

4th Grade  
Language Arts YAG  
Year Long Foundational Skills

<p>4.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--<b>oral language</b>. The student develops <b>oral</b> language through listening, speaking, and discussion. The student is expected to:</p>			
<p>4.1(A) listen actively, ask relevant questions to clarify information, and make pertinent comments</p>	<p>4.1(B) follow, restate, and give oral instructions that involve a series of related sequences of action</p>	<p>4.1(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively</p>	<p>4.1 (D) Work collaboratively with others to develop a plan of shared responsibilities.</p>

<p><b>Taught All Year</b> <b>Reading Processes/Comprehension/Response skills</b></p>	<p><b>Taught All Year</b> <b>Responding to Text</b></p>
<p style="text-align: center;"><b><u>Reading Process: Thinking Within the Text</u></b></p> <p>4.4(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade- level text</p> <p>4.6(A) establish purpose for reading assigned and self-selected texts</p> <p>4.3(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words ®</p> <p>4.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information</p> <p>4.6(C) make and correct or confirm predictions using text features, characteristics of genre, and structures (S)</p> <p>4.6(D) create mental images to deepen understanding</p> <p>4.6(F) make inferences and use evidence to support understanding (R)</p> <p>4.6(I) monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down</p> <p style="text-align: center;"><b><u>Comprehension: Thinking Within the Text</u></b></p> <p>4.7(E) interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating</p> <p>4.7(F) respond using newly acquired vocabulary as appropriate</p> <p>4.7(G) discuss specific ideas in the text that are important to the meaning</p>	<p style="text-align: center;"><b><u>Ways to Show (Response Skills)</u></b></p> <p>4.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.</p> <p>4.7(A) describe personal connections to a variety of sources, including self-selected texts</p> <p>4.7(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources</p> <p>4.7(C) use text evidence to support an appropriate response ®</p> <p>4.7(D) retell, paraphrase, or summarize texts in ways that maintain the meaning and logical order ®</p> <p>4.7(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating</p> <p>4.7(F) respond using newly acquired vocabulary as appropriate</p> <p>4.7(G) discuss specific ideas in the text that are important to the meaning</p> <p style="text-align: center;"><b><u>Independent Reading</u></b></p> <p>4.5 Self-sustained reading. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking. The student reads grade-appropriate texts independently.</p> <p>4.5(A) self-select text and read independently for a sustained period of time</p>

**1st 9 weeks**

[TRS Unit 01: Launching Strong Literacy Habits](#)

[TRS Unit 02A: Author's Purpose & Craft: Understanding Purpose and Message](#)

[TRS Unit 02B: Following & Creating a Journey of Thought](#)

[TRS Unit 02C: Author's Purpose & Craft: Learning and Leveraging the Power of Words](#)

[TRS Unit 03A: Examining and Developing the Heart of the Story](#)

Word Study	Reading	Writing
<p align="center"><b><u>Spelling Patterns</u></b></p> <p>4.2(B) (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>4.2C: Write legibly in cursive to complete assignments.</p> <p align="center"><b><u>Phonemic Knowledge/Decoding</u></b></p> <p>4.2 A.i decoding words with specific orthographic patterns and rules, including regular and irregular plurals</p> <p>4.2A.ii: decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables</p> <p>4.2A.vi: identifying and reading high-frequency words from a research-based list.</p> <p align="center"><b><u>Vocabulary</u></b></p> <p>4.3A: Use print or digital resources to determine meaning, syllabication, and pronunciation. (S)</p> <p>4.3B: Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. (R)</p>	<p>4.8(A) infer basic themes supported by text evidence (S)</p> <p>4.8(C) analyze plot elements, including the rising action, climax, falling action, and resolution ®</p> <p>4.8(B) explain the interactions of the characters and the changes they undergo ®</p> <p>4.8(D) analyze the influence of the setting, including historical and cultural settings, on the plot (S)</p> <p>4.10(A) explain the author's purpose and message within a text ®</p> <p>4.10(B) explain how the use of text structure contributes to the author's purpose (S)</p> <p>4.10(C) analyze the author's use of print and graphic features to achieve specific purposes (S)</p> <p>4.10(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes (S)</p> <p>4.10(E) identify and understand the use of literary devices, including first- or third-person point of view (S)</p> <p>4.10(F) discuss how the author's use of language contributes to voice (S)</p> <p>4.10(G) identify and explain the use of anecdote (S)</p>	<p align="center"><b><u>Personal Narrative</u></b></p> <p>4.12(A) compose literary texts such as personal narratives and poetry using genre characteristics and craft</p> <p>4.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping</p> <p>4.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion (ii) developing an engaging idea with relevant details</p> <p>4.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity</p> <p>4.11(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (ii) past tense of irregular verbs (iii) singular, plural, common, and proper nouns (iv) adjectives, including their comparative and superlative forms (v) adverbs that convey frequency and adverbs that convey degree (vi) prepositions and prepositional phrases (vii) pronouns, including reflexive (viii) coordinating conjunctions to form compound subjects, predicates, and sentences (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p> <p>4.11(E) publish written work for appropriate audiences</p> <p>4.2(C) write legibly in cursive to complete assignments</p>

## SLAR Word Study

### **4.20(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:**

4.20(A) (i) regular and irregular verbs (past, present, future, and perfect tenses in the indicative mode);

4.20(A) (iii) adjectives (e.g., descriptive, including adjective phrases: vestido de domingo) and their comparative and superlative forms (e.g., más que, la más);

### **4.21(B) use capitalization for:**

4.21(B) (ii) the first words of titles of books, stories, and essays;

4.21(C) recognize and use punctuation marks including commas in compound sentences; colons, semi-colons, ellipses, the hyphen, and em dash;

## Positive Character Traits

Trustworthiness The student understands how personal responsibility relates to being trustworthy. The student is expected to:

(A) identify and define traits of trustworthiness, including reliability and loyalty;

(B) identify and practice strategies for being honest and punctual; and

(C) define and identify examples of unethical behavior.

## 2nd 9 weeks

[TRS Unit 06: Absorbing and Authoring Poetry](#)

[TRS Unit 07: Delving into Debate and Drafting Opinion Essays](#)

[TRS Unit 08: Analytical Processing and Production Across Genres](#)

Word Study	Reading	Writing
<p style="text-align: center;"><b><u>Spelling Patterns</u></b></p> <p>4.2(B) (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>4.2B.ii: spelling homophones</p> <p>4.2B.iv: spelling words using advanced knowledge of syllable division patterns</p> <p>4.2C: Write legibly in cursive to complete assignments.</p> <p style="text-align: center;"><b><u>Phonemic Knowledge/Decoding</u></b></p> <p>4.2 A.i decoding words with specific orthographic patterns and rules, including regular and irregular plurals</p> <p>4.2A.ii: decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables</p> <p>4.2A.vi: identifying and reading high-frequency words from a research-based list.</p>	<p>4.9(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images (S)</p> <p>4.10(E) identify and understand the use of literary devices, including first- or third-person point of view (S)</p> <p>4.10(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes (S)</p> <p>4.10(F) discuss how the author's use of language contributes to voice (S)</p> <p>4.10(A) explain the author's purpose and message within a text ®</p> <p>4.9(D) (i) [recognize] the central idea with supporting evidence</p> <p>4.9(D) (iii) [recognize] organizational patterns such as compare and contrast (S)</p> <p>4.10(G) identify and explain the use of anecdote (S)</p>	<p>Argumentative:</p> <p>4.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft</p> <p>.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping</p> <p>4.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion (ii) developing an engaging idea with relevant details</p> <p>4.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity</p> <p>4.11(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (ii) past tense of irregular verbs (iii) singular, plural, common, and proper nouns (iv) adjectives, including their comparative and superlative forms (v) adverbs that</p>

<p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p>4.3A: Use print or digital resources to determine meaning, syllabication, and pronunciation. (S)</p> <p>4.3B: Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. (R)</p> <p>4.3D: Identify, use and explain the meaning of homophones such as reign/rain. (S)</p>	<p>4.10(C) analyze the author’s use of print and graphic features to achieve specific purposes (S)</p> <p>4.9(D) recognize characteristics and structures of informational text, including (ii) features such as pronunciation guides and diagrams to support understanding (S)</p>	<p>convey frequency and adverbs that convey degree (vi) prepositions and prepositional phrases (vii) pronouns, including reflexive (viii) coordinating conjunctions to form compound subjects, predicates, and sentences (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p> <p>4.11(E) publish written work for appropriate audiences 4.2(C) write legibly in cursive to complete assignments</p>
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**SLAR Word Study**

**4.22(A) write with increasing accuracy using accent marks including**

- 4.22(A) (i) words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción);
- 4.22(A) (ii) words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol);
- 4.22(A)(iii) words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico);
- 4.22(B) spell words with hiatus and diphthongs (e.g., le-er, rí-o; quie-ro, vio);

**Positive Character Traits**

Responsibility. The student understands how personal choices are associated with responsibility. The student is expected to:

(A) explain what it means to be responsible for personal decisions and actions;

(B) describe positive and negative consequences of personal decisions and actions;

(C) identify and demonstrate ways to practice self-control, and

(D) describe the relationship between being responsible and being accountable.

**3rd 9 weeks**

[TRS Unit 03B: Examining Different Forms of Fiction in Traditional Literature](#)

<b>Word Study</b>	<b>Reading</b>	<b>Writing</b>
<p style="text-align: center;"><b><u>Spelling Patterns</u></b></p> <p>4.2B.iv: spelling words using advanced knowledge of syllable division patterns</p> <p>4.2Biii spelling multisyllabic words with multiple sound-spelling patterns;</p> <p>4.2C: Write legibly in cursive to complete assignments.</p> <p style="text-align: center;"><b><u>Phonemic Knowledge/Decoding</u></b></p> <p>4.2 A.i decoding words with specific</p>	<p>4.9(A) demonstrates knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales (S)</p> <p>4.9(E) recognizes characteristics and structures of argumentative text</p> <p>4.9(E) (i) identifying the claim ®</p> <p>4.9(E) (iii) identifying the intended audience or reader (S)</p> <p>4.9(E) (ii) explaining how the author has used facts for an argument ®</p>	<p>Informational:</p> <p>4.12(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft</p> <p>.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping</p> <p>4.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful</p>

<p>orthographic patterns and rules, including regular and irregular plurals</p> <p>4.2A.ii: decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables</p> <p>4.2A.iii: decoding words using advanced knowledge of syllable division patterns such as VV</p> <p>4.2A.vi: identifying and reading high-frequency words from a research-based list.</p> <p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p>4.3A: Use print or digital resources to determine meaning, syllabication, and pronunciation. (S)</p> <p>4.3B: Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. (R)</p>	<p>4.9(F) recognize characteristics of multimodal and digital texts</p> <p>4.10(E) identify and understand the use of literary devices, including first- or third-person point of view (S)</p> <p>4.10(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieve specific purposes (S)</p> <p>4.10(A) explain the author's purpose and message within a text</p>	<p>structure, including an introduction, transitions, and a conclusion (ii) developing an engaging idea with relevant details</p> <p>4.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity</p> <p>4.11(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (ii) past tense of irregular verbs (iii) singular, plural, common, and proper nouns (iv) adjectives, including their comparative and superlative forms (v) adverbs that convey frequency and adverbs that convey degree (vi) prepositions and prepositional phrases (vii) pronouns, including reflexive (viii) coordinating conjunctions to form compound subjects, predicates, and sentences (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p> <p>4.11(E) publish written work for appropriate audiences 4.2(C) write legibly in cursive to complete assignments</p>
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**SLAR Word Study**

- 4.22(E) differentiate the meaning or function of a word based on the diacritical accent (e.g., dé, de; tú, tu);
- 4.22(F) mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (e.g., corrió, jugó, tenía, gustaría, vendrá);

**Positive Character Traits**

- Caring. The student understands how personal actions demonstrate characteristics of caring. The student is expected to:
- (A) describe how feelings impact decision-making and behaviors;
- (B) explain how one can show patience, consideration, and compassion; and
- (C) define empathy and discuss the connection between empathy and charity.

4th 9 weeks

[TRS Unit 04: Investigating Informational Text Leads to Expert Writing](#)

[TRS Unit 05: Diving Deep Into Drama](#)

[TRS Unit 09: Piecing It All Together Through Inquiry](#)

Word Study	Reading	Writing
<p style="text-align: center;"><b><u>Spelling Patterns</u></b></p> <p>4.2B.v: decoding words using knowledge of prefixes</p> <p>4.2B.vi: decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</p> <p>4.2C: Write legibly in cursive to complete assignments.</p> <p style="text-align: center;"><b><u>Phonemic Knowledge/Decoding</u></b></p> <p>4.2 A.i decoding words with specific orthographic patterns and rules, including regular and irregular plurals</p> <p>4.2A.iv: decoding words using knowledge of prefixes</p> <p>4.2A.v: decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling consonants</p> <p>4.2A.vi: identifying and reading high-frequency words from a research-based list.</p> <p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p>4.3A: Use print or digital resources to determine meaning, syllabication, and pronunciation. (S)</p> <p>4.3B: Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. (R)</p> <p>4.3C: Determine the meaning of and use words with affixes such as mis-, sub-, -ment, ant ity/ty and roots such as auto, graph, and meter. (S)</p>	<p><b>Drama, Informational Text/Nonfiction</b> *Finish Informational units that did not fit in 2nd 9 weeks (see above 2nd 9 weeks)</p> <p>4.9(C) explain structure in drama such as character tags, acts, scenes and stage directions (S)</p> <p>4.9(C) explain structure in drama such as character tags, acts, scenes and stage directions (S)</p> <p>4.10(E) identify and understand the use of literary devices, including first- or third-person point of view (S)</p>	<p>Research:</p> <p>4.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.</p> <p>4.13(A) generate and clarify questions on a topic for formal and informal inquiry</p> <p>4.13(B) develop and follow a research plan with adult assistance</p> <p>4.13(C) identify and gather relevant information from a variety of sources</p> <p>4.13(D) identify primary and secondary sources</p> <p>4.13(E) demonstrate understanding of information gathered</p> <p>4.13(F) recognize the difference between paraphrasing and plagiarism when using source materials</p> <p>4.13(G) develop a bibliography</p> <p>4.13(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results</p> <p>4.12(D) compose correspondence that requests information</p> <p>.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping</p> <p>4.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion (ii) developing an engaging idea with relevant details</p> <p>4.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity</p> <p>4.11(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (ii) past tense of irregular</p>

		<p>verbs (iii) singular, plural, common, and proper nouns (iv) adjectives, including their comparative and superlative forms (v) adverbs that convey frequency and adverbs that convey degree (vi) prepositions and prepositional phrases (vii) pronouns, including reflexive (viii) coordinating conjunctions to form compound subjects, predicates, and sentences (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p> <p>4.11(E) publish written work for appropriate audiences 4.2(C) write legibly in cursive to complete assignments</p>
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**SLAR**

4.22(D) spell words with: (i) Greek roots (e.g., tele-, foto-, grafo-, metro-); (ii) Latin roots (e.g., spec, scrib, rupt, port, dict); (iii) Greek suffixes (e.g., -ologia, -fobia, -ismo, -ista); (iv) Latin derived suffixes (e.g., -able, -ible, -ancia);  
4.21(D) identify and read abbreviations (e.g., Sr., Atte.).

**Positive Character Traits**

Citizenship. The student understands that personal responsibility is associated with citizenship. The student is expected to:

- (A) describe the differences and similarities among gratitude, respect, and courtesy;
- (B) compare fairness and justice, and
- (C) discuss the importance of obeying laws and rules.