Amplify.

Core Knowledge Language Arts®
Scope and Sequence
Grade 4

Each unit is comprised of:

- **Lessons,** including Reading, Writing, Grammar, Morphology, and Spelling activities.
- A **Unit Assessment** that evaluates students' reading comprehension, understanding and retention of academic and domain-specific vocabulary words, as well as 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** present opportunities to review, reinforce, or extend the content and skills taught.

Contents

Unit 1: Personal Narratives (19 Days)

Reader: *Personal Narratives*

This unit examines the genre of personal narratives, which consists of works of nonfiction written by a first-person narrator involved in the events being described. Students read five personal narratives, identifying and using the elements of the genre throughout the unit in writing a variety of their own personal narratives. These elements include events proceeding in a logical sequence, dialogue that shows character, vivid descriptive language, characters with defining traits, sensory details, figurative language, and writing strong introductions and conclusions. Examining the genre in this way will help students build their knowledge of descriptive writing. Some of the genre features are elements students may have studied in fiction-based units in earlier grades. This unit is unique, however, in that the authors of the narratives that students will read describe real events or experiences. Students make meaning from these texts by learning to read them critically and closely, improving their facility in literal comprehension and making text-based inferences. Moreover, examining and utilizing the features of the genre in composing works about their own lives should help students write with increased focus and clarity, and reflect on, as well as make meaning from, their own experiences.

NOTE: *This unit also includes a Beginning-of-Year (BOY) assessment to help determine whether students have adequate preparation for Grade 4 CKLA instruction.*

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	*Read and Discuss Six-Word Memories* Students infer information from six-word memories. [RI.4.1; ELD.PI.4.6]	*Defining Personal Narratives* Students define personal narrative. [SL.4.1; ELD.PI.4.1]		*Writing a Memory Paragraph* Students write a paragraph about a memory of school. [W.4.3; ELD.PI.4.10] *Memory Paragraph: Six-Word Memory* Students write six-word memories based on their paragraphs. [W.4.9; ELD.PI.4.10]
Lesson 2	*"A Good Lie" Class Discussion* Students describe the main argument in "A Good Lie." [RI.4.2; ELD.PI.4.1] *Chart of Lily's Traits* Students cite evidence from the text in describing character traits. [RI.4.1; ELD.PI.4.1]	*Identify Character Traits* Students identify their peers' opinions and the evidence that supports them. [SL.4.3; ELD.PI.4.5]		*"A Good Friend" Paragraph* Students write an opinion paragraph describing what makes a good friend. [W.4.1; ELD.PI.4.10]
Lesson 3	*Discuss the Text* Students explain how and why a character in the text changed. [RI.4.5; ELD.PII.4.1]	*Predicting Effects* Students make predictions based on listening to classmates' narratives. [SL.4.1; ELD.PI.4.5]		*Writing about Cause and Effect* Using cause and effect structure, students write a paragraph about someone who changed them. [W.4.3a, b; ELD.PI.4.10]
Lesson 4	*Introduce Sensory Details* Students identify sensory details in a text. [RI.4.1; ELD.PI.4.6]	*Identify Action* Students summarize a text. [SL.4.2; ELD.PI.4.5]		*Describe the Food* Students write a paragraph using sensory details. [W.4.4; ELD.PI.4.10]
Lesson 5	*Guided Reading Questions* Students describe the events of "How to Eat a Guava." [RI.4.2; ELD.PI.4.6]	*Share Food Narrative Events* Students present a memory to a partner. [SL.4.4a; ELD.PI.4.9]		*Outline Events* Students outline a sequence of events. [W.4.3; ELD.PI.4.10]
Lesson 6	*Character Traits in "The Farm"* Students describe character traits and support their descriptions with quotes		*Punctuating Dialogue* Students determine the meaning of domain-specific and academic vocabulary. [L.4.6; ELD.PI.4.1]	*Write Dialogue for Food Narrative* Students write a narrative that includes dialogue. [W.4.3b; ELD.PI.4.10]

	from the text. [RI.4.1; ELD.PI.4.6]		Students punctuate dialogue. [L.4.2b; W.PI.4.10]	
Lesson 7	*Read "Introduction to Polio"* Students refer to a text in explaining what a text says. [RI.4.1; ELD.PI.4.6] *Partner Work on Timelines* Students describe the chronology of a personal narrative. [RI.4.5; ELD.PI.4.6]			*Introduce Transition Words* Students use transition words in planning a chronological narrative. [W.4.3c; ELD.PI.4.10]
Lesson 8	*Describing Feelings and Emotions* Students identify details that demonstrate the narrator's feelings. [RI.4.1; ELD.PI.4.6] *Firsthand and Secondhand Accounts* Students compare facts from firsthand and secondhand accounts. [RI.4.6; ELD.PI.4.7]			*Review Types of Details* Students complete planning their personal narratives. [W.4.8; ELD.PI.4.12]
Lesson 9	*Character Traits Organizer* Students infer character traits from actions. [RI.4.1; ELD.PI.4.6]	*Personal Memories* Students listen to one another's narratives and provide constructive and specific feedback. [SL.4.1c; ELD.PI.4.1]		*Writing an Introduction* Students draft introductions to their personal narratives. [W.4.3a; ELD.PI.4.10]
Lesson 10	*"Star Patient Surprises Everyone"* Students interpret and analyze a simile or metaphor from the text. [RI.4.1; ELD.PI.4.6]		*Introduce Similes and Metaphors* Students identify and explain similes and metaphors. [L.4.5a; ELD.PI.4.12]	*Write Similes and Metaphors* Students include similes or metaphors in their personal narratives. [W.4.3b; ELD.PI.4.10]
Lesson 11	*Review Cause and Effect* Students identify different types of detail in "Star Patient Surprises Everyone," analyzing how the text conveys meaning through cause and effect relationships and use of descriptive words. [RI.4.5; ELD.PI.4.6]		*Adding Detail with Verbs* Students replace nondescript verbs with vital verbs that show detail and action. [L.4.3a; ELD.PII.4.3]	*Writing with Cause and Effect* Students draft the second body paragraph of their personal narratives and include an example of cause and effect. [W.4.3; ELD.PII.4.1]

Lesson 12	*Reading for Details* Students identify textual details and use them to read the text closely. [RI.4.1; ELD.PI.4.6]		*Revising Details* Students revise their personal narrative drafts to incorporate good and varied details. [W.4.3, W.4.5; ELD.PI.4.12a]
Lesson 13	*Introduce Conclusions* Students learn about strong conclusions and analyze the conclusion of *Small Steps*. [RI.4.2; ELD.PI.4.6]		*Planning Conclusions* Students compose conclusions for their personal narratives. [W.4.3e; ELD.PI.10a]
Lesson 14		*Interviewing Peg Kehret* Students prepare for and conduct interviews from the perspective of the author and a talk-show host. [SL.4.1; ELD.PI.4.1]	*Composing Titles* Students offer peer feedback and use feedback to revise their personal narratives. [W.4.4, W.4.5; ELD.PI.10a]
Lesson 15		*Author Interviews* Students prepare for and conduct interviews about their personal narratives. [SL.4.1; ELD.PI.4.1]	*Editing Checklist* Students complete a final polish of their work using a self-evaluation and editing checklist. [W.4.5; ELD.PI.4.10a]
Lesson 16 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 17 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 18 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 19 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing

Unit 2: Empires in the Middle Ages, Parts 1 and 2 (29 Days)

Reader: *Empires in the Middle Ages*

The Empires in the Middle Ages *unit covers the history of both the Middle Ages in Europe and the Islamic Medieval Empires. The Middle Ages in Europe and Islamic Medieval Empires units have always been companions in the Grade 4 sequence because their subjects are highly related. While the Middle Ages deals primarily with the events of western Europe, and the relationship between the Christian Church and the rulers of the region, the concurrent Islamic Empires in the Middle Ages unit looks at events in another part of the world (particularly in what is now called the Middle East). Separated by the Mid-Unit Assessment, the two topics of study are tied by a common past (the decline of the Roman Empire) and intersecting events such as the Crusades and the movement of knowledge, philosophy, and science from Greek into Arabic into Latin. They are also tied by their impact on the present: it is difficult to understand the modern world without knowing about these two regions and their medieval history.*

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	*Review Prior Knowledge* Students sequence events on a timeline, placing their discussion of the Middle Ages in the context of their background knowledge. [RI.4.7; ELD.PI.4.6] *Class Discussion* Students will paraphrase information from the Reader to participate in a discussion about the people, events, and important ideas from the Middle Ages. [RI.4.1, ELD.PI.4.6] *Map Activity* Students locate the modern-day countries of Spain, France, England, Germany, and Italy, and identify that region as a part of the Roman Empire. [RI.4.7; ELD.PI.4.6]		Word Work: *Transform*	
Lesson 2	*Reading about Lords and Serfs* Students will refer to details and examples in the text when explaining the relationships between lords and serfs. [RI.4.1; ELD.PI.4.6]		Word Work: *Rival* *Nouns and Adjectives* Students discover the function and relationships of nouns and adjectives by identifying them in sentences. [L.4.1; ELD.PII.4.4] *Prefixes* Students will use their knowledge of the prefixes *un–* and *non–* and root words to read and interpret unfamiliar words. [RF.4.3a; ELD.PII.4.3]	*Taking Notes from a Text* Students use a graphic organizer to produce clear notes contrasting the lives of serfs and lords. [W.4.9; ELD.PI.4.10]
Lesson 3	*Close Reading on Feudalism* Students explain the concept of feudalism as		Word Work: *Loyal*	*Writing an Informative Paragraph* Students draft an informative paragraph

	a way of life based on land ownership during the Middle Ages. [RI.4.3; ELD.PI.4.6]			about the life of a lord in the Middle Ages, including a topic sentence, detail sentences, transition words, and a concluding sentence. [W.4.2; ELD.PI.4.10]
Lesson 4	*Small Group Reading* Students refer to details and examples in the text when explaining why knights and castles were needed in the Middle Ages. [RI.4.1; ELD.PI.4.6]		Word Work: *Influential* *Prepositions and Prepositional Phrases* Students form and use prepositional phrases. [L.4.1e; ELD.PII.4.4] *Prefixes Un– and Non–* Students use their knowledge of the prefixes *un–* and *non–* and root words to read and interpret unfamiliar words.	*Practice Taking Notes* Students use a graphic organizer to produce clear and coherent writing contrasting the lives of serfs and lords. [W.4.9; ELD.PI.4.10]
Lesson 5		*Towns in the Middle Ages* Students read and answer literal and inferential questions about medieval towns. [RI.4.1; SL.4.1; ELD.PI.4.6]	Word Work: *Fuel*	*Drafting a Paragraph* Students draft an informative paragraph about the lives of serfs in the Middle Ages, including a topic sentence, detail sentences, transition words, and a concluding sentence. [W.4.2; ELD.PI.4.10]
Lesson 6		*Towns and Manors* Students refer to examples from the text in discussing how towns changed the way of life in the Middle Ages. [RI.4.1; SL.4.1; ELD.PI.4.6]	Word Work: *Emerge* *Verbs and Adverbs* Students identify adverbs and the verbs they modify. [RF.4.3; ELD.PI.4.12] *The Prefix en–* Students will use their knowledge of morphology and the prefix *en–* to accurately read and interpret unknown words. [RF.4.3; ELD.PII.4.3] *Spelling* Students practice	

			spelling words from the Reader.	
Lesson 7		*The Church in the Middle Ages* Students refer to examples from the text when discussing the influence of the church on the lives of people in medieval Europe. [RI.4.1; SL.4.1; ELD.PI.4.6]	*Word Work:* Devote	*Taking Notes* Students use a graphic organizer to produce clear and coherent writing comparing the lives of medieval knights, craftsmen, monks, and nuns. [W.4.9; ELD.PI.4.10]
Lesson 8		*Small Group Discussions* Students will participate in a small group discussion of "The Power of the Church" and cite evidence from the text. [RI.4.1; SL.4.1; ELD.PI.4.6]	Word Work: *Destined*	*Organizing Facts* Students will collect facts from the text that support their opinions and include them in a graphic organizer. [W.4.9; W.4.1b; ELD.PI.4.10]
Lesson 9	*Citing Textual Evidence on the Battle of Hastings* Students cite textual evidence supporting the author's claim that the Battle of Hastings changed history. [RI.4.8; ELD.PI.4.6]		Word Work: *Determination* *Adjectives and Adverbs* Students decide whether to modify words with adjectives or adverbs. [L.4.1; ELD.PII.4.5] *The Prefix en–* Students will use their knowledge of morphology and the prefix *en–* to accurately read and interpret unknown words. [RF.4.3; ELD.PI.4.12] *Spelling Words in Context* Students demonstrate understanding of spelling words by using them in sentences. [L.4.4; ELD.PI.4.12]	
Lesson 10	*Answering Questions Using Quotes from the Text* Students answer a series of questions about the Battle of		*Spelling* Students demonstrate their knowledge of the correct spelling of targeted words. [L.4.2; ELD.PI.4.12]	*Planning a Persuasive Paragraph* Students plan a persuasive paragraph by stating their opinions and supporting them

			with facts from the text. [W.4.1; ELD.PI.4.10]
Hastings using direct quotations from the text to support their answers. [RI.4.1; ELD.PI.4.6]		Word Work: *Pursue*	
Lesson 11	*Citing the Text* Students use examples from the text when discussing the effect King Henry II had on England. [RI.4.3; ELD.PI.4.6]	Word Work: *Restore* *Subjects and Predicates* Students correctly identify the subjects and predicates in sentences. [L.4.1f; ELD.PII.4.6] *The Root* Arch Students will identify the meanings of words with the root *arch* and use these words correctly in sentences. [L.4.4b; ELD.PI.4.12] *Spelling* Students practice spelling targeted words. [L.4.2d; ELD.PI.4.12]	
Lesson 12	*Text Analysis* Students will evaluate the most positive and most negative actions King Henry II took while in power, using information from the text to analyze what happened and why. [RI.4.3; ELD.PI.4.11]	Word Work: *Acquire*	*Paraphrasing the Text* Students paraphrase facts from the text that support their opinions. [W.4.1b; W.4.1c; ELD.PI.4.11]
Lesson 13	*Evaluating the Text* Students evaluate the importance of Magna Carta based on information from the text. [RI.4.1; ELD.PI.4.3]	Word Work: *Inevitable*	*Drafting a Persuasive Paragraph* Students draft and edit a persuasive paragraph about lords and serfs. [W.4.1; ELD.PII.4.6]
Lesson 14	*Cause and Effect* Students use their knowledge of cause and effect to identify the impact of developments or events from the Middle Ages on our lives today. [RI.4.3; ELD.PI.4.6]]	Word Work: *Indeed* *Parts of Speech, Subjects and Predicates* Students will identify parts of speech, subjects, and predicates in sentences. [L.4.1f; ELD.PII.4.3; ELD.PII.4.4]	

		The Root Arch Students will select the correct word with the root *arch* to best complete a given sentence. [L.4.4b]

Spelling Words in Context Students will practice spelling targeted words and use them in sentences. [L.4.2d] | |
| **Lesson 15** | *Reading Comprehension Assessment* | *Spelling Assessment*

Grammar Assessment

Morphology Assessment | *Writing Assessment* |
| **Lesson 16** | *Timeline and Map Activities* Students place the major events of this time period on a timeline and map. [RI.4.3; ELD.PI.4.46]

Facts and Inferences Students will answer factual questions about the information in Chapter 1 of the Reader. [RI.4.1; ELD.PI.4.6] | | |
| **Lesson 17** | *Close Reading* Students will answer inferential and comparison questions about Muhammad's early life. [RI.4.1; ELD.PI.4.6] | *Sentence Fragments* Students will identify and correct sentence fragments. [L.4.1f; ELD.PII.4.6]

Review of Prefixes Students correctly use the prefixes *un–, non–,* and *en–,* given the context of a sentence. [L.4.3; ELD.PI.4.12] | *Life in a Caravan* Students write a fictional first-person narrative about traveling in the Arabian desert.

Scanning a Text Students will scan the text to find quotes about a particular topic. [W.4.8; ELD.PI.4.10] |
| **Lesson 18** | *Sequencing Events* Students will sequence events from the Reader related to the spread of Islam during Muhammad's lifetime. [RI.4.3; ELD.PI.4.6] | | *Practice Paraphrasing* Students will paraphrase information from the text. [W.4.8; ELD.PI.4.10] |

	Creating a Map-Based Timeline		
Lesson 19	*Text and Diagrams* Students make presentations on the Battle of Yarmouk using diagrams. [RI.4.7; ELD.PI.4.6]	*Sentence Types* Students generate sentences for each of the four sentence types (interrogative, exclamatory, declarative, and imperative). [L.4.1; ELD.PI.4.7] *The Root* Graph Students use words with the root *graph* accurately in sentences. [L.4.4b; ELD.PII.4.12] *Spelling Words in Context* Students pronounce and practice using spelling words in sentences. [L.4.4; ELD.PI.4.12]	
Lesson 20	*Reading about Shiite and Sunni Muslims* Students will answer factual and inferential questions about the two major branches of Islam, using evidence from the text. [RI.4.1; ELD.PI.4.6]		*Planning a Work of Historical Fiction* Students will collect details to plan their historical fiction pieces after reviewing elements of a story. [W.4.8; ELD.PI.4.10]
Lesson 21	*Reading About the Umayyad Dynasty* Students answer factual questions about the Umayyad dynasty using evidence from the text. [RI.4.1; ELD.PI.4.6]		*Writing Historical Fiction* Using elements of a story, students draft a work of historical fiction taking place in Arabia in the Middle Ages. [W.4.3; ELD.PI.4.10]
Lesson 22	*Text and Images* Students identify and discuss important features of classical Islamic architecture using details from the text. [RI.4.1; ELD.PI.4.6]	*Progressive Verbs* Students form and use the progressive verb tense. [L.4.1b; ELD.PI.4.7] *The Root Graph* Students use words with the root *graph* accurately in sentences. [L.4.4; ELD.PI.4.7] *Spelling Words in Context*	

			Students will correctly use their academic vocabulary words in sentences that demonstrate their understanding of the context. [L.4.4; ELD.PI.4.7]	
Lesson 23	*Reading About the Crusades* Students will answer factual and inferential questions about the Crusades. [RI.4.1; ELD.PI.4.6]	*Presenting Historical Fiction* Students present their historical fiction stories and provide feedback to peers based on the elements of a story. [SL.4.4; ELD.PI.4.9]	*Spelling Words* Students demonstrate ability to spell targeted words correctly. [L.4.2; ELD.PI.4.10]	
Lesson 24	*Reading and Writing Fables* Students read a fable, analyze the features of a fable, and then write their own fables. [RL.4.2; ELD.PI.4.6]		*Grammar Round Up* Students will identify parts of speech, correct sentence fragments and run-on sentences, and write each of the four sentence types. [L.4.1; ELD.PI.4.10] *The Suffix –y* Students use the suffix –y to change nouns into adjectives and use them in sentences. [L.4.1; ELD.PI.4.10] *Spelling* Students practice spelling targeted words. [L.4.2; ELD.PI.4.12]	
Lesson 25	*Reading Comprehension Assessment*		*Grammar Assessment* *Morphology Assessment* *Spelling Assessment*	
Lesson 26 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	t Opportunity for enrichment and/or remediation in writing
Lesson 27 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing

Lesson 28 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 29 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing

Unit 3: Poetry (18 Days)

Reader: *The Poet's Journal*

For many readers—adults and children alike—poetry can be challenging. Readers often find poems inaccessible, suspecting a secret meaning they cannot decode. In fact, poetry's reliance on symbolic and figurative language opens up rather than closes off meaning, giving readers the power of personal interpretation. This unit gives students tools and strategies for approaching poetry, training them in the methods and devices poets use and equipping them to read and interpret both formal and free verse poems. It gives them continual opportunities to create poems themselves, allowing them to practice what they have learned.

The poems in this unit represent a wide variety of time periods, from Kshemendra's twelfth-century treatise on the responsibilities of poets to the work of living writers such as Sherman Alexie and Harryette Mullen. We haven't chosen poems written specifically for children; we have instead selected poems both younger and older readers will enjoy. The poets come from many backgrounds and nations; the poets included are European, Asian, African American, Native American, and Hispanic. The poems themselves are similarly diverse; some employ precise meter and rhyme schemes, while others use free verse. Uniting them all is their engagement with language and its potential.

	Text Analysis/ Comprehension	**Speaking and Listening**	**Language and Vocabulary**	**Writing**
Lesson 1	*Reading Closely* Students identify textual evidence and determine the implicit and explicit meanings of Roald Dahl's "Little Red Riding Hood and the Wolf." [RL.4.1; ELD.PI.4.6]	*Read-Aloud and Discussion* Students discuss the plot of Roald Dahl's "Little Red Riding Hood and the Wolf" in small groups and as a class. [SL.4.1b; ELD.PI.4.1]	*Poetic Devices* Students identify stanza, stanza break, line, and rhyme within "Little Red Riding Hood and the Wolf." [L.4.6; ELD.PI.4.6]	
Lesson 2	*Reading Closely* Students identify textual evidence to determine the implicit and explicit meanings of Harryette Mullen's "Ask Aden" and Norman Ault's "Wishes." [RL.4.1; ELD.PI.4.6a]		*Poetic Devices: Repetition and Alliteration* Students will define the terms *repetition* and *alliteration* and create original work using alliteration. [L.4.3; ELD.PI.4.10a]	*Question and Answer Poems* Students compose questions and assemble them into an original poem. [W.4.4; ELD.PI.4.11a]
Lesson 3	*Point of View and Visualizing Details*			*Planning Memory Poems*

Amplify.

	Students will identify different points of view, then apply their knowledge while closely reading Giovanni's poem, paying particular attention to textual detail. [RL.4.3, RL.4.6; ELD.PI.4.6, ELD.PI.4.7]			Students will record information about one of their own experiences and plan a memory poem that includes sensory detail and rich description. [W.4.8; ELD.PI.4.10a]
Lesson 4	*Similes* Students will discuss Langston Hughes's "Harlem," with particular emphasis on interpreting the poem's many similes. [RL.4.4, L.4.5a; ELD.PI.4.8]			*Writing Similes* Students compose original, simile-rich poems in response to the question, "What happens when your teeth aren't brushed?" [W.4.4, L.4.5; ELD.PI.4.12a]
Lesson 5	*About the Author* Students use details from Langston Hughes's biographical note to answer questions about the author. [RI.4.1; ELD.PI.4.6] *Historical and Cultural Context* Students use historical and cultural context to answer inferential questions about "Harlem." [RL.4.2; ELD.PI.4.6]	*Historical Context* Students assimilate information from a video on the Harlem Renaissance. [SL.4.2; ELD.PI.4.5]	*Figurative Language* Students identify and define examples of figurative language. [L.4.5; ELD.PI.4.8]	*Planning Memory Poems* Students use teacher feedback and prompts to plan revisions of their work on memory poems. [W.4.5, W.4.8; ELD.PII.4.5]
Lesson 6	*Close Reading for Tone* Students use details from a text to infer its tone and meaning; they will also describe how repetition affects a speaker's tone. [RL.4.1, RL.4.3; ELD.PI.4.6]	*Poetic Device: Tone* *Speaking in* Students learn about tone and practice speaking in tones that match different audiences and occasions. [SL.4.1; ELD.PI.4.4]		*Writing Memory Poems* Students will use details from a text to infer its tone and meaning; they will also describe how repetition affects a speaker's tone. [RL.4.1, RL.4.3; ELD.PI.4.6]
Lesson 7	*Reflections and Inferences* Students will identify how Whitman characterizes America and make inferences about what Whitman most values about the nation. [RL.4.1; ELD.PI.4.6]	*Sharing and Providing Feedback* Students will read their original poems aloud to a peer and give feedback. [SL.4.1; SL.4.2; ELD.PI.4.5]		*Observational Walk and Writing* Students will compose original "I Hear My School Singing" poems, using a number of different episodes throughout the school day to present a varied portrait of their

				academic environment. [W.4.1; W.4.4; ELD.PI.4.10a]
Lesson 8	*Poetic Devices: Anaphora and Metaphor* Students will define *anaphora* and *metaphor*, identify them in the poem, and explain the meaning of examples of figurative language in the poem. [RL.4.1, L.4.5; ELD.PI.4.8]	*Class Reading and Chanting* Students will read passages from Joy Harjo's "She Had Some Horses," following their assigned roles when speaking in, and to, groups. [SL.4.1b; ELD.PI.4.4]		
Lesson 9	*Close Reading* Students will use textual detail as evidence for inferences about the poem's meaning. [RL.4.1, L.4.5; ELD.PI.4.6]	*Reading in Turns* Students will read passages from Joy Harjo's "She Had Some Horses," following their assigned roles when speaking in and to groups. [SL.4.1b; ELD.PI.4.4]		*Planning and Writing a Poem* Students will plan and draft original poems that use anaphora to describe a character's many components or attributes. [W.4.3, W.4.4, W.4.5, ELD.PII.4.1]
Lesson 10	*Poetic Devices: Similes and Alliteration* Students will identify and create examples of alliteration; they will also identify and explain the many similes in "Words Free as Confetti." [RL.4.4, L.4.5; ELD.PI.4.8]			*Writing with All Five Senses* Students will compose original poems using alliteration and detailed descriptions based on the five senses. [W.4.3, W.4.4, ELD.PI.4.12a]
Lesson 11			*Poetic Device: Extended Metaphor* Students identify an extended metaphor and explain its various details. [RL.4.1, RL.4.4, L.4.5, ELD.PI.4.6]	*Writing Extended Metaphors* Students construct original poems containing their own extended metaphors comparing the weather to an animal. [W.4.3, W.4.4, ELD.PI.4.10a]
Lesson 12	*Close Reading for Understanding and Poetic Devices* Students will summarize the text, identify poetic devices, and explain the effectiveness of those devices in the context of the poem "Casey at the	*Active Listening* Students will demonstrate active listening by answering questions about the poem they heard aloud. [SL.4.2; ELD.PI.4.5]		

	Bat." [RL.4.1, RL.4.2, RL.4.4; ELD.PI.4.7]			
Lesson 13	*Elements of a Poem* Students examine elements of the poem and define how the poem differs from a short story. [RL.4.5; ELD.PII.4.1]			*Writing Original Narrative Poems* Students write original narrative poems, using poetic devices to engage readers. [W.4.3; W.4.4; ELD.PI.4.10]
Lesson 14	*Understanding and Application* Students describe the responsibilities of a poet and identify the tools used by successful poets. [RL.4.1; RL.4.2; RL.4.4; W.4.9; ELD.PI.4.11a]			*Writing Advice Poems* Students write original advice poems for new readers of poetry. [W.4.4; ELD.PI.4.11a]
Lesson 15	*Reading Assessment*			*Writing Assessment*
Lesson 16 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 17 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 18 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing

Unit 4: Eureka! Student Inventor (10 Days)

Reader: *Eureka! Files*

Eureka! Student Inventor *is a 10-day ELA Quest. Quests are narrative-driven units that immerse students in close reading adventures. Through them, students read complex literary and informational texts and consistently demonstrate their ability to find evidence and use it appropriately. Over the course of the Quest, students write routinely in opinion, informational, and narrative modes, adjusting style for the task and audience indicated. Beyond this, Quests are deliberately varied. Each aims to immerse students in a new world, with new content and challenges. Quests are also more flexible than other units. We have provided suggestions for how to customize the Quest throughout and encourage you to make your own variations to suit your students' needs.*

As they go through Eureka! Student Inventor, *students read a range of informational texts about inventors, inventions, and the process of creation. In addition to close readings, students analyze objects and situations in the world around them,*

identify problems, create evidence-based solutions, and ultimately become inventors themselves. By routinely writing informational and opinion pieces, students practice research, observation, communication, and persuasion. They also engage in a range of collaborative discussions, sharing ideas and working in teams with defined roles and agreed-upon rules. In Eureka! Student Inventor, *students are contestants on the bizarre and exciting reality TV game show of the same name—a show in danger of cancellation because of a few . . . unfortunate . . . incidents last season. Students are divided into teams (labs) and participate in activities and challenges both in groups and individually. Guided by inventor-judges Jacques Cousteau, Hedy Lamarr, Thomas Edison, and George Washington Carver, as well as a host—you, the teacher— contestants learn about the process of invention through examples and experiments. Throughout the Quest, the judges will "interact" with students through videos and notes. Your role as host is the key to creating and maintaining the game-show "world." We have provided host scripts throughout the unit and hope you will add in your own elements.*

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	*Learn From Last Season* Students integrate ideas from two texts and speak knowledgeably on the best practices of collaboration. [RI 4.9; ELD PI.4.11]	*Collaboration Building Challenge* Students discuss and practice collaboration, following agreed-upon rules and maintaining assigned roles. [SL 4.1; 4.1.b; ELD PI.4.1]		*Collaboration Wedge Challenge* Students write clearly about their own collaboration experience, supporting their opinions with facts and details. [W 4.4; ELD PI.4.10]
Lesson 2	*Inventor Cards* Students complete close reads of several inventor biographies and summarize, refer to details, and draw inferences from these texts. [RI.4.1; RI.4.2; ELD PI.4.5,6A]			*Complete Inventor Card* Students draw evidence from inventor biographies to support their own research. [W.4.9.; ELD PI.4.10b]
Lesson 3	*Researching the Lightbulb; Invention Pitch* Students read complex informational texts about major inventions and discuss their development and impact. [RI.4.3; ELD PI.4.6a]	*Introduction to Pitching Wedge* Students recognize and summarize best practices for making an oral presentation, and analyze sample presentations. [SL.4.2; ELD PI.4.6]	*Good Pitch, Bad Pitch* Students acquire domain-specific vocabulary associated with the major inventions they are researching. [L.4.6; ELD PI.4.6]	*Research "Letter to Mr. Edison"* Students write an opinion piece about the importance of the lightbulb, providing evidence to support their argument. [W.4.1, W.4.1b; ELD PI.4.11a]
Lesson 4		*Pitches* Students use their research to create an oral pitch for their lab's invention, including facts and details to support their argument. [SL 4.4; ELD PI.4.9] *Invention Pitch: Lightning Round* Students listen to presentations, take		*Planning: Skit Writing* Students write and present a skit with dialogue to show the importance of their lab's invention. [W.4.3; ELD PI.4.5]

		notes, and paraphrase what they have learned about each invention. [SL 4.2; ELD PI.4.10]		
Lesson 5	*Invention Breeds Invention; Timeline of Invention;* Students describe the chronology, causes, and effects of the Louis Braille's invention, in order to understand that "invention breeds invention." [RI 4.5; ELD PI.4.6a] *Reading and Dance Party Challenge* Students read technical texts and interpret diagrams about simple machines. [RI.4.3; ELD.PI.4.6a]			*Knowledge Wedge Challenge* Students integrate information about prior inventions and simple machines to write a creative solution to a technical challenge. [W.4.4; ELD P.4.10a]
Lesson 6		*How Many Ways Can You Solve It?; Documentation Building Challenge 2* Students collaborate in their lab groups to generate multiple ideas and respond to a new building challenge. [SL.4.1b; ELD PI.4.1]		*Documentation Building Challenge; Documentation Wedge Challenge* Students create explanatory texts to document their inventions, including diagrams (and domain-specific vocabulary) to convey information. [W.4.2; ELD W.4.2]
Lesson 7		*Lab Discussion and Rebuilding; Rebuilding Demonstrations* Students participate in collaborative discussions to evaluate their inventions and offer suggestions for improvement. [SL 4.1.C]		*Failure Wedge Challenge* Students write an opinion piece on the usefulness of failure in the inventing process. [W.4.1b, ELD PI.4.11a]
Lesson 8		*An Inventing Opportunity* Students share their ideas about inventions through paired interviews, sharing their ideas, and taking notes. [SL 4.2b; ELD PI.4.1]		*Last-Chance Wedge Make Up* Students revise or complete writing challenges from previous lessons. [W4.10; ELD PI.4.10] *What Should My Invention Solve?; Brainstorming*

			Students write two short, informative pieces describing their own invention idea, the problem it solves, including its purpose and function. [W.4.2; ELD PI.4.10]
Lesson 9	*Lab Feedback* Students listen to classmates, pose questions, and offer constructive feedback on their peers' inventions. [SL 4.1c; ELD PI.4.3] *Pitch Review* Students write, rehearse, and create illustrations or models for their final invention pitch. [SL.4.4; ELD PI.4.9]		*Write Pitch* Students write a detailed explanation of their invention, including an argument for its importance. [W4.2b; ELD PI.4.10]
Lesson 10	*Pitching, However You So Choose* Students present their invention, explaining how it addresses a problem and how it works, and support their pitch with a diagram or model demonstration. [SL 4.4; ELD PI.4.9]		*Make Your Own Inventor Card* Students write a reflection on their experiences during this unit, including a description of their invention and reflection on a challenge they faced and overcame. [W.4.10; ELD PI.4.10]

Unit 5: Geology (19 Days)

Reader: *Geology: 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.

NOTE: *In this unit a Middle-of-Year (MOY) Assessment is provided and should be administered at the end of the unit.*

Text Analysis/	Speaking and	Language and	Writing

	Comprehension	Listening	Vocabulary
Lesson 1	*Review Prior Knowledge* Students identify different areas of study about the earth and ask the types of questions geologists ask about the earth. [RI.4.1, ELD.PI.4.9] *Read Aloud: Chapter 1* Students describe how people's knowledge of what happens on Earth's surface has changed over time, including explaining the continental drift hypothesis and the existence of Pangaea. [RI.4.1, RI.4.3, RI.4.7, RI.4.8, ELD.PI.4.6]		
Lesson 2	*Read Chapter 2* Students identify and describe Earth's layers, describe the movement of tectonic plates, and identify evidence of how Earth's layers and tectonic plates interact to change the Earth's surface. [RI.4.1, RI.4.2, RI.4.3, RI.4.8, ELD.PI.4.6]		*Grammar: Introduce Commas* Students identify the correct location of commas in dates, addresses, city and state, and items in a series. [L.4.2, ELD.PI.4.10] *Morphology: Introduce Suffix –ly* Students distinguish between root words and words with the suffix –ly and use those words correctly in sentences. [L.4.4, ELD.PI.4.8] *Examine Similes* Students explain similes related to geology concepts. [L.4.5, ELD.PI.4.12]
Lesson 3	*Close Reading* Students explain characteristics of Earth's layers, describe how tectonic plates move, and explain how these forces interact to change Earth's surface, including the seafloor.		*Draft a Detailed Explanation of a Simile* Students write a detailed explanation of a simile. [L.4.5, W.4.2, ELD.PII.4.1]

	[RI.4.1, RI.4.2, RI.4.3, RI.4.8, ELD.PI.4.6]		
Lesson 4	*Read "Earth's Shakes and Quakes"* Students explain what causes earthquakes, how scientists measure the intensity of earthquakes, and how faults and tsunamis relate to earthquakes. [RI.4.1, RI.4.2, RI.4.3, RI.4.8, ELD.PI.4.6]	*Grammar: Practice Commas* Students practice using commas for dates, addresses, city and state, and items in a series. [L.4.2, ELD.PI.4.6] *Morphology: Practice Suffix –ly* Students practice distinguishing between root words and words with the suffix –ly, and using those words correctly in sentences. [L.4.4, ELD.PI.4.12]	*Introduce an Informational Pamphlet* Students describe an informational pamphlet and identify a specific pamphlet's purpose and intended audience. [W.4.8, W.4.9]
Lesson 5	*Read "Earth's Shakes and Quakes"* Students describe key causes and effects of earthquakes, including the role faults play in earthquakes and the relationship between tsunamis and earthquakes. [RI.4.1, RI.4.2, RI.4.3, RI.4.8, ELD.PII.4.2]		*Draft an Informational Pamphlet* Students use their paraphrased notes to draft an informational pamphlet about tsunamis. [W.4.8, W.4.9, ELD.PI.4.12]
Lesson 6	*Read "Earth's Fiery Volcanoes"* Students explain how and where volcanoes, geysers, and hot springs are formed and the differences between dormant, extinct, and active volcanoes. [RI.4.1, RI.4.2, RI.4.3, RI.4.4, ELD.PI.4.6]	*Grammar: Introduce Commas, Quotation Marks* Students determine where to insert quotation marks and commas in sentences containing direct quotes or dialogue. [L.4.2, ELD.PI.4.10] *Morphology: Introduce Root* rupt Students identify the meaning of the root *rupt* and use these words in sentences. [L.4.4, ELD.PI.4.7] *Spelling: Introduce Spelling Words* Students practice spelling words based on familiar roots.	

		[L.4.2, ELD.PI.4.7]	
Lesson 7	*Read "Mythic Volcano Spirits"* Students describe how myths were used in early civilizations to explain unusual events in nature such as volcanic activity. [RI.4.1, RI.4.2, RL.4.1, RL.4.2, RL.4.4, ELD.PI.4.6]		*Introduce a Wiki Entry; Model Taking Notes for a Wiki Entry* Students describe what a wiki entry is and plan for writing their own wiki entry. [W.4.2, W.4.4, W.4.5, ELD.PII.4.6]
Lesson 8	*Read "Earth's Building Blocks"* Students identify rocks as solids made of minerals, describe the formation, characteristics of three types, explain how the rock cycle causes long-term changes. [RI.4.1, RI.4.2, RI.4.3, RI.4.4; ELD.PI.4.6]		
Lesson 9	*Close Reading: Read "Earth's Building Blocks"* Students describe what rocks are, explain the formation and characteristics of the three classes of rocks, and explain the features and importance of the rock cycle. [RI.4.1, RI.4.2, RI.4.3, RI.4.4, ELD.PI.4.6]	*Grammar: Practice Commas and Quotation Marks* Students write dialogue that demonstrates the correct use of commas and quotation marks. [L.4.2, ELD.PIII] *Morphology: Practice Root* rupt Students practice creating and using sentences that include words with the root *rupt.* [L.4.4, ELD.PI.4.8] *Spelling: Practice Spelling Words* Students practice spelling targeted words with familiar roots. [L.4.2, ELD.PIII]	
Lesson 10	*Read "Earth's Powerful Forces of Change"* Students identify, define, and provide examples of weathering and erosion and how they reshape Earth's surface.	***Spelling Assessment*** Students demonstrate their knowledge of the correct spelling of targeted words. [L.4.2; ELD.PIII]	

	[RI.4.1, RI.4.2, RI.4.3, RI.4.4; ELD.PI.4.6]		
Lesson 11	*Close Reading "Earth's Powerful Forces of Change"* Students describe the processes of weathering and erosion and identify geologic features that provide evidence of these forces. [RI.4.1, RI.4.2, RI.4.3, RI.4.4, ELD.PI.4.6]	*Grammar* Students will identify and use multiple adjectives in the correct sequence. [L.4.1, ELD.PI.4.3] *Morphology* Students will review the meanings and uses of the suffixes *–ly* and *–y* and the roots *graph* and *rupt.* [L.4.4, ELD.PI.4.6] *Spelling: Introduce Spelling Words* Students will practice spelling targeted words. [L.4.2, ELD.PIII]	
Lesson 12	*Read "Earth's Mighty Mountains"* Students describe how mountains are formed, identify different types of mountains, and locate major mountain ranges on a map. [RI.4.1, RI.4.2, RI.4.3, RI.4.4, ELD.PI.4.6]		*Plan a Descriptive Paragraph* Students plan for writing a descriptive paragraph about a rock or other item in the rock cycle. [W.4.2, W.4.3, W.4.4, W.4.5, ELD.PI.4.10]
Lesson 13	*Read "Earth's Undersea World"* Students identify mid-ocean ridges, ocean trenches, hydrothermal vents, and seamounts, and explain how they are formed and how they impact things around them. [RI.4.1, RI.4.2, RI.4.3, RI.4.4, ELD.PI.4.6]		*Draft a Descriptive Paragraph* Students draft a descriptive paragraph based on plans from a previous lesson. [W.4.2, W.4.4, ELD.PI.4.12]
Lesson 14	*Read "Earth's Undersea World"* Students will explain the unique characteristics of geological features on the seafloor and the impact of those characteristics. [RI.4.1, RI.4.2, RI.4.3, RI.4.4, ELD.PI.4.6]	*Grammar: Practice Sequencing Adjectives* Students identify and use multiple adjectives in the correct sequence. [L.4.1, ELD.PIII] *Morphology: Suffixes and Roots* Students use words with the suffixes *–ly* and *–y*	

			and words with the roots *graph* and *rupt* in sentences. [L.4.4, ELD.PIII] *Spelling* Students practice spelling targeted words. [L.4.2, ELD.PIII]	
Lesson 15	*Unit Assessment* Students are assessed on their understanding of the concepts and facts taught in the unit.		*Spelling Assessment* Students are assessed on their ability to spell an assigned list of words. *Unit Assessment* Students are assessed on their understanding of the concepts and facts taught in the unit.	*Unit Assessment* Students are assessed on their understanding of the concepts and facts taught in the unit.
Lesson 16 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 17 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 18 Pausing Point	**Middle-of-Year Assessment Day 1**	**Middle-of-Year Assessment Day 1**	**Middle-of-Year Assessment Day 1**	**Middle-of-Year Assessment Day 1**
Lesson 19 Pausing Point	**Middle-of-Year Assessment Day 2**	**Middle-of-Year Assessment Day 2**	**Middle-of-Year Assessment Day 2**	**Middle-of-Year Assessment Day 2**

Unit 6: Contemporary Fiction (15 Days)

Writer's Journal: *Contemporary Fiction*

We chose The House on Mango Street (HOMS*) because it combines rich, lyrical, yet accessible language with narrative and a protagonist with whom students can identify.*

That makes HOMS *an ideal unit for close reading. It is important that students learn to be slow, careful readers who can peel back many layers of meaning in a text.* HOMS *rewards that kind of persistence and patience. For that reason, we will return to vignettes more than once, on each occasion conducting new analysis and finding more in the text.*

In some ways, HOMS *is a bridge between poetry and the narrative stories students will be accustomed to—and which they will encounter again in the next unit* (Don Quixote). *The author called the first few chapters "lazy poems"—they are short and relatively standalone, with imaginative and sometimes abstract use of language. But they are still stories, with a narrative that propels the reader through the book. Of course they are not lazy at all. Cisneros means they contain language that is common in poems, without being locked into poetic structure.*

Many students will identify with the themes in this book. In HOMS*, a girl is trying to find her own identity in difficult circumstances. She has aspirations for the future (something students will investigate in depth), but those aspirations change. As the book progresses she becomes more mature and less "selfish" (her term). She comes to understand that her community is a vital part of who she is now and will be in the future.*

Throughout the unit students will move flexibly between reading and writing. As with poetry, many of the reading activities require short, written answers. In addition, there are many longer activities building student facility with opinion and narrative writing.

This unit is unique in requiring students to return to the same vignettes many times. The lessons build upon each other, and it is important that students grasp the concepts in earlier lessons. It is better to spend more time on those lessons, and miss later ones, than leave the class confused. In piloting we have found students of this age can successfully grapple with this text and these ideas, as long as they are encouraged to be persistent.

NOTE: *The CKLA Grade 4 Contemporary Fiction unit has slightly different print components than other units to match its approach.*

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	*Partner Reading: Vignette 1* Students underline and quote details from Vignette 1 in *The House on Mango Street* in order to visualize, annotate, and make inferences about the setting. [RL.4.1; ELD.PI.4.6a]			*Creating Detailed Descriptions* Students write their own detailed descriptions of either their real home or an imaginary home. [W.4.3; ELD.PI.4.10a]
Lesson 2	*Looking for Theme in Vignette 2* Students use graphic organizers and tools to discover the theme of aspiration in *The House on Mango Street.* [RL.4.2; ELD.PI.4.6a]			*Revising Descriptions* Students revise and strengthen their descriptions, using peer feedback to clarify and improve their descriptions of a house. [W.4.5; ELD.PI.4.10a] *Inferring Character* Students write inferential statements about the narrator, supported by evidence from the text. [W.4.9; ELD.PI.4.11]
Lesson 3	*Character Investigation* Students draw on details from the text to investigate Esperanza's dialogue, actions, and motivation. [RL.4.3; ELD.PI.4.6a]	*Acting Out the Scene* Students collaborate on a theatrical presentation based on Vignette 1, taking on the roles of actors, directors, and audience.		*Writing an Opinion Statement* Students write a statement about Esperanza's mood change in a scene, using evidence from the

	[SL.4.1b; ELD.PI.4.1]		text to support their argument. [W.4.1; ELD.PI.4.11a] *An Alternative Narrative* Students create an alternative narrative for Vignette 1, paying attention to character and detail, and drawing on inferences they have made in the text. [W.4.3; ELD.PI.4.10a]
Lesson 4	*Comparing and Contrasting* Students describe the differences between Esperanza and her mother, drawing on dialogue, thoughts, and action in the text. [RL.4.3; ELD.PI.4.6a]		*Revising and Sharing* Students revise and share their alternative narrative piece. [W.4.10; ELD.PI.4.10a] *Reflection* Students write a personal reflection piece based on the day's reading. [W.4.10; ELD.PI.4.10a]
Lesson 5		*Language in Vignettes 2 and 3* Students explore how figurative language (metaphor, simile, and personification) conveys meaning in *The House on Mango Street.* [L.4.5a; ELD.PI.4.8]	*Prepare to Write a Story* Students prepare to write their own stories of aspiration, using what they have learned about detailed description, figurative language, and theme. [W.4.3; ELD.4.10a]
Lesson 6		*Presentation of Stories* Students share their writing with a partner and with the class, and provide supportive feedback about each other's stories. [SL.4.4; SL.4.1b; ELD.PI.4.5]	*Writing Your Aspiration Story* Students write an original narrative on the theme of aspiration, employing detailed description and figurative language. [W.4.3; ELD.4.10a]
Lesson 7	*Pronouns to Identify Characters* Students will examine the use of pronouns in Vignette 4 closely to identify secondary characters. [RF.4.4; ELD.PII.4.2]		

	Analyzing Esperanza Students will analyze Esperanza's interaction with secondary characters, drawing on specific details in the text. [RL.4.3; ELD.PI.4.6a]		
Lesson 8	*Comparing Perceptions* Students draw comparisons between Esperanza's and other people's perspectives in "Those Who Know." [RL4.6; ELD.PI.4.6a]		*Creating Narratives* Students create their own characters and dialogue, with a focus on describing characters from multiple perspectives. [W.4.3b; ELD.PI.4.10a]
Lesson 9	*Perceptions of Gil* Students read Vignette 6, identifying dialogue, action, and figurative language to analyze Esperanza's character and perspective. [RL.4.3; ELD.PI.4.6a]		*Revising Scenes* Students revise their scenes from the previous lesson. [W.4.5; ELD.PI.4.10a] *The "Real" Gil* Students create an alternative version of Vignette 6 from another character's perspective. [W.4.3b; ELD.PI.4.10a]
Lesson 10	*Reading the Dialogue; Esperanza's Aspirations* Students analyze how the theme of aspiration is developed in Vignette 7 by looking at dialogue, making inferences about new characters, and exploring imagery in the text. [RL 4.2; ELD.PI.4.6a]		*Planning New Aspiration Stories* Students create a new secondary character that plays a significant role in their own stories of aspiration. [W.4.3a; ELD.PI.4.10a]
Lesson 11	*In-Depth Character Exploration; Esperanza's Empathy* Students conduct an in-depth exploration of Esperanza's character development and connect this to major themes in *The House on Mango Street.* [RL.4.2; RL 4.3; ELD.PI.4.6a]		*New Aspiration Story* Students develop their personal aspiration stories by introducing a new character. [W.4.3a; ELD.PI.4.10a]
Lesson 12		*Presentation of Narratives* Students share their	*Conclude Your Aspiration Story* Students write a

	writing with the class and provide supportive feedback as they listen to each other's stories. [SL.4.4; SL.4.1b; ELD.PI.4.5]			concluding chapter for their story, with a focus on character development and the theme of aspiration. [W.4.3; W.4.3e; ELD.PI.4.10a]
Lesson 13	**Unit Assessment** Students are assessed on their understanding of the concepts and facts taught in the unit.			**Unit Assessment** Students are assessed on their understanding of the concepts and facts taught in the unit.
Lesson 14 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing
Lesson 15 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing

Amplify. Page 27

Unit 7: American Revolution (21 Days)

Reader: *The Road to Independence*

The Big Idea of this unit is that disagreements about principles of government led colonists in North America to seek independence from Great Britain. The causes, major figures, and consequences of the American Revolution provide a framework for understanding what caused the 13 colonies to break away and become an independent nation, and what significant ideas and values were at the heart of the American Revolution.

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	*Read-Aloud: "Bills to Pay"* Students will justify the colonists' growing discontent and anger toward Britain by referring to details and examples in lesson texts. [RI.4.1–3; ELD.PI.4.6]	*Enact Vignettes* Students will describe events connecting the French and Indian War to the American Revolution based on specific information found in lesson texts. [RI.4.3; SL.4.4–6; L.4.1,3,6; ELD.PII.4.9–11]	Word Work: *Conflict*	
Lesson 2	*Read "Trouble Is Brewing"* Students will identify the Sons of Liberty, describe their rebellious acts in Boston, and explain their significance based on specific information found in lesson text. [RI.4.1, 3, 4; SL.4.1, 6; L.4.1, 3, 6; ELD.PI.4.3,9, 10; ELD.PII.4.9–12]		Word Work: *Boycott* *Review Commas* Students will practice correct use of commas in dates, places, and items in a series when recalling details about the American Revolution. [L.1.2.c; L.3.2.b; ELD.PIII.4] *Introduce Root* port Students will use the root *port* as a clue to the meaning of words relevant to the American Revolution and use these words correctly in sentences. [W.4.1-3,4b; ELD.PIII.4]	*Introduce Cause and Effect* Students will explain how to use cause and effect to describe events that led to the American Revolution. [RI.4.5; ELD.PII.4.1]
Lesson 3	*Reread "Trouble is Brewing"* Using close reading strategies, students will deepen their understanding of the colonists' growing discontent and anger toward Great Britain by studying vocabulary and		Word Work: *Accurate*	*Draft* Students will use appropriate transition words to draft cause-and-effect statements explaining the colonists' protests. [W.4.2; ELD.PII.4.1, 2b]

	idioms contained in lesson text. [RI.4.1,3, 4; ELD.PI.4.6]		
Lesson 4	*Read "The Fight Begins"* Students will use the lesson text and additional sources to understand how the Intolerable Acts imposed on Massachusetts by the British precipitated the American Revolution. [RI.4.1, 3, 6, 9; ELD.PI.4.6]	Word Work: *Intolerable* *Review Quotation Marks* Students will demonstrate appropriate use of commas with quotation marks when writing dialogue and when quoting text sources. [L.4.1, 2b; ELD.PII.4.1; ELD.PIII.4] *Practice Root* port Students will recognize the root *port* and use topic-relevant words containing this root in sentences. [L.4.1.4b; ELD.PIII.4]	*Continue Drafting Paragraph* Students will use cause and effect text structure and paragraph writing skills to describe what gave rise to the French and Indian War. [W.4.2; RI.4.5; ELD.PII.6]
Lesson 5	*Compare Two Texts about Paul Revere* Students will use close reading skills with evidence found in lesson text to evaluate the historical accuracy of Longfellow's poem "Paul Revere's Ride." [RI.4.1, 9; ELD.PI.4.6]	Word Work: *Revolutionary*	*Complete Graphic Organizer and Respond to Prompt* Students will use paragraph writing skills to compose an argument supporting or opposing the Boston Tea Party, referencing lesson text, additional sources, and a graphic organizer. [RI.4.9; W.4.1a-c, 2b-d; ELD.PI.4.10, 11; ELD.PII.4.2b, 6]
Lesson 6	*Read and Discuss the Chapter* Students will use evidence from the lesson text to explain the process by which the colonists declared independence from Great Britain and the reasons they presented to justify their decision. [RI.4.1, 3; ELD.PI.4.6]	Word Work: *Fortify* *Grammar* Students will demonstrate understanding of subject–action verb agreement in the present tense. [L.4.1; ELD.PII.4.3] *Morphology* Students will understand how the prefixes *im–* and *in–* modify root words, and will form new words and use those	

		words in sentences. [L.4.4b; ELD.PIII.4] *Spelling* Students will practice spelling content-based spelling words by using chunking to decode them syllabically. [RF.4.3; L.4.4b; ELD.PIII.4]	
Lesson 7	*Close Reading of the Chapter* Through close reading of lesson text, students will evaluate the political choices available to the colonial leaders as they faced a tumultuous war with Great Britain. [RI.4.1, 3, 10] **Mid-Unit Content Assessment (Optional)**	Word Work: *Implication*	*Complete Graphic Organizer and Respond to Prompt* Students will use paragraph-writing skills to explain colonists' concerns about the Intolerable Acts, referencing lesson text, additional sources, and a graphic organizer. [RI.4.9; W.4.1a–c, 2b-d; ELD.PI.4.10, 11; ELD.PII.4.2b, 6]
Lesson 8	*Read-Aloud: "It's War!"* Students will make inferences from lesson text to understand the strategic and physical challenges colonial soldiers faced as local militias combined to form the Continental Army. [RI.4.1,3; ELD.PI.4.6]	Word Work: *Morale*	*Complete Graphic Organizer and Respond to Prompt* Students will use paragraph-writing skills to reflect on the role the first shot fired in Lexington played in igniting the American Revolutionary War, referencing lesson text, additional sources, and a graphic organizer. [RI.4.9; W.4.1a–c, 2b–d; ELD.PI.4.10, 11; ELD.PII.4.2b,6]
Lesson 9	*Close Reading of the Chapter* Students will analyze language in lesson text to better understand the Continental Army soldiers' state of mind and the tactics they used to diminish the British Army's advantage. [RI.4.1, 9;	Word Work: *Confront* *Grammar* Students will demonstrate understanding of subject–action verb agreement in the present tense. [L.4.1; ELD.PII.4.3]	

	ELD.PI.4.6]	*Morphology* Students will recognize how the prefixes *im–* and *in–* modify root words, will form new words and use those words in sentences with an increased rate of accuracy. [L.4.4b; ELD.PIII.4] *Spelling* Students will spell targeted words with an increased rate of accuracy. [RF.4.3; L.4.4b; ELD.PIII.4]	
Lesson 10	*Read and Discuss Chapter 6* Students will make inferences from the text to understand why the French army joined forces with the Continental Army and how this affected the outcome of the American Revolutionary War. [RI.4.1, 3; ELD.PI.4.6]	Word Work: *Impress* **Spelling Assessment** Students will correctly spell targeted words related to lesson content. [L.4.2d, 6; ELD.PIII.4]	*Model Writing a Body Paragraph and Draft a Body Paragraph* Students will use paragraph-writing skills to compose an argument supporting or opposing the Boston Tea Party referencing lesson text, additional sources, and a writing rubric. [RI.4.9; W.4.1a–c, 2b–d; ELD.PI.4.10, 11; ELD.PII.4.2b, 6]
Lesson 11	*Close Reading of the Chapter* Students will make inferences from lesson text to understand the scope of the Revolutionary War, in time frame and physical area, and the various nations it involved. [RI.4.1, 3; ELD.PI.4.6]	Word Work: *Fleet* *Grammar* Students will demonstrate understanding of subject–*to be* verb agreement in the present tense. [L.4.1; ELD.PII.4.3] *Morphology* Students will understand how the suffixes *–able* and *–ible* modify root words, form new words, and use those words in sentences. [L.4.4b; ELD.PIII.4] *Spelling* Students will practice	

		spelling content-based spelling words by using chunking to decode them syllabically. [RF.4.3; L.4.4b; ELD.PIII.4]	
Lesson 12	*Read-Aloud and Discussion: "Heroes and Villains"* Students make inferences from lesson text to evaluate the acts of lesser-known individuals involved in the American Revolution. [RI.4.1, 3; ELD.PI.4.6]	Word Work: *Defiant*	*Draft Body Paragraphs 2 and 3* Supported by a writing rubric, students use expository writing skills to develop paragraphs describing attitudes toward the Intolerable Acts and the significance of the first shot fired in Lexington. [RI.4.9; W.4.1a–c, 2b–d; ELD.PI.4.10, 11; ELD.PII.4.2b, 6]
Lesson 13	*"The Legend of Sleepy Hollow"* Students will recognize Washington Irving as a famous early American writer and be able to retell the legendary tale of the *Headless Horseman from Sleepy Hollow*. [RL.4.1-3; RI.4.3; ELD.PI.4.6]	Word Work: *Dread*	*Draft a Concluding Paragraph* Students will provide a concluding paragraph for the cause and effect essay. [W.4.1d, 2d; ELD.PI.4.10–11; ELD.PII.4.1–2]
Lesson 14	*Close Reading and Discussion of the Chapter* Students identify literary devices such as simile, metaphor, hyperbole, personification, theme, and suspense. [RL.3.4; RL.5.4; ELD.PI.4.8]	Word Work: *Formidable* *Grammar: Introduce Modal Auxiliary Verbs* Students understand the use of modal auxiliary verbs to express ability and possibility. [L.4.1c; ELD.PII.4.3] *Morphology: Practice Suffixes –able and –ible* Students understand how the suffixes –*able* and –*ible* modify root words, will form new words and use those words in sentences. [L.4.4b; ELD.PI.4.6b; ELD.PIII.4] *Practice Spelling Words*	

			Students spell targeted words with an increased rate of accuracy. [RF.4.3; L.4.4b; ELD.PIII.4]	
Lesson 15	*Read "Rip Van Winkle"* Students will examine elements of historical fiction and the details of everyday life that changed or stayed the same for colonists following the Revolutionary War. [RI.4.2,3,10; RL.4.3; ELD.PI.4.6]		Word Work: *Console* ***Spelling: Assessment*** Students will correctly spell targeted words related to lesson content.	*Share and Receive Feedback* Students will engage in collaborative discussions with peers, providing and receiving constructive criticism in regard to cause and effect essays; and use feedback to strengthen and develop writing by planning, revising, and editing. [W.4.5; SL.4.1; ELD.PI.4.10]
Lesson 16	*Close Reading and Discussion of the Chapter* Students will compare and contrast Rip Van Winkle's outlook prior to the Revolutionary War, before he fell asleep, and beyond the Revolutionary War, after he awoke from his 20-year slumber. [RI.4.3, 5; RL.4.10; ELD.PI.4.6]		Word Work: *Revere Grammar* Students will use modal auxiliary verbs and forms of the verb *to be* to convey various conditions. [L.4.1c; ELD.PIII.4] *Morphology* Students will recognize various roots and the suffixes *–able* and *–ible* as clues to the meaning of words, and use the words in writing. [L.4.4b; ELD.PIII.4]	*Edit Cause and Effect Essays* Students will develop and strengthen cause and effect essays as needed, by planning, revising, and editing. [W.4.5; ELD.PIII.4]
Lesson 17	**Unit Assessment** Students are assessed on their understanding of the concepts and facts taught in the unit.		**Unit Assessment** Students are assessed on their understanding of the concepts and facts taught in the unit.	**Unit Assessment** Students are assessed on their understanding of the concepts and facts taught in the unit.
Lesson 18 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension
Lesson 19	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension

Lesson 20	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension
Lesson 21 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension

Unit 8: Treasure Island (26 Days)

Reader: *Treasure Island*

This unit examines the fiction genre through a classic novel, Treasure Island. *Students will focus on character development, setting, and plot, as well as literary devices, while reading an abridged version of Robert Louis Stevenson's popular adventure story. It is important for students in the upper elementary grades to read longer works of fiction and trace the development of plot, characters, and literary elements over the course of a novel; this unit will provide students that opportunity. In addition, this text presents an opportunity for students to learn about the adventure story as a unique subgenre of fiction. Students will also be exposed to other relevant aspects of the text, such as geography, pirates, and sailing.*

NOTE: *In this unit a End-of-Year (EOY) Assessment is provided and should be administered at the end of the unit.*

	Text Analysis/ Comprehension	**Speaking and Listening**	**Language and Vocabulary**	**Writing**
Lesson 1	*Read and Discuss Chapter 1* Students will identify the narrator and setting of the story and describe important characters introduced in the first chapter. [RL.4.3; ELD.PI.4.1]	*Review Geography and History; Introduce Pirates, Piracy, and Nautical Terms* Students will identify relevant geographical points, historical events, and key ship terms to prepare for reading the adventure story *Treasure Island*. [SL.4.3; ELD.PI.4.6b]	Word Work: *Driving*	
Lesson 2	*Read and Discuss the Chapter* Students will identify the significant events of the chapter and summarize key details of the text. [RL.4.2; ELD.PI.4.1]		Word Work: *Ransack* Grammar: *Modal Auxiliary Verbs* Students will accurately use modal auxiliaries and the verb to be. [L.4.1C; ELD.PII.4.3] *Morphology: Introduce Root bio* Students will identify the	*Introduce and Adventure Story* Students will select a setting for their original Adventure Story. [W.4.3; ELD.PII.4.1]

		meaning of words with the root bio and use these words correctly in sentences. [L.4.4b; ELD.PI.4.6b]	
Lesson 3	*Read and Discuss Chapter 2* Students will identify key details in the chapter and demonstrate understanding of figurative language in the story. [RL.4.1; L.4.5; ELD.PI.4.6a]	Word Work: *Stun*	*Choose a Setting and Plan a Character Sketch* Students will use descriptive details to create a character for their adventure stories. [W.4.3a; ELD.PI.4.10a]
Lesson 4	*Read and Discuss Chapter 3* Students will summarize the upcoming voyage and describe the character of Long John Silver in depth. [RL.4.1,3; ELD.PI.4.6a]	Word Work: *Brim* *Grammar: Relative Pronouns for People* Students will use the relative pronouns *who*, *whom*, and *whose* correctly in sentences. [L.4.1a; ELD.PII.4.7] *Morphology: Practice Root Word* bio Students will use words with the root *bio* in sentences. [L.4.4b; ELD.PI.4.6b]	*Write Descriptive Details* Students will use descriptive details to write about a character. [W.4.3a; ELD.PI.4.10a]
Lesson 5	*Close Reading and Chapter Discussion* Students will determine or clarify the meaning of descriptive words and phrases and identify figurative language that helps create a memorable plot and interesting characters. [L.4.4c; ELD.PI.4.6a]	Word Work: *Captivate*	*Draft a Character Sketch* Students will compose one to two paragraphs about a character using descriptive details. [W.4.3a; ELD.PI.4.10a]
Lesson 6	*Read and Discuss Chapter 4* Students will cite details from the text when explaining what Jim learns about Long John Silver, and when making inferences about Silver's intentions for the voyage. [RL.4.1; ELD.PI.4.3]	Word Work: *Predicament* *Grammar: Relative Pronouns* Students will use the relative pronouns that, which, and whose correctly in sentences. [L.4.1a; ELD.PII.4.7]	

		Morphology: Prefixes and Roots Students will use the prefixes *im–* and *in–* and the roots *port* and *bio* to understand the meaning of words. [L.4.4b; ELD.PI.4.6b] *Spelling: Introduce Spelling Words* Students will apply grade-level phonics and word-analysis skills to spell targeted words. [RF.4.3; ELD.PIII.4]	
Lesson 7	*Review and Close Reading of Chapter 4* Students will demonstrate understanding of descriptive language and literary devices in the text. [L.4.5; ELD.PI.4.1]	Word Work: *Duplicity*	*Introduce Shape of a Story and Plan an Adventure Story* Students will plan their own adventure story. [W.4.3; ELD.PI.4.10a]
Lesson 8	*Read and Discuss Chapter 5* Students will summarize significant events that occur in the chapter and distinguish between trustworthy and untrustworthy characters. [RL.4.1,3; ELD.PI.4.1]	Word Work: *Scout*	*Plan and Draft an Introduction* Students will write an introduction to an Adventure Story using descriptive details. [W.4.3a; ELD.PI.4.10a]
Lesson 9	*Read and Discuss "The Plan"* Students will summarize significant events that transpire during the chapter and make inferences about relationships between characters using evidence from the text. [RL.4.1,2; ELD.PI.4.3]	Word Work: *Craft* *Grammar: Relative Pronouns* Students will accurately use the relative pronouns *who, whom, that, which,* and *whose* in sentences. [L.4.1a; ELD.PII.4.7] *Morphology: Prefixes and Roots* Students will accurately use words with prefixes *im–* and *in–* and words with the roots *port* and *bio* in sentences.	

		[L.4.4b; ELD.PI.4.6b] *Spelling: Practice Spelling Words* Students will apply grade-level phonics and word analysis skills to spell targeted words in sentences. [RF.4.3; ELD.PI.4.2]	
Lesson 10	*Read Chapter 7* Students will analyze some choices made by Jim Hawkins, drawing on specific details from the text. [RL.4.3; ELD.PI.4.1]	Word Work: *Collide* *Spelling Assessment* Students will apply grade-level phonics and word analysis skills during an assessment of targeted words. [RF.4.3; ELD.PIII.4]	*Introduce Dialogue* Students will incorporate dialogue to develop experiences and events in an adventure story. [W.4.3b; ELD.PI.4.10a]
Lesson 11	*Read "My Life Hangs in the Balance"* Students will analyze some choices made by Long John Silver, drawing on specific details from the text. [RL.4.3; ELD.PI.4.3]	Word Work: *Express* *Grammar: Introduce Coordinating Conjunctions* Students will correctly use coordinating conjunctions in sentences with appropriate punctuation. [L.4.2c; ELD.PII.4.6] *Morphology: Suffixes –ful and –less* Students will distinguish between root words and words with the suffix *–ful* or *–less* and use those words correctly in sentences. [L.4.4b; ELD.PI.4.6b] *Spelling: Introduce Spelling Words* Students will apply grade-level phonics and word analysis skills to decode and encode targeted words. [RF.4.3; ELD.PIII.4]	
Lesson 12	*Read and Discuss "My Life Hangs in the Balance"*	Word Work: *Astonishment*	*Review Rising Action and Draft Body of an Adventure Story*

	Students will demonstrate understanding of figurative language and literary devices and explain how the author uses them in the chapter to show, rather than tell, events in the story. [L.4.5; ELD.PI.4.6a]		Students will start drafting their adventure stories, using descriptive details and clear event sequences. [W.4.3; ELD.PI.4.10a]
Lesson 13	*Small Group Reading: "The Adventure Comes to an End"* Students will refer to details and examples in the text to discuss key points about the climax and resolution of the story. [RL.4.1; ELD.PI.1,3]	Word Work: *Superstitious*	*Complete Draft of Body of Adventure Story and Revise Introduction of an Adventure Story* Students will draft the body and revise the introduction of an adventure story. [W.4.4,5; ELD.PI.4.10a]
Lesson 14	*Close Reading and Discussion of Chapter 9* Students will explain the changes Jim Hawkins experiences over the course of the story, and how these changes impact Jim's thoughts, feelings, and perspectives. [RL.4.3; ELD.PI.4.6a]	Word Work: *Well-Being* *Grammar: Coordinating Conjunctions* Students will correctly use coordinating conjunctions in sentences with appropriate punctuation. [L.4.2; ELD.PII.4.6] *Morphology: Suffixes* –ful *and* –less Students will distinguish between root words and words with the suffix *–ful* or *–less* and use those words correctly in sentences. [L.4.4b; ELD.PI.4.6b] *Spelling: Practice Spelling Words* Students will apply grade-level phonics and word analysis skills to correctly decode and encode targeted words. [RF.4.3; ELD.PIII.4]	
Lesson 15	**Unit Assessment** Students are assessed on their understanding	**Unit Assessment** Students are assessed on their understanding	**Unit Assessment** Students are assessed on their understanding

	of the concepts and facts taught in the unit. [RL.4.1, RL.4.3, RL.4.4, RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.8, RI.4.9]		of the concepts and facts taught in the unit. [L.4.4a, L.4.2, L.4.6]	of the concepts and facts taught in the unit. [W.4.1, W.4.1b, W.4.2,W.4.2a-e, W.4.4, W.4.9, W.4.9b]
Lesson 16				*Model, Plan, and Draft a Conclusion* Students will revise the body of a story, identify the features of an effective conclusion, and draft a conclusion for an adventure story. [W.4.3; ELD.PI.4.1,10a]
Lesson 17				*Model Creating a Title, Create a Title, and Revise and Edit Adventure Story* Students will create an effective title as well as revise and edit an adventure story. [L.4.3a, W.4.5; ELD.PI.4.3,10a]
Lesson 18				*Create a Final Draft and Title Page* Students will publish an adventure story. [W.4.6; ELD.PI.4.10a]
Lesson 19			*Share Adventure Stories* Students will present their own adventure stories as well as listen to and comment effectively on their classmates' stories. [L.4.4; ELD.PI.4.3]	
Lesson 20	**End-of-Year Assessment** Students are assessed on their understanding of the concepts and facts taught throughout the school year.		**End-of-Year Assessment** Students are assessed on their understanding of the concepts and facts taught throughout the school year.	**End-of-Year Assessment** Students are assessed on their understanding of the concepts and facts taught throughout the school year.
Lesson 21	**End-of-Year Assessment** Students are assessed on their understanding of the concepts and facts taught throughout	**End-of-Year Assessment** Students are assessed on their understanding of the concepts and facts taught throughout	**End-of-Year Assessment** Students are assessed on their understanding of the concepts and facts taught throughout	**End-of-Year Assessment** Students are assessed on their understanding of the concepts and facts taught throughout

	the school year.	the school year.	the school year.	the school year.
Lesson 22	**End-of-Year Assessment** Students are assessed on their understanding of the concepts and facts taught throughout the school year.	**End-of-Year Assessment** Students are assessed on their understanding of the concepts and facts taught throughout the school year.	**End-of-Year Assessment** Students are assessed on their understanding of the concepts and facts taught throughout the school year.	**End-of-Year Assessment** Students are assessed on their understanding of the concepts and facts taught throughout the school year.
Lesson 23 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension
Lesson 24 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension
Lesson 25 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in reading comprehension
Lesson 26 Pausing Point	Opportunity for enrichment and/or remediation in reading comprehension	Opportunity for enrichment and/or remediation in speaking and listening	Opportunity for enrichment and/or remediation in language/vocabulary	Opportunity for enrichment and/or remediation in writing