



TERM 1	
Term 1 Dates/ myView Units	MS College and Career Readiness Standards
August 6-9	Back to School/Diagnostic Assessments
August 12-16 myView Unit 1 Week 1	<p><u>Reading</u> RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><u>Writing</u> W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><u>Language</u> L.4.2d Spell grade-appropriate words correctly, consulting references as needed. L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
August 19-23 myView Unit 1 Week 2	<p><u>Reading</u> RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><u>Writing</u> W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations. W.4.3c Use a variety of transitional words and phrases to manage the sequence of events. W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><u>Language</u> L.4.2d Spell grade-appropriate words correctly, consulting references as needed.</p>



	<p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
<p>August 26-30</p> <p>myView Unit 1 Week 3</p>	<p>Reading</p> <p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.5 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.</p> <p>Writing</p> <p>W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>W.4.3e Provide a conclusion that follows from the narrated experiences or events.</p> <p>Language</p> <p>L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>L.4.2d Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>
<p>September 9-13</p> <p>myView Unit 1 Week 5</p>	<p>Reading</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>Language</p> <p>L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>L.4.2c Use a comma before a coordinating conjunction in a compound sentence.</p>
<p>September 16-20</p> <p>myView Unit 1 Week 6</p>	<p>Reading</p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>Language</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>



	L.4.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
September 23-27 myView Unit 2 Week 1	Reading RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. Language L.4.2c Use a comma before a coordinating conjunction in a compound sentence. L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Sept. 30 - Oct. 4 myView Unit 2 Week 2	Reading RI.4.5 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. Language L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
October 7-11	BMA/1st 9 Week Assessments



Term 1 Supporting Standards

(Standards that have been introduced and will be reviewed or revisited regularly during the nine weeks.)

Reading

RL/RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

RL.4.10 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.

RI.4.10 By the end of 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.

Foundational Skills

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

RF.4.4a Read grade-level text with purpose and understanding.

RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6 With some guidance and 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.

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8 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.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).



TERM 2	
Term 2 Dates	MS College and Career Readiness Standards
October 15-18 myView Unit 2 Week 3	<p>Reading RL.4.3 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).</p> <p>Writing W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>Language L.4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p>
October 22-25 myView Unit 2 Week 4	<p>Reading RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>Writing W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W.4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Language L.4.1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). L.4.2a Use correct capitalization. L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text. L.4.2c Use a comma before a coordinating conjunction in a compound sentence. L.4.3a Choose words and phrases to convey ideas precisely. L.4.4a Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). L.4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>



<p>Oct. 28 - Nov. 1</p> <p>myView Unit 2 Week 5</p>	<p>Reading RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Language L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. L.4.2a Use correct capitalization. L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
<p>November 4-8</p> <p>myView Unit 2 Week 6</p>	<p>Writing W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>November 11-15</p> <p>myView Unit 3 Week 1</p>	<p>Reading RL.4.3 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).</p> <p>Language L.4.1e Form and use prepositional phrases. L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<p>November 18-22</p> <p>myView Unit 3 Week 2</p>	<p>Reading RL.4.3 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).</p> <p>Writing W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W.4.2e Provide a concluding statement or section related to the information or explanation presented. W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Language L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs. L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>



<p>December 2-6</p> <p>myView Unit 3 Week 3</p>	<p><u>Reading</u> RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p><u>Writing</u> W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations. W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.</p> <p><u>Language</u> L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<p>December 9-12</p> <p>myView Unit 3 Week 4</p>	<p><u>Reading</u> RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><u>Language</u> L.4.1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). L.4.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. L.4.1e Form and use prepositional phrases. L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text. L.4.2c Use a comma before a coordinating conjunction in a compound sentence. L.4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p>
<p>December 16-20</p>	<p>BMA/2nd 9 Week Assessments</p>



Term 2 Supporting Standards

(Standards that have been introduced and will be reviewed or revisited regularly during the nine weeks.)

Reading

RL/RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

RL.4.10 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.

RI.4.10 By the end of 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.

Foundational Skills

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

RF.4.4a Read grade-level text with purpose and understanding.

RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6 With some guidance and 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.

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8 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.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).



TERM 3

Term 3 Dates	MS College and Career Readiness Standards
January 6-10 myView Unit 3 Week 5	<p>Reading RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>Language L.4.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions. L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.2a Use correct capitalization. L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
January 13-17 myView Unit 3 Week 6	<p>Reading RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>
January 21-24 myView Unit 4 Week 1	<p>Reading RL.4.3 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). RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>Language L.4.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p>
January 27-31 myView Unit 4 Week 2	<p>Reading RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>Writing W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. W.4.1b Provide reasons that are supported by facts and details. W.4.1d Provide a concluding statement or section related to the opinion presented.</p> <p>Language L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>



February 3-7 myView Unit 4 Week 3	<p><u>Reading</u></p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.5 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.</p> <p>RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p><u>Writing</u></p> <p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>W.4.1b Provide reasons that are supported by facts and details.</p> <p>W.4.1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>W.4.1d Provide a concluding statement or section related to the opinion presented.</p>
February 10-14 myView Unit 4 Week 4	<p><u>Reading</u></p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><u>Language</u></p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2a Use correct capitalization.</p> <p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.</p>
February 18-21 myView Unit 4 Week 5	<p><u>Reading</u></p> <p>RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p><u>Language</u></p> <p>L.4.1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
February 24-28 myView Unit 4 Week 6	<p><u>Writing</u></p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><u>Language</u></p> <p>L.4.1g Correctly use frequently confused words (e.g., to, too, two; there, their).*</p> <p>L.4.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>
March 3-7	BMA/3rd 9 Week Assessments



Term 3 Supporting Standards

(Standards that have been introduced and will be reviewed or revisited regularly during the nine weeks.)

Reading

RL/RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

RL.4.10 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.

RI.4.10 By the end of 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.

Foundational Skills

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

RF.4.4a Read grade-level text with purpose and understanding.

RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6 With some guidance and 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.

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8 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.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).



TERM 4	
Term 4 Dates	MS College and Career Readiness Standards
March 17-21 myView Unit 5 Week 1	<p>Reading RL.4.5 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. RI.4.5 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.</p> <p>Language L.4.1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
March 25-28 myView Unit 5 Week 2	<p>Reading RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>Writing W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Language L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.2a Use correct capitalization. L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
March 31 - April 4 myView Unit 5 Week 3	<p>Reading RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>Writing W.4.1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>Language L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing L.4.2a Use correct capitalization L.4.3b Choose punctuation for effect.</p>



<p>April 7-11</p> <p>myView Unit 5 Week 4</p>	<p>Reading RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>Language L.4.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. L.4.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions. L.4.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). L.4.1e Form and use prepositional phrases. L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text. L.4.2c Use a comma before a coordinating conjunction in a compound sentence. L.4.3a Choose words and phrases to convey ideas precisely. L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p>
<p>April 14-17</p> <p>myView Unit 5 Week 5</p>	<p>Reading RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Language L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text. L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
<p>April 22-25</p> <p>myView Unit 5 Week 6</p>	<p>Reading RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>Language L.4.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>
<p>April 28 - May 2</p> <p>May 5-9</p> <p>May 12-16</p>	<p>*Pacing of the final weeks of myView units is TBD based on scheduled dates of MAAP Assessments.</p>



Term 4 Supporting Standards

(Standards that have been introduced and will be reviewed or revisited regularly during the nine weeks.)

Reading

RL/RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RL/RI.4.10 By the end of 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.

Foundational Skills

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

RF.4.4a Read grade-level text with purpose and understanding.

RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.8 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.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).