### CCSS Language Arts PACING GUIDE

**Grade 4**

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<tr>
<th>Days/Weeks</th>
<th>CCSS</th>
<th>Lessons/Resources</th>
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<tbody>
<tr>
<td>3 weeks/ongoing</td>
<td><strong>Reading: Literature Key Ideas and Details</strong>&lt;br&gt;3. Describe in depth a character, setting, or event in a story or drama drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).&lt;br&gt;&lt;br&gt;<strong>Writing: Research to Build and Present Knowledge</strong>&lt;br&gt;9. Draw evidence from literary or informational texts to support analysis, reflection, and research.&lt;br&gt;a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]”).&lt;br&gt;&lt;br&gt;<strong>Reading: Literature Craft and Structure</strong>&lt;br&gt;6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</td>
<td>Lesson 1 The Hot and Cold Summer&lt;br&gt;Lesson 2 Jackie Mitchell: The Strike-Out Queen&lt;br&gt;Lesson 5 Pedro Puts on a Play&lt;br&gt;War with Grandpa&lt;br&gt;Graphic organizers&lt;br&gt;&lt;br&gt;Lesson 1, 2, and 5&lt;br&gt;&lt;br&gt;Lesson 3 Danitra Brown Leaves Town&lt;br&gt;Lesson 4 Kai’s Journey to Gold Mountain&lt;br&gt;Lesson 5 Pedro Puts on a Play</td>
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Grading Period 1

StoryTown Lessons 1-5, 8-10
Follow Lessons on Chronological Order
Skip Lessons 6 and 7
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<tr>
<th>Duration</th>
<th>Reading: Informational Text Integration of Knowledge and Ideas</th>
<th>Reading: Literature Craft and Structure</th>
<th>Reading: Literature Integration of Knowledge and Skills</th>
<th>Reading: Informational Text Craft and Structure</th>
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<tr>
<td>3 weeks/ongoing</td>
<td>8. Explain how an author uses reasons and evidence to support particular points in a text.</td>
<td>5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</td>
<td>7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions.</td>
<td>4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</td>
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<td>8 weeks/ongoing</td>
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<td>4 weeks/ongoing</td>
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<td>Ongoing</td>
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<td>Ongoing</td>
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Lessons:
- Lesson 8 Three Little Cyberpigs
- Lesson 9 Weaving a California Tradition
- Lesson 10 Emerald’s Eggs
- Prose-Lesson 1, 2, 4, and 9
- Poetry-Lesson 3
- Drama-Lesson 5, 8, and 10
- Comprehension Strategy notebook
- Picture books for connections
- Graphic organizers
- Les. 2 and 9
- Lessons 1-5 and 8-10
- Lessons 1-5 and 8-10
- Gallery Walk
- Vocabulary Squares
- Centers
- I Have, Who Has
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<tr>
<th>Duration</th>
<th>Reading: Foundational Skills Fluency</th>
<th>Writing: Text Types and Purposes</th>
<th>Writing: Production and Distribution of Writing</th>
<th>Lessons</th>
</tr>
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</table>
| Ongoing  | 4. Read with sufficient accuracy and fluency to support comprehension.  
a. Read grade level text with purpose and understanding.  
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.  
c. Use context to confirm or self-correct word recognition and understanding rereading as necessary. | 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize and event sequence that unfolds naturally.  
b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.  
c. Use a variety of transitional words and phrases to manage the sequence of events.  
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.  
e. Provide a conclusion that follows from the narrated experiences or events. | 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above).  
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | Lessons 1-5 and 8-10  
Aimsweb  
Formula Writing  
Spare time paragraph  
Persuasive pumpkin paragraph  
Thanksgiving dinner paragraph  
Dear Santa letter  
Elf paragraph  
Journaling  
Wiki's  
Formula Writing  
Modeling  
Checklists  
Dictionaries |
| Ongoing | Writing: Range of Writing | Journals
Wiki's |
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<td></td>
<td>10. Write routinely over extended time frames (time for research, reflection, and revision) &amp; shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
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<tr>
<td>Ongoing</td>
<td>Speaking and Listening: Presentation of Knowledge and Ideas</td>
<td>Modeling voice, tone and volume</td>
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<td>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</td>
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<td>Ongoing</td>
<td>6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</td>
<td>Modeling</td>
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<tr>
<td>Ongoing</td>
<td>Language: Conventions of Standard English</td>
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<td></td>
<td>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
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<td></td>
<td>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</td>
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<td>e. Form and use prepositional phrases</td>
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<td>f. Produce complete sentences, recognizing and correcting inappropriate fragments &amp; run-ons</td>
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<td>g. Correctly use frequently confused words (e.g., to, too, two; there, their).</td>
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<tr>
<td>Ongoing</td>
<td>Language: Conventions of Standard English</td>
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<tr>
<td></td>
<td>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
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<tr>
<td></td>
<td>a. Use correct capitalization.</td>
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<td></td>
<td>c. Use a comma before a coordinating conjunction in a compound sentence.</td>
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<td></td>
<td>d. Spell grade-appropriate words correctly, consulting references as needed.</td>
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| Ongoing | Language: Knowledge of Language  
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
a. Choose words and phrases to convey ideas precisely.  
b. Choose punctuation for effect.  
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).  
Language: Vocabulary Acquisition and Use  
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.  
a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word (e.g., telegraph, photograph, autograph).  
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).  
c. Consult references materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words & phrases. | Lessons 1-5 and 8-10 |

Questioning-Comprehension notebook  
GAP-problem/solution with fiction texts (lesson 6 On The Banks of Plum Creek and 7 Justin and the Best Biscuits in the World)  
Differentiation-Wiki (dare to differentiate)- Gifted and Talented Gifted (orange book) and packet  
www.teacherspayteachers.com  
Whole class, partnerships, and independent work  
Websites, online resources
## CCSS Language Arts PACING GUIDE

**Grade 4**

### Grading Period 2

**StoryTown Lessons 11-15, 18-20**  
Follow Lessons in Chronological Order  
Skip Lessons 16 and 17

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<th>Days/Weeks</th>
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<th>Lessons/Resources</th>
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| 2 weeks/ongoing | **Reading: Informational Text Craft and Structure**  
5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.  
| Cause/Effect Lesson 11 Mimicry and Camouflage  
Lesson 12 Mountains  
Graphic organizers Lessons 11 and 12 |
| 4 weeks/ongoing | **Reading: Literature Key Ideas and Details**  
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  
| Comprehension Strategy notebook  
www.philtulga.com/Riddles.html (inference riddles)  
charades  
Inference You Tube Videos |
| 4 weeks/ongoing | **Reading: Informational Text Key Ideas and Details**  
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  
| Lesson 13 Firestorm  
Lesson 14 The Stranger  
Lesson 15 The Adventurers  
Comprehension Strategy notebook  
www.philtulga.com/Riddles.html (inference riddles)  
charades  
Inference You Tube Videos |
| 2 weeks | 3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.  
| Lessons 11 and 12 |
| Ongoing | **Reading: Informational Text Integration of Knowledge and Ideas**  
7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements of Web pages) and explain how the information contributes to an understanding of the text in which it appears. | Lessons 11 and 12 |
|---------|------------------------------------------------------------------------------------------|------------------|
| 3-4 weeks/ongoing | **Reading: Literature Key Ideas and Details**  
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. | Theme  
Lesson 18 Hewitt Anderson’s Great Big Life  
Lesson 19 Juan Verdades the Man Who Couldn’t Tell a Lie  
Lesson 20 The Case of the Too-Hot Apple Pie  
Aesop’s Fables  
OAA passages  
Fairy Tales  
Smart Exchange  
Graphic organizers  
Somebody Wanted But So |
| 8 weeks/ongoing | **Reading: Literature Craft and Structure**  
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. | Prose-Lessons 11, 12, 13, 14, 18, 19  
Drama-Lessons 15 and 20 |
| Ongoing | **Reading: Informational Text Craft and Structure**  
4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. | Lessons 11 and 12 |
| 4 weeks | **Writing: Text Types and Purposes**  
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  
   a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  
   b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  
   c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).  
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  
   e. Provide a concluding statement or section related to the information or explanation presented. | **Formula Writing**  
How to Paragraphs |
| Ongoing | **Writing: Production and Distribution of Writing**  
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | **Checklists**  
**Dictionaries** |
| Ongoing | **Writing: Range of Writing**  
10. Write routinely over extended time frames (time for research, reflection, and revision) & shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | **Journals**  
**Wiki's** |
| 2 weeks/ongoing (pronouns) | **Language: Conventions of Standard English**  
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
   a. Use relative pronouns (who, whose, whom, which, that) & relative adverbs (where, when, why).  
   b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.  
   d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag.) | **Online resources**  
**Book Resources** |
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<th>Ongoing</th>
<th>Language: Conventions of Standard English</th>
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<td>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
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<td>a. use correct capitalization.</td>
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<td>d. Spell grade-appropriate words correctly, consulting references as needed.</td>
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<td>2 weeks/ongoing</td>
<td>Language: Vocabulary Acquisition and Use</td>
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<td>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</td>
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<td>c. Consult references materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words &amp; phrases.</td>
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<td>Ongoing</td>
<td>Language: Vocabulary and Acquisition and Use</td>
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<td>5. Demonstrate knowledge of figurative language, word relationships, and nuances in word meaning.</td>
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<td>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</td>
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<td>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</td>
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**Lessons 11 and 12**
Lesson 15 (references sources)

**Lesson 18**
Internet resources
Book resources

**GAP:** Lesson 16 So You Want to be an Inventor? and Lesson 17 Just Like Me (fact and opinion-no standard)

Visualizing-Comprehension notebook

www.teacherspayteachers.com

Whole class, partnerships, and independent work

Differentiation-Wiki (dare to differentiate)- Gifted and Talented Gifted (orange book) and packet

Websites, online resources
### CCSS Language Arts PACING GUIDE

#### Grade 4

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<th>Grading Period 3</th>
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<td><strong>Lessons/Resources</strong></td>
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<tr>
<td>3 weeks/ongoing</td>
<td><strong>Reading: Literature Key Ideas and Details</strong>&lt;br&gt;3. Describe in depth a character, setting, or event in a story or drama drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</td>
<td>Lesson 21 Because of Winn-Dixie&lt;br&gt;Lesson 22 My Diary From Here to There&lt;br&gt;Lesson 25 Welcome to Chinatown</td>
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<td>3 weeks/ongoing</td>
<td><strong>Writing: Research to Build and Present Knowledge</strong>&lt;br&gt;9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., &quot;Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]&quot;).</td>
<td>Lessons 21, 22, and 25</td>
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<td>8 weeks/ongoing</td>
<td><strong>Reading: Literature Craft and Structure</strong>&lt;br&gt;5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</td>
<td>Prose-Lessons 21, 22, 26, 27, 28 and 29&lt;br&gt;Drama-Lessons 25 and 30</td>
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<td>Ongoing</td>
<td><strong>Reading: Informational Text Craft and Structure</strong>&lt;br&gt;4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</td>
<td>Lessons 24, 26, 27 and 30</td>
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| 1 week | **Reading: Informational Text Craft and Structure**  
5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.  
| **Lesson 24 Mangrove Wilderness** |
| 4 weeks/ongoing | **Reading: Informational Text Key Ideas and Details**  
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.  
| **Lesson 26 Dragons and Dinosaurs**  
**Lesson 27 Grand Canyon A Trail Through Time**  
**Lesson 29 John Muir and Stickeen**  
**Determining importance-comprehension strategy notebook**  
**Smart Exchange/Notebook**  
**Graphic organizers**  
**OAA passages**  
**Central idea/theme** |
| 2 weeks/ongoing | **Reading: Informational Text Integration of Knowledge and Ideas**  
7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.  
| **Lesson 27**  
**Lesson 30 Discovering the Atocha** |
| 2 weeks/ongoing | **Language: Vocabulary and Acquisition and Use**  
5. Demonstrate knowledge of figurative language, word relationships, and nuances in word meaning.  
a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.  
b. Recognize and explain the meaning of common idioms, adages, and proverbs.  
| **Lesson 28 The Bunyans**  
**Lesson 29 John Muir and Stickeen** |
| 9 weeks/ongoing | **Reading: Literature Craft and Structure**  
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.  
| **Prose-Lessons 21, 22, 24, 26, 27, 28, and 29**  
**Drama-Lessons 25 and 30** |
| 2 weeks/ongoing | **Reading: Informational Text Craft and Structure**  
4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. | Lesson 24 and 30 |
| 4 weeks | **Writing: Text Types and Purposes**  
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.  
b. Provide reasons that are supported by facts and details.  
c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).  
d. Provide a concluding statement or section related to the opinion presented. | Letter to Principal  
Fact vs. opinion (reading) |
| Ongoing | **Writing: Production and Distribution of Writing**  
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | Checklists  
Dictionaries |
| Ongoing | **Writing: Range of Writing**  
10. Write routinely over extended time frames (time for research, reflection, and revision) & shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | Journals  
Wiki's |
| 4 weeks/ongoing | **Speaking and Listening: Comprehension and Collaboration**  
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.  
   a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  
   b. Follow agreed-upon rules for discussions and carry out assigned roles.  
   c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.  
   d. Review the key ideas expressed & explain their own ideas & understanding in light of the discussion. | Fountas and Pinnell GROUPS acronym poster  
Literature circle books  
Online resources |

**GAP-Lesson 23 A Cricket in Times Square (no standard for sequencing in fiction)**

[www.teacherspayteachers.com](http://www.teacherspayteachers.com)

Whole class, partnerships, and independent work

Differentiation-Wiki (dare to differentiate)- Gifted and Talented Gifted (orange book) and packet
## CCSS Language Arts PACING GUIDE

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<th>Days/Weeks</th>
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|                  | Ongoing all year | Reading: Literature Range of Reading and Complexity of Text  
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | All lessons throughout the year |
|                  | Ongoing all year | Reading: Informational Text Range of Reading and Level of Text Complexity  
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | All lessons throughout the year  
Aimsweb |
|                  | 4 weeks     | Writing: Research to Build and Present Knowledge  
7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. | Animal reports  
Famous Ohioan report |
|                  | 4 weeks     | 8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |                   |
| Ongoing | **Writing: Production and Distribution of Writing**  
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  
6. With some guidance & support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting. | Checklists  
Dictionaries | **Language: Conventions of Standard English**  
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
a. Use relative pronouns (who, whose, whom, which, that) & relative adverbs (where, when, why). | Reports | **Speaking and Listening: Comprehension and Collaboration**  
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | Journals  
Wiki’s | **Language: Conventions of Standard English**  
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
a. use correct capitalization.  
b. Use commas and quotation marks to mark direct speech and quotations from a text.  
c. Use comma before a coordinating conjunction in a compound sentence.  
d. Spell grade-appropriate words correctly, consulting references as needed. | Book resources  
Internet resources | **Language: Conventions of Standard English**  
10. Write routinely over extended time frames (time for research, reflection, and revision) & shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | **Writing: Range of Writing**  
10. Write routinely over extended time frames (time for research, reflection, and revision) & shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | Book resources  
Internet resources | **Language: Conventions of Standard English**  
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | | | | | | | | |
| 4 weeks | **Speaking and Listening: Presentation of Knowledge and Ideas**  
5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. |

Synthesizing-Comprehension Strategy notebook  
[www.teacherspayteachers.com](http://www.teacherspayteachers.com)  
Whole class, partnerships, and independent work  
Differentiation-Wiki (dare to differentiate)- Gifted and Talented Gifted (orange book) and packet  
Websites, online resources  
Literature Circles
Reading: Literature Craft and Structure
4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g. Herculean).

Reading: Literature Integration of Knowledge and Ideas
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Reading: Informational Text Craft and Structure
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Speaking and Listening: Comprehension and Collaboration
3. Identify the reasons and evidence a speaker provides to support particular points.