/ Suggested Works What materials, texts, videos, internet, software, or human resources support instruction? (Rockford Resources)	Assessment What evidence (product or performance) is collected to determine that the students have met the reading objective? (RPS Literacy Assessment Charts)
	Reading Component	Academic Vocabulary			Instruction	Differentiation		
December	Reading Literature (RL)	Fable Legend Folktale Moral Porquoi Fairy Tale Tall Tale Exaggerated Features Personification Protagonist Antagonist Conflict/ Resolution Success/ Failure Hero/ Heroine Hyperbole	RL.4.1 RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.4.3 RL 4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (ex. Herculean). RL.4.6 RL 4.9 Compare and contrast the treatment of similar themes and topics (ex. opposition of good and evil) and patterns of events (ex. the quest) in stories, myths, and traditional literature from different cultures.	RL.4.1 RL.4.2 RL.4.3 RL 4.4 RL.4.6 RL 4.9	Elements of Traditional Literature <u>Rumpelstiltskin</u> Paul O. Zelinsky (Interactive Read-Aloud p. 275) Double Bubble/Venn Diagram	Good Fit Books	<u>John Henry</u> <u>Interactive Read -Alouds</u> by Linda Hoyt Read Write Think Discovery Education	November: Title 1/ At-Risk Students: Fountas & Pinnell to determine instructional level Reading Conferences, conferring notebook/pensieve

November/	Reading Informational Text (RI)	Gist	RI.4.1 RI.4.5 RI.4.7 RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text. RI.4.9	RI.4.1 RI.4.5 RI.4.7 RI.4.8 RI.4.9	CTK Lesson 24- Gist	Text gradient from the classroom libraries	The Comprehension Toolkit	
	Reading Foundational Skills (RF)	Cross checking Syllabication Prefixes Suffixes Affixes Root Words Sufficient Accuracy Appropriate Rate Expression Just Right Books Good Fit Books	RF.4.3 RF.4.3a RF.4.4 Read with sufficient accuracy and fluency to support comprehension. RF.4.4.a Read grade-level text with purpose and understanding. RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.4.3 RF.4.3a RF.4.4 RF.4.4.a RF.4.4.b RF.4.4.c	Launching word study groups Instruction on word study activities (S.A.W. sort, speed sort, word hunt, etc.) Minilessons on cross checking	Students are grouped based on feature inventories Students are practicing these skills using a good fit/just right book Conferring with individual students	Word Journeys Daily Five CAFÉ	Weekly Feature Assessments
	Speaking and Listening (SL)		SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. SL.4.1 a Come to discussions prepared, having read or studied required material: explicitly draw on that preparations and other information known about the topic to explore ideas under discussion. SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles 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. SL.4.1 d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.4.4 SL.4.6 Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.	SL.4.1 SL.4.1a SL.4.1.b SL.4.1.c SL.4.1d SL.4.2 SL.4.4 SL.4.6	Read to Someone Turn & Talk Presenting Compare and Contrast with multiple versions of the same story & note taking during presentations	Student Grouping	Daily Five CAFÉ CTK	

	<p style="text-align: center;">Language/ Writing</p>	<p>information organizational structure related point of view supported provide for instance in order to in addition concluding self-evaluate analyze transfer apply</p>	<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. W.4.1b Provide reasons that are supported by facts and details. W.4.1c Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). W.4.1d Provide a concluding statement or section related to the opinion presented. W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>L. 4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. L.4.4 a Use context (ex. definitions, examples, or restatements in text) as a clue to the meaning of a word (ex. telegraph, photograph, autograph) L.4.5a L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</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 L 4.4 L4.4a L.4.5a L.4.6</p>	<p>Unit 1: The Arc of the Story: Writing Realistic Fiction</p> <p>Unit 2: The Boxes and Bullets: Personal and Persuasive Essays</p>	<p style="text-align: center;">Conferring</p>	<p>The Writing Diner by Tim Hargis</p> <p>Mechanically Inclined by Jeff Anderson</p> <p>Everyday Editing by Jeff Anderson</p>	
	<p style="text-align: center;">Word Study</p>		<p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context L 4.2d Spell grade appropriate words correctly, consulting references as needed. L 4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. L4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (ex. telegraph, photograph, autograph).</p>	<p>RF 4.3 RF 4.3a L 4.2d L 4.4 L 4.4b</p>	<p>Word Walks</p>	<p>Feature Groups</p>	<p>Word Journeys</p>	<p>Weekly Feature Tests</p>

Unit Overview: Biography/Autobiography

Students will read a variety of biographies and autobiographies to learn to distinguish between them. Students will respond to the information with questions, Connections and inferences that expand their thinking. They will synthesize the facts to draw conclusions in order to consider larger issues and ideas.

Essential Question: What can we learn from the lives of other people?

Reading Component/ Key Ideas What reading components are being covered and what is the important vocabulary? What do students need to know? (Reading Component)		Student Objectives What do students have to be able to do? (Common Core Student Objective Language)	Focus Standards (Standard Code)	Instruction/ Sample Activities What activities are used to develop the skills and knowledge? (Units of Study)		Resources/ Suggested Works What materials, texts, videos, internet, software, or human resources support instruction? (Rockford Resources)	Assessment What evidence (product or performance) is collected to determine that the students have met the reading objective? (RPS Literacy Assessment Charts)
Reading Component	Academic Vocabulary			Instruction	Differentiation		
January	Reading Literature (RL)	RL 4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (ex. a character's thoughts, words or actions) RL.4.7 Make connections between the text of a story, or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text,	RL 4.3 RL 4.7				Jerry Johns Form 4B: <u>The Detectives</u>
	Reading Informational Text (RI)	RI 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI 4.2 Determine that main idea of a text and explain how it is supported by key details; summarize the text. RI 4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.4 RI 4.5 Describe the overall structure (ex. chronology, comparison, cause/effect, problem solution) of events, ideas, concepts, or information in a text or part of a text. RI 4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and information provided. RI 4.7 Interpret information presented visually, orally, or quantitatively (ex. in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text. RI 4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	RI 4.1 RI.4.2 RI.4.3 RI.4.4 RI.4.5 RI.4.6 RI.4.7 RI.4.8 RI.4.9	Features of Nonfiction (Interactive Read-Aloud p. 257) Determining Importance <u>Snowflake Bentley</u> by Jacqueline Briggs Martin (Interactive Read-Aloud p. 69) Features of Biography <u>Martin's Big Words</u> Doreen Rappaport (Interactive Read-Aloud p. 263)	Text gradient from classroom libraries	<u>Interactive Read-Aloud</u> by Linda Hoyt	Reading Conferences, conferring notebook/pensieve

	Reading Foundational Skills (RF)		RF.4.3 RF.4.3a RF.4.4 Read with sufficient accuracy and fluency to support comprehension. RF.4.4.a Read grade-level text with purpose and understanding. RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.4.3 RF.4.3a RF.4.4 RF.4.4.a RF.4.4.b RF.4.4.c	Students are grouped based on feature inventories Students are practicing these skills using a good fit/just right book Conferring with individual students	Word Journeys Daily Five CAFÉ	
	Speaking and Listening (SL)		SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. SL.4.1 a Come to discussions prepared, having read or studied required material: explicitly draw on that preparations and other information known about the topic to explore ideas under discussion. SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles 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. SL.4.1 d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.4.3 Identify the reasons and evidence a speaker provides to support particular points. SL.4.4 SL.4.6 Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.	SL.4.1 SL.4.1a SL.4.1.b SL.4.1.c SL.4.1d SL.4.2 SL.4.3 SL.4.4 SL.4.6	Read to Someone Turn & Talk	Student Grouping	Daily Five CAFÉ CTK
	Language/ Writing		L. 4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. L.4.4 a Use context (ex. definitions, examples, or restatements in text) as a clue to the meaning of a word (ex. telegraph, photograph, autograph) L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	L. 4.4 L4.4a L.4.6	Unit 2: The Boxes and Bullets; Personal and Persuasive Essays		The Writing Diner by Tim Hargis 6+1 Traits of Writing Mechanically Inclined by Jeff Anderson Everyday Editing by Jeff Anderson

	Word Study	<p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context</p> <p>L 4.2d Spell grade appropriate words correctly, consulting references as needed.</p> <p>L 4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (ex. telegraph, photograph, autograph).</p>	<p>RF 4.3</p> <p>RF 4.3a</p> <p>L 4.2d</p> <p>L 4.4</p> <p>L 4.4b</p>	Word Walks	Feature Groups	Word Journeys	Feature Inventories Form B for all Students
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Unit Overview: Historical Fiction

In this unit, students will read historical fiction texts to record authentic information and ideas. They will respond to information with questions, interpretations and feelings. Students will ask and explore their lingering questions. Students will use these lingering questions as a springboard to mini-inquiry circles.

Essential Question: How does reading about the past impact how we live our lives today?

Reading Component/ Key Ideas		Student Objectives What do students have to be able to do? (Common Core Student Objective Language)	Focus Standards (Standard Code)	Instruction/ Sample Activities		Resources/ Suggested Works What materials, texts, videos, internet, software, or human resources support instruction? (Rockford Resources)	Assessment What evidence (product or performance) is collected to determine that the students have met the reading objective? (RPS Literacy Assessment Charts)
What reading components are being covered and what is the important vocabulary? What do students need to know? (Reading Component)	What activities are used to develop the skills and knowledge? (Units of Study)			Instruction	Differentiation		
Reading Component	Academic Vocabulary						
February	Reading Literature (RL)	<p>Foreshadow</p> <p>Historical Fiction</p> <p>Interpretive Question</p> <p>Literal Question</p> <p>Symbolism</p> <p>Tension</p> <p>Visualization</p>	<p>RL 4.1</p> <p>RL 4.3</p> <p>RL 4.7</p>	<p>Characteristics of Historical Fiction</p> <p><u>Dakota Dugout</u> Ann Turner or <u>Dandelions</u> Eve Bunting</p> <p>Symbolism <u>Barefoot: Escape on the Underground Railroad</u> (Interactive Read-Aloud p. 221)</p> <p>Questioning <u>Cheyenne Again</u> Eve Bunting (Interactive Read-Aloud p. 7)</p> <p>Foreshadowing <u>The Yellow Star</u> by Carmen Agra Deedy (Interactive Read-Aloud p. 203)</p>	Tiered Texts	<u>Interactive Read-Aloud</u> Linda Hoyt CTK	Reading Conferences, conferring notebook/pensieve

	Reading Informational Text (RI)		<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2 Determine that main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.5 Describe the overall structure (ex. chronology, comparison, cause/effect, problem solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (ex. in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>RI.4.1 RI.4.2 RI.4.3 RI.4.5 RI.4.7 RI.4.8</p>	<p>Determining Fact or Fiction <u>Uncle Jed's Barber Shop</u> T-Chart</p>		<p><u>Interactive Read-Aloud</u> Linda Hoyt</p>	
	Reading Foundational Skills (RF)		<p>RF.4.3 RF.4.3a RF.4.4 Read with sufficient accuracy and fluency to support comprehension. RF.4.4.a Read grade-level text with purpose and understanding. RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF.4.3 RF.4.3a RF.4.4 RF.4.4.a RF.4.4.b RF.4.4.c</p>	<p>Students are grouped based on feature inventories</p> <p>Students are practicing these skills using a good fit/just right book</p> <p>Conferring with individual students</p>	<p>Word Journeys</p> <p>Daily Five CAFÉ</p>		
	Speaking and Listening (SL)		<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1 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.</p> <p>SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles</p> <p>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.</p> <p>SL.4.1 d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL.4.6 Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.</p>	<p>SL.4.1 SL.4.1a SL.4.1.b SL.4.1.c SL.4.1d SL.4.2 SL.4.3 SL.4.6</p>	<p>Read to Someone Turn & Talk</p>	<p>Student Grouping</p>	<p>Daily Five CAFÉ CTK</p>	

	Language/ Writing		L. 4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. L.4.4 a Use context (ex. definitions, examples, or restatements in text) as a clue to the meaning of a word (ex. telegraph, photograph, autograph)	L 4.4 L4.4a	Unit 2: The Boxes and Bullets; Personal and Persuasive Essays Unit 3: Bringing History to Life	Conferring	The Writing Diner by Tim Hargis 6+1 Traits of Writing Mechanically Inclined by Jeff Anderson Everyday Editing by Jeff Anderson	District Writing Assessment
	Word Study		RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context L 4.2d Spell grade appropriate words correctly, consulting references as needed. L 4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. L4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (ex. telegraph, photograph, autograph).	RF 4.3 RF 4.3a L 4.2d L 4.4 L 4.4b	Word Walks	Feature Groups	Word Journeys	Weekly Feature Tests

Unit Overview: Mystery

A mystery is a suspenseful story about a puzzling event that is not solved until the end of the story. Students will immerse themselves in this genre to ask questions as they read and to realize that good readers continually question the text. Students will make inferences and predictions by combining their background knowledge with text clues (evidence). Students will create a multimedia presentation designed to show understanding of the essential question.

Essential Question: How does metacognition help you solve a mystery?

	Reading Component/ Key Ideas What reading components are being covered and what is the important vocabulary? What do students need to know? <i>(Reading Component)</i>		Student Objectives What do students have to be able to do? <i>(Common Core Student Objective Language)</i>	Focus Standards <i>(Standard Code)</i>	Instruction/ Sample Activities What activities are used to develop the skills and knowledge? <i>(Units of Study)</i>		Resources/ Suggested Works What materials, texts, videos, internet, software, or human resources support instruction? <i>(Rockford Resources)</i>	Assessment What evidence (product or performance) is collected to determine that the students have met the reading objective? <i>(RPS Literacy Assessment Charts)</i>
	Reading Component	Academic Vocabulary			Instruction	Differentiation		
March	Reading Literature (RL)	Mystery Prediction Alibi Clue Crime Evidence Detective Red Herring Sleuth Suspect Witness Victim Inference Allusion Questioning Dialogue	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.2 RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (ex. a character's thoughts, words or actions)	RL 4.1 RL.4.2 RL 4.3	<u>Tough Cookie</u> Linda Hoyt (Interactive Read-Aloud: Lesson 9 p. 215) <u>Viking in the Basement</u> - Prediction <u>Case of the Disappearing Mystery Items</u> - Identifying Clues Inferring Lesson Vocabulary- Mystery Cube (technology) <u>The Mystery of Harris Burdick</u> Chris VanAllsburg	Student Grouping Case Report- Good Fit Books Unsolved Mysteries from History	<u>Interactive Read -Alouds</u> by Linda Hoyt Read Write Think- website	Unsolved Mysteries for History

	Reading Informational Text (RI)		<p>RI 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI 4.2 Determine that main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI 4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.4</p> <p>RI 4.5 Describe the overall structure (ex. chronology, comparison, cause/effect, problem solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI 4.7 Interpret information presented visually, orally, or quantitatively (ex. in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI 4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>RI.4.1</p> <p>RI.4.2</p> <p>RI.4.3</p> <p>RI.4.4</p> <p>RI.4.5</p> <p>RI.4.7</p> <p>RI.4.8</p> <p>RI.4.9</p>			CTK	
	Reading Foundational Skills (RF)		<p>RF.4.3</p> <p>RF.4.3a</p> <p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.4.4.a Read grade-level text with purpose and understanding.</p> <p>RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF.4.3</p> <p>RF.4.3a</p> <p>RF.4.4</p> <p>RF.4.4.a</p> <p>RF.4.4.b</p> <p>RF.4.4.c</p>	<p>Students are grouped based on feature inventories</p> <p>Students are practicing these skills using a good fit/just right book</p> <p>Conferring with individual students</p>	<p>Word Journeys</p> <p>Daily Five CAFÉ</p>		
	Speaking and Listening (SL)		<p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1 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.</p> <p>SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles</p> <p>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.</p> <p>SL.4.1 d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.6 Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.</p>	<p>SL.4.1</p> <p>SL.4.1a</p> <p>SL.4.1.b</p> <p>SL.4.1.c</p> <p>SL.4.1d</p> <p>SL.4.2</p> <p>SL.4.6</p>	<p>Read to Someone</p> <p>Turn & Talk</p>	<p>Student Grouping</p>	<p>Daily Five</p> <p>CAFÉ</p> <p>CTK</p>	

	Language/ Writing		L. 4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. L.4.4 a Use context (ex. definitions, examples, or restatements in text) as a clue to the meaning of a word (ex. telegraph, photograph, autograph)	L 4.4 L4.4a	Unit 3: Bringing History to Life		The Writing Diner by Tim Hargis 6+1 Traits of Writing Mechanically Inclined by Jeff Anderson Everyday Editing by Jeff Anderson	
	Word Study		RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context L 4.2d Spell grade appropriate words correctly, consulting references as needed. L 4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. L4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (ex. telegraph, photograph, autograph).	RF 4.3 RF 4.3a L 4.2d L 4.4 L 4.4b	Word Walks	Feature Groups	Word Journeys	Weekly Feature Tests

Unit Overview: Fantasy/Science Fiction

Fantasy is a genre of fiction that is a work of imagination including supernatural or magical events. It helps teach readers about life in general, taking themselves out of this world and allowing them to travel to different times and places. Science Fiction is a "futuristic fiction" which is based upon scientific fact. It allows readers to consider how scientific principles might be used to alter lives in future worlds.

Essential Question: How do the elements of fantasy mirror the complexities of daily life?

Reading Component/ Key Ideas		Student Objectives What do students have to be able to do? (Common Core Student Objective Language)	Focus Standards (Standard Code)	Instruction/ Sample Activities		Resources/ Suggested Works What materials, texts, videos, internet, software, or human resources support instruction? (Rockford Resources)	Assessment What evidence (product or performance) is collected to determine that the students have met the reading objective? (RPS Literacy Assessment Charts)
Reading Component	Academic Vocabulary			Instruction	Differentiation		
April	Reading Literature (RL)	RL.4.1 RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.4.3 RL.4.4 RL.4.9 Compare and contrast the treatment of similar themes and topics (ex. opposition of good and evil) and patterns of events (ex. the quest) in stories, myths, and traditional literature from different cultures.	RL.4.1 RL.4.2 RL.4.3 RL.4.4 RL.4.9	Elements of a Fantasy Vocabulary- Alphaboxes Summarize Text <u>The Wump World</u> Bill Peet Asking Questions <u>Where the Wild Things Are</u> Maurice Sendak Check for Understanding <u>A Bad Case of the Stripes</u> David Shannon Synonyms & Antonyms	Tiered Texts		
	Reading Informational Text (RI)	RI.4.3 RI.4.5	RI.4.3 RI.4.5	Nonfiction Structures <i>The History of Earth Day</i>		Scholastic Text Structures-website	
	Reading Foundational Skills (RF)	RF.4.3 RF.4.3a RF.4.4 Read with sufficient accuracy and fluency to support comprehension. RF.4.4.a Read grade-level text with purpose and understanding. RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.4.3 RF.4.3a RF.4.4 RF.4.4.a RF.4.4.b RF.4.4.c	Students are grouped based on feature inventories Students are practicing these skills using a good fit/just right book Conferring with individual students	Word Journeys Daily Five CAFÉ		

	Speaking and Listening (SL)		<p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1 a Come to discussions prepared, having read or studied required material: explicitly draw on that preparations and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles</p> <p>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.</p> <p>SL.4.1 d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.6 Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.</p>	<p>SL.4.1</p> <p>SL.4.1a</p> <p>SL.4.1.b</p> <p>SL.4.1.c</p> <p>SL.4.1d</p> <p>SL.4.2</p> <p>SL.4.6</p>	Read to Someone Turn & Talk	Student Grouping	Daily Five CAFÉ CTK	
	Language/ Writing		<p>L. 4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.4 a Use context (ex. definitions, examples, or restatements in text) as a clue to the meaning of a word (ex. telegraph, photograph, autograph)</p>	<p>L 4.4</p> <p>L4.4a</p>	Unit 3: Bringing History to Life		<p>The Writing Diner by Tim Hargis</p> <p>6+1 Traits of Writing</p> <p>Mechanically Inclined by Jeff Anderson</p> <p>Everyday Editing by Jeff Anderson</p>	
	Word Study		<p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context</p> <p>L 4.2d Spell grade appropriate words correctly, consulting references as needed.</p> <p>L 4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (ex. telegraph, photograph, autograph).</p>	<p>RF 4.3</p> <p>RF 4.3a</p> <p>L 4.2d</p> <p>L 4.4</p> <p>L 4.4b</p>	Word Walks	Feature Groups	Word Journeys	Weekly Feature Tests

Unit Overview: Poetry

Poetry is verse written to create a response of thought and feeling from the reader. It often uses rhythm and rhyme. Poetry can take on many different forms to convey lively language and sensory images.

Essential Question: How can you think beyond the words on the page?

	Reading Component/ Key Ideas		Student Objectives What do students have to be able to do? (Common Core Student Objective Language)	Focus Standards (Standard Code)	Instruction/ Sample Activities		Resources/ Suggested Works What materials, texts, videos, internet, software, or human resources support instruction? (Rockford Resources)	Assessment What evidence (product or performance) is collected to determine that the students have met the reading objective? (RPS Literacy Assessment Charts)
	Reading Component	Academic Vocabulary			Instruction	Differentiation		
May/June	Reading Literature (RL)	Acrostic Cinquain Haiku Limericks Blank Verse Sensory Poems Alliteration	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (ex. verse, rhythm, meter) and drama (ex. casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	RL.4.2 RL.4.5	Poetry Collection: Could include... Sonnet Color Acrostic Haiku Limericks Blank Verse Sensory Poems Cinquain <u>The Important Book</u> Margaret Wise Brown <u>Hailstones and Halibut</u> <u>Bones</u> Mary O'Neill <u>Casey at the Bat</u> <u>Ernest</u> Lawrence Thayer (Interactive Read-Aloud p. 287)		<u>Interactive Read-Aloud</u> Linda Hoyt	Jerry Johns Form 4LN: <u>Danny and the Dragon</u>
	Reading Informational Text (RI)				Informational Poetry Moon & Secrets CTK Lesson 12 Inferring Meaning <u>In</u> <u>the Spin of Things</u> Rebecca Kai Dotlich	Conferring	^c	
	Reading Foundational Skills (RF)		RF.4.3 RF.4.3a RF.4.4 Read with sufficient accuracy and fluency to support comprehension. RF.4.4.a Read grade-level text with purpose and understanding. RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.4.3 RF.4.3a RF.4.4 RF.4.4.a RF.4.4.b RF.4.4.c	Students are grouped based on feature inventories Students are practicing these skills using a good fit/just right book Conferring with individual students	Word Journeys Daily Five CAFÉ		

	Speaking and Listening (SL)		<p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1 a Come to discussions prepared, having read or studied required material: explicitly draw on that preparations and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles</p> <p>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.</p> <p>SL.4.1 d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.6 Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.</p>	<p>SL.4.1</p> <p>SL.4.1a</p> <p>SL.4.1.b</p> <p>SL.4.1.c</p> <p>SL.4.1d</p> <p>SL.4.2</p> <p>SL.4.6</p>	Read to Someone Turn & Talk	Student Grouping	Daily Five CAFÉ CTK	
	Language/ Writing		<p>L. 4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.4 a Use context (ex. definitions, examples, or restatements in text) as a clue to the meaning of a word (ex. telegraph, photograph, autograph)</p> <p>L 4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L4.5a Explain the meaning of simple similes and metaphors (ex. as pretty as a picture) in context</p> <p>L 4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>L 4.4</p> <p>L4.4a</p> <p>L4.5</p> <p>L 4.5a</p> <p>L 4.5c</p>	<p>Unit 3: Bringing History to Life</p> <p>Unit 4: The Literary Essay; Writing About Fiction</p>		<p>The Writing Diner by Tim Hargis</p> <p>Mechanically Inclined by Jeff Anderson</p> <p>Everyday Editing by Jeff Anderson</p>	District Writing Assessment
	Word Study		<p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context</p> <p>L 4.2d Spell grade appropriate words correctly, consulting references as needed.</p> <p>L 4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (ex. telegraph, photograph, autograph).</p>	<p>RF 4.3</p> <p>RF 4.3a</p> <p>L 4.2d</p> <p>L 4.4</p> <p>L 4.4b</p>	Word Walks	Feature Groups	Word Journeys	Weekly Feature Tests

