

COMMON CORE Standards Plus®



Language Arts GRADE 4

Teacher Edition



Copyright ©2013 Learning Plus Associates
All Rights Reserved; International Copyright Secured.
ISBN: 978-1-61032-276-8

Common Core Standards Plus® is not licensed for duplication.

The copyright in this material is owned by Learning Plus Associates, a California nonprofit corporation. This material is not licensed for duplication. This material may not be reproduced in whole or in part, in any form or by any means (including electronic, mechanical, photocopying, recording, or otherwise) without the prior written permission of Learning Plus Associates. Unauthorized reproduction is a violation of law.

Common Core Standards Plus® - Language Arts Grade 4

Table of Contents

Resources:	Page(s)
What is Common Core Standards Plus?	5
Delivering the Lessons	6-7
Pacing the Materials	8-11
Suggested Pacing.....	8-9
Project-Based Learning Pacing.....	10-11
Lesson Index	12-18
<i>The Lesson Index lists the specific standard(s) addressed, the focus, and the page numbers for every Common Core Standards Plus Lesson, Assessment (Evaluation), Performance Lesson, and Integrated Project.</i>	

Common Core Standards Plus Strands/Topics:	Page(s)
Vocabulary Acquisition and Use (<i>Language Standards: L.4.4a-b, L.4.5a-c</i>).....	19-81
Academic Vocabulary.....	22
Skills Trace.....	22-23
Vocabulary Acquisition and Use Lessons 1-8 & Assessments (Evaluations) 1-2.....	24-43
Performance Lesson 1	44-47
Vocabulary Acquisition and Use Lessons 9-20 & Assessments (Evaluations) 3-5.....	48-77
Performance Lesson 2	78-81
Knowledge of Language (<i>Language Standards: L.4.3a-c</i>).....	83-111
Academic Vocabulary.....	86
Skills Trace.....	86
Knowledge of Language Lessons 1-8 & Assessments (Evaluations) 1-2.....	88-107
Performance Lesson 3	108-111

Common Core Standards Plus® - Language Arts Grade 4
Table of Contents

Common Core Standards Plus Strands/Topics (continued):	Page(s)
Reading Literature (<i>Standards: RL.4.1-RL.4.6</i>).....	113-182
Academic Vocabulary.....	116
Skills Trace.....	117-118
Reading Literature Lessons 1-8 & Assessments (Evaluations) 1-2.....	120-139
Performance Lesson 4	140-142
Reading Literature Lessons 9-16 & Assessments (Evaluations) 3-4.....	144-163
Performance Lesson 5	164-167
Reading Literature Lessons 17-20 & Assessment (Evaluation) 5.....	168-177
Performance Lesson 6	178-182
Integrated Project #1 – Through Someone Else's Eyes	183-196
<i>(Prerequisite Strands/Topics: Vocabulary Acquisition and Use, Knowledge of Language, and Reading Literature)</i>	
Capitalization (<i>Language Standard: L.4.2a</i>).....	199-225
Academic Vocabulary.....	201
Skills Trace.....	202
Capitalization Lessons 1-8 & Assessments (Evaluations) 1-2.....	204-223
Performance Lesson 7	224-225
Punctuation (<i>Language Standards: L.4.2b-c</i>).....	227-264
Academic Vocabulary.....	229
Skills Trace.....	230
Punctuation Lessons 1-12 & Assessments (Evaluations) 1-3.....	220-261
Performance Lesson 8	262-264
Spelling (<i>Language Standards: L.4.2d</i>).....	265-279
Academic Vocabulary.....	267
Skills Trace.....	268
Spelling Lessons 1-4 & Assessment (Evaluation) 1.....	270-279

Common Core Standards Plus® - Language Arts Grade 4

Table of Contents

Common Core Standards Plus Strands/Topics:	Page(s)
Reading Informational Text (<i>Standards: RI.4.1-4.3; RI.4.5-4.7</i>).....	281-349
Academic Vocabulary.....	284
Skills Trace.....	285-286
Reading Informational Text Lessons 1-8 & Assessments (Evaluations) 1-2.....	288-307
<i>Performance Lesson 9</i>	308-311
Reading Informational Text Lessons 9-16 & Assessments (Evaluations) 3-4.....	312-331
<i>Performance Lesson 10</i>	332-335
Reading Informational Text Lessons 17-20 & Assessment (Evaluation) 5.....	336-345
<i>Performance Lesson 11</i>	346-349
Integrated Project #2 – You Are Here 353-361 (<i>Prerequisite Strands/Topics: Capitalization, Punctuation, Spelling, and Reading Informational Text</i>)	
Grammar and Usage (<i>Language Standards: L.4.1a-g</i>).....	365-424
Academic Vocabulary.....	368
Skills Trace.....	369
Grammar and Usage Lessons 1-20 & Assessments (Evaluations) 1-5.....	372-421
<i>Performance Lesson 12</i>	422-424
Writing (<i>Standards: W.4.1a-d, W.4.2a-e, W.4.3a-e</i>).....	425-503
Academic Vocabulary.....	429
Skills Trace.....	430-431
Writing Lessons 1-8 & Assessments (Evaluations) 1-2.....	432-451
<i>Performance Lesson 13</i>	452-455
Writing Lessons 9-16 & Assessments (Evaluations) 3-4.....	456-475
<i>Performance Lesson 14</i>	476-479
Writing Lessons 17-24 & Assessments (Evaluations) 5-6.....	480-499
<i>Performance Lesson 12</i>	500-503
Integrated Project #3 – Space Exploration 505-519 (<i>Prerequisite Strands/Topics: Grammar and Usage, Writing</i>)	
Grade 4 Language Arts Standards	521-525

Common Core Standards Plus® - Language Arts Grade 4

What is Common Core Standards Plus?

Research Behind Standards Plus:

Common Core Standards Plus is produced by Learning Plus Associates, a Nonprofit Public Benefit Corporation dedicated to creating and providing solutions that increase student achievement and support teacher delivery of high-quality, effective instruction on a daily basis. The lessons are based upon the research of Effective Schools Correlates, Edward Deming's Total Quality Management (TQM), and models of effective instruction. A team of content and grade level experts wrote the Common Core Standards Plus lessons to meet the skills, concepts, depth, and rigor of the Common Core Standards.

What is Standards Plus?

Standards Plus is a set of research-based, supplemental K-8 language arts and math materials written to the Common Core Standards. These explicit direct instruction lessons were designed to teach discrete elements of the Common Core Standards.

Benefits:

- Ready-to-teach lessons and projects with very little teacher prep
- Grade level content vocabulary is taught within the context of the lessons.
- Increases student and teacher understanding of the standards
- A year's worth of daily lessons, performance lessons, and integrated projects ensure that all students have equal access to standards at every level of rigor (DOK 1-4)
- Prepares students for the state assessment

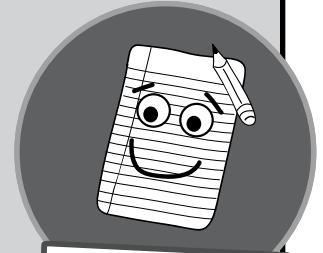
Three Types of Lessons:

Daily Lessons and Weekly Assessments (Evaluations):

(15-20 minutes daily)

There are 34 weeks of daily lessons and assessments (evaluations) written directly to the standards.

A week of instruction is comprised of **four lessons** and a **corresponding assessment**. The daily lessons are written to DOK Levels 1 and 2.



Daily Lessons & Weekly Assessments

Performance Lessons:

(3-5 days 30 minutes each day)

After one or more weeks of daily lessons written to a particular standard or topic, you will find a Performance Lesson. Performance Lessons are written to DOK Level 3.

These lessons require that students apply what they have learned and use reasoning, planning, evidence, and a higher level of thinking than the daily lessons. Many standards are assessed at this level of rigor on state assessments.



Performance Lessons

Integrated Projects:

(Multiple class sessions over several days or weeks)

Three Integrated Projects are located immediately after the supporting daily lessons, assessments, and performance lessons. Integrated Projects require that students plan, synthesize information, produce high-quality products, and present their findings. Integrated Projects are written to DOK level 4.



Integrated Projects

Common Core Standards Plus® - Language Arts Grade 4

Delivering the Daily Lessons

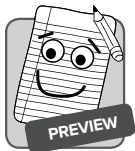


Prepare to Teach/Plan Instruction

Select the week of instruction you will be teaching. View the sample pacing on pages 8-9 or create your own pacing to match the content and standards of Standards Plus lessons to classroom instruction, district pacing guides, or benchmark information.

Helpful Hint

A **week of instruction** is a set of four daily lessons and a weekly assessment.



Preview the Week of Instruction (5 minutes)

Look at the teacher lesson plans for all four lessons paying particular attention to the standard(s), lesson objective, and introduction. Those three pieces of information will identify what students will learn and be able to do. Quickly scan the student page to gain an understanding of what students will be expected to do in independent practice. Repeat this process for the next three lessons and the assessment. This will give you a clear picture of how the week unfolds and will help you keep the daily lessons focused and concise.



Prepare to Teach a Daily Lesson (5 minutes)

- Read the entire teacher lesson plan.
- Identify academic vocabulary.
- Determine your instructional focus, “What do I want students to know and do by the end of today’s lesson?”
- Consider any relevant prior knowledge connections you can share with students, so they can connect the new learning to previous learning.



Teach a Daily Lesson (15-20 minutes)

Every Day

1. **Project the student lesson**
2. **Read the standard(s)** aloud with students, highlighting the part of the standard being taught in today’s lesson.
3. **Read the Introduction** provided in the Teacher Edition or provide your own.
4. **Read the Instruction aloud to students.**
Focus on new academic vocabulary, teaching the concept directly, and modeling the concept for students.
5. **Read the Guided Practice** and work through the examples together with students, sharing your thoughts aloud as you work through the item(s) step-by-step.
 - Monitor the class – If students are struggling, DO NOT MOVE onto Independent Practice, continue with Guided Practice.
6. **Read the Independent Practice and/or the Directions.**
 - Continue to monitor the class to catch common errors or misconceptions and correct immediately.
 - Differentiate instruction for struggling students by assigning fewer items.
 - Prompt and praise students for making attempts.
7. **Complete the Review**
 - Review answers when all students have completed Independent Practice or when your timeframe has expired.
 - Have students correct their mistakes or improve their answers.
8. **Read the Closure**
 - Read or paraphrase the closure or have students summarize the important concepts or skills learned in the lesson.

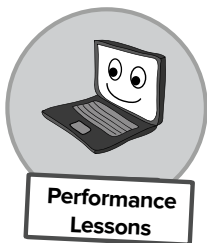
Common Core Standards Plus® - Language Arts Grade 4

Delivering the Lessons



Weekly Formative Assessments (Evaluations)

- Formative assessments that include items that match the week's instruction.
- Use these assessments to identify students' understanding of the concept taught and identify students for intervention.



Prepare to Teach a Performance Lesson

Allocate 30 minutes a day for 3-5 days to complete a performance lesson.

Periodically



Preview the Entire Performance Lesson (5-10 Minutes)

- Read the teacher lesson plan (1-2 pages) and student pages
- Focus on the standards listed at the top of the teacher page, the Lesson Objective, and the Overview. This information will provide a broad overview of the performance lessons.

NOTE: Performance lessons are more complex and more difficult for students than the daily lessons. **Performance lessons must be taught, not assigned.** Each performance lesson **has a large guided practice section.** This is so that the teacher can model and guide students through each component of the lesson. These lessons teach students how to successfully complete a performance task.



Prepare to Teach an Integrated Project

Multiple class sessions over several days or weeks.

3 Times a Year



Preview the Entire Integrated Project (10-15 Minutes)

- Previewing the project will provide an overview of the standards and components of the project.
- This allows the teacher to gain an understanding of how several different standards can be taught and evaluated.

NOTE: Even if you are not planning to teach a Standards Plus Integrated Project, it is helpful to view the components of the project listed in the Teacher Edition. It provides a broad look at how to integrate many topics and standards. It is a good reminder for teachers to include standards and expectations often overlooked, whether it is planning and delivering an opinion speech, or using technology to produce and publish writing as well as to interact and collaborate with others. Each project component may take up to a week or two of instruction.

Helpful Hint

To ensure all heavily-weighted standards are taught prior to state testing, you may need to teach a Performance Lesson and/or a component of an Integrated Project **in addition to** a week of Daily Lessons. **See PBL sample pacing on page 10-11 for an example.**

Common Core Standards Plus® - Language Arts Grade 4

Suggested Pacing



Standards Plus is supplemental and **does not** have to be taught in the printed order.

The pacing guide below provides instruction of the **most heavily-weighted standards in the 26 weeks prior to state testing.**

Suggested Pacing Guide

WEEK	STRAND/TOPIC, LESSON (L), EVALUATIONS (E)	STANDARD(S)	TE PG#	DOK LEVEL
1	Vocabulary Acquisition & Use L1-4, E1	L.4.4a	24-33	1-2
2	Vocabulary Acquisition & Use L5-8, E2	L.4.4b	34-43	1-2
	<i>Performance Lesson 1 – Galápagos Tortoises</i>	L.4.4a, b	44-47	3
3	Reading Literature L1-4, E1	RL.4.1, RL.4.4	120-129	1-2
4	Reading Literature L5-8, E2	RL.4.2, .RL.4.4	130-139	1-2
	<i>Performance Lesson 4 – Writing a Summary</i>	RL.4.1, RL.4.2, RL.4.4	140-142	3
5	Reading Literature L9-12, E3	RL.4.3	144-153	1-2
6	Knowledge of Language L1-4, E1	L.4.3a	88-97	1-2
7	Knowledge of Language L5-8, E2	L.4.3b, c	98-107	1-2
	<i>Performance Lesson 3 – Writing a Formal Narrative</i>	L.4.3a-c	108-111	3
8	Writing – Narrative L17-20, E5	W.4.3a-c	480-489	1-2
9	Writing – Narrative L21-24, E6	W.4.3a-e	490-499	1-2
	<i>Performance Lesson 15 – Traveling to Outer Space</i>	W.4.3, W.4.3a-e	500-503	3
10	Reading Informational Text L1-4, E1	RI.4.1, RI.4.3	288-297	1-2
11	Reading Informational Text L5-8, E2	RI.4.2	298-307	1-2
	<i>Performance Lesson 9 – Summarizing Informational Text</i>	RI.4.1, RI.4.2, RI.4.3	308-311	3
12	Reading Informational Text L9-12, E3	RI.4.5	312-321	1-2
13	Grammar & Usage L1-4, E1	L.4.1a	372-381	1-2
14	Grammar & Usage L5-8, E2	L.4.1b, c	382-391	1-2
15	Writing – Informative/Explanatory L9-12, E3	W.4.2a-c, e	456-465	1-2
16	Writing – Informative/Explanatory L13-16, E4	W.4.2a-e	466-475	1-2
	<i>Performance Lesson 14 – Making Your Favorite Food</i>	W.4.2, W.4.2a-e	476-479	3
17	Vocabulary Acquisition & Use L9-12, E3	L.4.5a	48-57	1-2
18	Vocabulary Acquisition & Use L13-16, E4	L.4.5b	58-67	1-2
19	Vocabulary Acquisition & Use L17-20, E5	L.4.5c	68-77	1-2
	<i>Performance Lesson 2 – Using Varied Language</i>	L.4.5a-c	78-81	3
20	Reading Literature L13-16, E4	RL.4.5	154-163	1-2
	<i>Performance Lesson 5 – Comparing Poetry and Prose</i>	RL.4.3, RL.4.5	164-167	3
21	Reading Literature L17-20, E5	RL.4.6	168-177	1-2
	<i>Performance Lesson 6 – Princess and the Pea Point of View</i>	RL.4.6	178-182	3
22	Grammar & Usage L13-16 E4	L.4.1e	402-411	1-2
23	Reading Informational Text L13-16, E4	RI.4.6	322-331	1-2
	<i>Performance Lesson 10 – Analyzing Informational Text</i>	RI.4.5, RI.4.6	332-335	3
24	Reading Informational Text L17-20, E5	RI.4.7	336-345	1-2
	<i>Performance Lesson 11 – Presenting Information</i>	RI.4.7	346-349	3
25	Writing – Opinion L1-4, E1	W.4.1a-d	432-441	1-2
26	Writing – Opinion L5-8, E2	W.4.1a-d	442-451	1-2
	<i>Performance Lesson 13 – Watching Too Much Television</i>	W.4.1, W.4.1a-d	452-455	3
STATE TESTING BEGINS				

Daily Lessons & Weekly Assessments

Each white row represents a week of instruction.

A week of instruction includes four daily lessons (L) and a weekly formative assessment /evaluation (E).

Performance Lessons

Each shaded row represents a performance lesson.

Performance lessons may take up to three 30-minute sessions to complete.

→ Suggested pacing continues at the top of the next page.

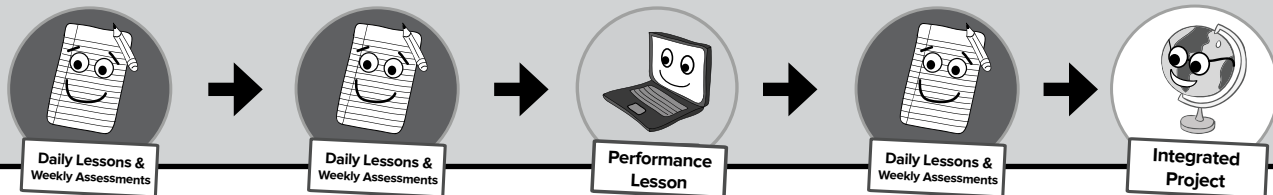
Common Core Standards Plus® - Language Arts Grade 4

Suggested Pacing Continued

Suggested Pacing Guide Continued

↓	These lessons are scheduled to be taught after state testing begins or they may be taught as needed throughout the year to support instruction.				↓
WEEK	STRAND/TOPIC, LESSON (L), EVALUATIONS (E)	STANDARD(S)	TE PG#	DOK LEVEL	
27	Capitalization L1-4, E1	L.4.2a	204-213	1-2	
28	Capitalization L5-8, E2	L.4.2a	214-223	1-2	
	<i>Performance Lesson 7 – Capitalization Rules Poster</i>		L.4.2a	224-225	3
29	Punctuation L1-4, E1	L.4.2b	232-241	1-2	
30	Punctuation L5-8, E2	L.4.2b	242-251	1-2	
31	Punctuation L9-12, E3	L.4.2c	252-261	1-2	
	<i>Performance Lesson 8 – Punctuating a Story with Dialogue</i>		L.4.2b, c	262-264	3
32	Spelling L1-4, E1	L.4.2d	270-279	1-2	
33	Grammar & Usage L9-12, E3	L.4.1d, g	392-401	1-2	
34	Grammar & Usage L17-20, E5	L.4.1f	412-421	1-2	
	<i>Performance Lesson 12 – Sentence Construction</i>		L.4.1, L.4.1a-g	422-424	3

Developing Your Own Standards Plus Pacing is Easy



The Common Core Standards Plus lessons can be easily paced to match:

- Core publisher textbooks
- District or site pacing
- District benchmarks

Here's How:

The Lesson Index found on pages **12-19** lists the Strand, Lesson Focus, and Standard(s) taught in each lesson. Every week of instruction (four Daily Lessons & a Weekly Assessment), Performance Lesson, and an Integrated Project is included in the lesson index. Use the Strand, Lesson Focus, or Standard listed on the Lesson Index to match the Standards Plus content to your own textbooks, units, or pacing. Schedule the Daily Lessons that lead up to each Performance Lesson to ensure students can apply the skills and concepts taught in the Daily Lessons.

Common Core Standards Plus® - Language Arts Grade 4

Project-Based Learning Pacing

Pacing Explanation:

Standards Plus materials are Common Core by design. They offer instruction at all four levels of Webb’s Depth of Knowledge (DOK 1-4), and they include three instructional components (Daily Lessons, Performance Lessons, and Integrated projects) that can be scheduled to support Project-Based Learning. Each grade level and subject may be organized into three distinct sets of instruction that include several weeks of Daily Lessons and Weekly Assessments (evaluations), multiple Performance Lessons, and an Integrated Project.

If you are using Common Core Standards Plus to support Project-Based Learning, here’s an example of how you might schedule the instruction to fit your instructional day:

Week	Monday	Tuesday	Wednesday	Thursday	Friday
11	<i>Reading Literature Lesson 13</i>	<i>Reading Literature Lesson 14</i>	<i>Reading Literature Lesson 15</i>	<i>Reading Literature Lesson 16</i>	<i>Reading Literature Evaluation 4</i>
	<i>Performance Lesson 5: Comparing Poetry and Prose</i>				
	<i>Project Component: Editing for Word Choice Students work to complete writing their final drafts.</i>				



This is an example of a week of PBL instruction that includes instruction at **every level of rigor**. In this example, you teach the Daily Lessons, a Performance Lesson, and a component of an Integrated Project in one week.

Common Core Standards Plus® - Language Arts Grade 4

Project-Based Learning Pacing


12-Week PBL Plan

WEEK	STRAND, LESSONS, EVALUATIONS (E)	INTEGRATED PROJECT COMPONENTS
1	Vocabulary Acquisition & Use L1-4 & E1	<i>Integrated Project #1 Through Someone Else's Eyes</i>
2	Vocab. Acquisition & Use L5-8, E2 / <i>Performance Lesson 1</i>	
3	Vocabulary Acq. & Use L9-12 & E3	Choosing a Tale to Rewrite
4	Vocabulary Acquisition & Use L13-16 & E4	Determining the Alternate Point of View
5	Vocab. Acquisition & Use 1 L17-20, E2 / <i>Performance Lesson 2</i>	Determining the Alternate Point of View
6	Knowledge of Language L1-4 & E1	Analyzing the Vocabulary and Voice
7	Knowledge of Language L5-8, E2 / <i>Performance Lesson 3</i>	Analyzing the Vocabulary and Voice
8	Reading Literature L1-4& E1	Rewriting the Tale
9	Reading Literature L5-8, E2 / <i>Performance Lesson 4</i>	Rewriting the Tale
10	Reading Literature L9-12& E3	Rewriting the Tale
11	Reading Literature L13-16, E4 / <i>Performance Lesson 5</i>	Editing for Word Choice
12	Reading Literature L17-20, E5 / <i>Performance Lesson 6</i>	Publication



11-Week PBL Plan

13	Capitalization L1-4 & E1	<i>Integrated Project #2 You Are Here</i>
14	Capitalization L5-8, E2 / <i>Performance Lesson 7</i>	
15	Punctuation L1-4 & E1	Choosing a Topic for Study
16	Punctuation L5-8 & E2	Use Guiding Questions to Research
17	Punctuation L9-12, E3 / <i>Performance Lesson 8</i>	Write an Inform./Explan. Research Paper
18	Spelling L1-4 & E1	Write an Inform./Explan. Research Paper
19	Reading Informational Text L1-4 & E1	Write an Inform./Explan. Research Paper
20	Reading Informational Text L5-8, E2 / <i>Performance Lesson 9</i>	Edit a Research Paper for Conventions
21	Reading Informational Text L9-12 & E3	Designing the Visual Aid
22	Reading Info. Text L13-16, E4 / <i>Performance Lesson 10</i>	Rubrics for Writing Inform./Explan. Pieces
23	Reading Info. Text L17-20, E5 / <i>Performance Lesson 11</i>	Final Production



Integrated Project

Each project component may take up to two weeks of instruction.

11-Week PBL Plan

24	Grammar & Usage L1-4 & E1	<i>Integrated Project #3 Space Exploration</i>
25	Grammar & Usage L5-8 & E2	
26	Grammar & Usage L9-12 & E3	Choosing a Topic for Study
27	Grammar & Usage L13-16 & E4	Determining the Information to Look For
28	Grammar & Usage L17-20 & E5 / <i>Performance Lesson 12</i>	Review Non-Fiction Books for Children
29	Writing – Opinion L1-4 & E1	Writing and Illustrating Non-Fiction Text
30	Writing – Opinion L5-8, E2 / <i>Performance Lesson 13</i>	Editing & Final Production of the Book
31	Writing – Informative/Explanatory L9-12 & E3	Review a Book to Create an Advertisement
32	Writing – Inform./Explan. L13-16, E4 / <i>Performance Lesson 14</i>	Designing the Advertisement
33	Writing – Narrative L17-20 & E5	Editing & Creating the Final Advertisement
34	Writing – Narrative L21-24, E6 P15	Presenting the Book and Advertisement

Common Core Standards Plus® - Language Arts Grade 4

Lesson Index

Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
Vocabulary Acquisition and Use (Language Standards: L.4.4a-b; L.4.5a-c)	1	Context Clues	L.4.4a: Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.	24	3	1-2
	2	Context Clues		26	4	
	3	Context Clues		28	5	
	4	Context Clues		30	6	
	E1	Evaluation-Context Clues		32	7	
	5	Greek and Latin Affixes and Roots	L.4.4b: Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	34	9	1-2
	6	Greek and Latin Affixes and Roots		36	10	
	7	Greek and Latin Affixes and Roots		38	11	
	8	Greek and Latin Affixes and Roots		40	12	
	E2	Evaluation-Greek and Latin Affixes and Roots	42	13		
P1	Performance Lesson #1 – Galápagos Tortoises (L.4.4a, L.4.4b)			44-45	15-16	3
9	Similes	L.4.5a: Explain the meaning of simple similes and metaphors (e.g., pretty as a picture) in context.	48	17	1-2	
10	Similes		50	18		
11	Metaphors		52	19		
12	Metaphors		54	20		
E3	Evaluation-Similes and Metaphors		56	21		
13	Idioms	L.4.5b: Recognize and explain the meaning of common idioms, adages, and proverbs.	58	23	1-2	
14	Adages		60	24		
15	Proverbs		62	25		
16	Idioms, Adages, and Proverbs		64	26		
E4	Evaluation-Idioms, Adages, and Proverbs	66	27			
17	Synonyms	L.4.5c: Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	68	29	1-2	
18	Synonyms		70	30		
19	Antonyms		72	31		
20	Antonyms		74	32		
E5	Evaluation-Synonyms and Antonyms	76	33			
P2	Performance Lesson #2 – Using Varied Language (L.4.5a, L.4.5b, L.4.5c)			78-79	35-36	3
Knowledge of Language (Language Standards: L.4.3a-c)	1	Precise Language	L.4.3a: Choose words and phrases to convey ideas precisely.	88	37	1-2
	2	Precise Language		90	38	
	3	Precise Language		92	39	
	4	Precise Language		94	40	
	E1	Evaluation- Precise Language		96	41	
	5	Punctuation for Effect	L.4.3b: Choose punctuation for effect.	98	43	1-2
	6	Punctuation for Effect		100	44	
	7	Punctuation for Effect	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).	102	45	
	8	Punctuation for Effect		104	46	
	E2	Evaluation-Punctuation for Effect & Situational Speaking	L.4.3b, L.4.3c	106	47	
P3	Performance Lesson #3 – Writing a Formal Narrative (L.4.3a, L.4.3b, L.4.3c)			108-109	49-50	3

Common Core Standards Plus® - Language Arts Grade 4

Lesson Index

Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	
Reading Literature (Reading Literature Standards: RL.4.1 – RL.4.6)	1	Details in the Text and Vocabulary in Text	RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.4: 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).	120	51	1-2	
	2	Details in the Text and Vocabulary in Text		122	52		
	3	Details in the Text and Vocabulary in Text		124	53		
	4	Details in the Text and Vocabulary in Text		126	54		
	E1	Evaluation-Details in the Text and Vocabulary in Text		128	55		
	5	Theme and Vocabulary	RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.4.4	130	57	1-2	
	6	Theme and Vocabulary		132	58		
	7	Theme, Summarizing, Vocabulary		134	59		
	8	Theme, Summarizing, Vocabulary		136	60		
	E2	Evaluation-Theme, Summarizing, Vocabulary		138	61		
	P4	Performance Lesson #4 – Writing a Summary (RL.4.1, RL.4.2, RL.4.4)			140	63-64	3
	9	Characters, Setting, Events	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).	144	65	1-2	
	10	Characters, Setting, Events		146	66		
	11	Characters, Settings, Events		148	67		
	12	Events		150	68		
	E3	Evaluation-Characters, Settings, Events		152	69		
	13	Prose and Poetry	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.	154	71	1-2	
	14	Rhyme Scheme and Meter		156	72		
	15	Poem Structure and Rhyme Scheme		158	73		
	16	Elements of Drama		160	74		
	E4	Evaluation-Elements of Poetry and Drama		162	75		
	P5	Performance Lesson #5 – Comparing Poetry and Prose (RL.4.3, RL.4.5)			164-165	77-78	3
	17	Point of View	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.	168	79	1-2	
	18	Point of View		170	80		
	19	Point of View		172	81		
	20	Point of View		174	82		
	E5	Evaluation-Point of View		176	83		
	P6	Performance Lesson #6 – Princess and the Pea Point of View (RL.4.6)			178-179	85-87	3
	Integrated project #1: <i>Through Someone Else's Eyes</i> (RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RL.4.10, W.4.3, W.4.3a, W.4.3b, W.4.3c, W.4.3d, W.4.3e, W.4.4, W.4.5, W.4.6, W.4.9, W.4.9a, W.4.10, SL.4.1, SL.4.1b, SL.4.1c, SL.4.6, L.4.1, L.4.2, L.4.3, L.4.3a, L.4.3b, L.4.3c, L.4.4, L.4.4a, L.4.4b, L.4.5, L.4.5a, L.4.5b, L.4.5c, L.4.6)				185-189	88-94	4
	Prerequisite Common Core Standards Plus Strands:						
Vocabulary Acquisition and Use, Knowledge of Language, and Reading Literature							
Product: An original tale derived from a classic tale written from a different point of view.							
Overview: In this project, the students will read a classic tale and analyze the author's point of view. Each student will determine an alternate point of view and rewrite the tale from the new perspective. The students will consider how the theme, details, and characters would change if presented from an alternate perspective. The vocabulary in prose is tied to the author's point of view. A formal point of view will include formal vocabulary, but an informal point of view will include informal vocabulary, including slang. Since this is a learning activity, all components will be completed in class.							

Common Core Standards Plus® - Language Arts Grade 4

Lesson Index

Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
Capitalization (Language Standards: L.4.2a)	1	Reviewing Rules	L.4.2a: Use correct capitalization.	204	95	1-2
	2	Holidays and Geographic Names		206	96	
	3	Product Names		208	97	
	4	Titles		210	98	
	E1	Evaluation-Reviewing Rules		212	99	
	5	Titles of People	L.4.2a	214	101	1-2
	6	Titles of People		216	102	
	7	Titles of People		218	103	
	8	Reviewing Rules		220	104	
	E2	Evaluation-Titles of People and Review		222	105	
P7	Performance Lesson #7 – Capitalization Rules Poster (L.4.2a)			224	107	3
Punctuation (Language Standards: L.4.2b-c)	1	Commas and Quotation Marks in Direct Speech	L.4.2b: Use commas and quotation marks to mark direct speech and quotations from a text.	232	109	1-2
	2	Commas and Quotation Marks in Direct Speech		234	110	
	3	Commas and Quotation Marks in Direct Speech		236	111	
	4	Commas and Quotation Marks in Direct Speech		238	112	
	E1	Evaluation-Commas & Quotation Marks in Direct Speech		240	113	
	5	Commas and Quotation Marks from a Text	L.4.2b: Use commas and quotation marks to mark direct speech and quotations from a text.	242	115	1-2
	6	Commas and Quotation Marks from a Text		244	116	
	7	Commas and Quotation Marks from a Text		246	117	
	8	Commas and Quotation Marks from a Text		248	118	
	E2	Evaluation-Commas & Quotation Marks from a Text		250	119	
	9	Commas with Coordinating Conjunctions	L.4.2c: Use a comma before a coordinating conjunction in a compound sentence.	252	121	1-2
	10	Coordinating Conjunction in Compound Sentences		254	122	
	11	Coordinating Conjunction in Compound Sentences		256	123	
	12	Commas with Coordinating Conjunctions		258	124	
	E3	Evaluation-Coordinating Conjunction in Compound Sentences		260	125	
P8	Performance Lesson #8 – Punctuating a Short Story with Dialogue (L.4.2b, L.4.2c)			262	127-128	3
Spelling (Lang. Standards: L.4.2d)	1	Ending Rules	L.4.2d: Spell grade-appropriate words correctly consulting references as needed.	270	129	1-2
	2	Ending Rules		272	130	
	3	Ending Rules		274	131	
	4	Ending Rules		276	132	
	E1	Evaluation-Ending Rules		278	133	

Common Core Standards Plus® - Language Arts Grade 4

Lesson Index

Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	
Reading: Informational Text (Reading Informational Text Standards: RI.4.1-4.3; RI.4.5-4.7)	1	Understanding Text	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.4.3: 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.	288	135	1-2	
	2	Understanding Text		290	136		
	3	Understanding Text		292	137		
	4	Understanding Text		294	138		
	E1	Evaluation-Understanding Text		296	139		
	5	Main Idea and Supporting Points	RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	298	141	1-2	
	6	Main Idea and Supporting Points		300	142		
	7	Main Idea and Supporting Points		302	143		
	8	Main Idea and Supporting Points		304	144		
	E2	Evaluation-Main Idea and Supporting Points		306	145		
	P9	Performance Lesson #9 – Summarizing Informational Text (RI.4.1, RI.4.2, RI.4.3)			308-309	147-148	3
	9	Text Structure	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.	312	149	1-2	
	10	Text Structure		314	150		
	11	Text Structure		316	151		
	12	Text Structure		318	152		
	E3	Evaluation-Text Structure		320	153		
	13	Point of View	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.	322	155	1-2	
	14	Point of View		324	156		
	15	Point of View		326	157		
	16	Point of View		328	158		
	E4	Evaluation-Point of View		330	159		
P10	Performance Lesson #10 – Analyzing Informational Text (RI.4.5, RI.4.6)			332-333	161-162	3	
17	Contributing Information	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.	336	163	1-2		
18	Contributing Information		338	164			
19	Contributing Information		340	165			
20	Contributing Information		342	166			
E5	Evaluation-Contributing Information		344	167			
P11	Performance Lesson #11 – Presenting Information (RI.4.7)			346-347	169-170	3	
Integrated Project #2: You Are Here (RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.9, RI.4.10, W.4.2, W.4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.2e, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9, W.4.9b, W.4.10, SL.4.1, SL.4.1b, L.4.1, L.4.2, L.4.2a, L.4.2b, L.4.2c, L.4.2d, L.4.6)				353-359	171-172	4	
Prerequisite Common Core Standards Plus Strands:							
Capitalization, Punctuation, Spelling, and Reading Informational Text							
Product: A research paper with a visual display (poster, collage, diorama, or display board).							
Overview: In this project, the students will choose one of the following topics to investigate:							
<ul style="list-style-type: none"> • The geography of your state • How your state capital came to be • The ten most interesting places to visit in your state • One historical event that helped to shape your state • Your state government 							
The students will choose a topic to investigate, complete their research, write a research paper, and create a visual display that supports what they learn in their research. Since this is a learning activity, all components will be completed in class.							

Common Core Standards Plus® - Language Arts Grade 4

Lesson Index

Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
Grammar and Usage (Language Standards: L.4.1a-g)	1	Relative Pronouns	L.4.1a: Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	372	173	1-2
	2	Relative Pronouns		374	174	
	3	Relative Pronouns		376	175	
	4	Relative Adverbs		378	176	
	E1	Evaluation-Relative Pronouns and Relative Adverbs		380	177	
	5	Progressive Verb Tense	L.4.1b: Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	382	179	1-2
	6	Progressive Verb Tense		384	180	
	7	Modal Auxiliaries	L.4.1c: Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	386	181	
	8	Modal Auxiliaries		388	182	
	E2	Evaluation-Progressive Verb Tenses / Modal Auxiliaries	L.4.1b, L.4.1c	390	183	
	9	Use of Adjectives	L.4.1d: Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	392	185	1-2
	10	Use of Adjectives		394	186	
	11	Frequently Confused Words	L.4.1g: Correctly use frequently confused words (e.g., to, too, two; there, their).	396	187	
	12	Frequently Confused Words		398	188	
	E3	Evaluation-Adjective Use & Frequently Confused Words	L.4.1d, L.4.1g	400	189	
	13	Prepositional Phrases	L.4.1e: Form and use prepositional phrases.	402	191	1-2
	14	Prepositional Phrases		404	192	
	15	Prepositional Phrases		406	193	
	16	Prepositional Phrases		408	194	
	E4	Evaluation-Prepositional Phrases		410	195	
17	Sentence Fragments	L.4.1f: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	412	197	1-2	
18	Run-on Sentences		414	198		
19	Fragments and Run-on Sentences		416	199		
20	Complete Sentences		418	200		
E5	Evaluation-Complete Sentences		420	201		
P12	Performance Lesson #12 – Sentence Construction (L.4.1, L.4.1a, L.4.1b, L.4.1c, L.4.1d, L.4.1e, L.4.1f, L.4.1g)			422-423	203	3
Writing (Lang. Standards: W.4.1a-d; W.4.2a-e, W.4.3a-e)	1	Opinion Pieces – Stating Opinions	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.	432	205	1-2
	2	Opinion Pieces – Stating Opinions		434	206	
	3	Opinion Pieces – Concluding Sentence	W.4.1a / W.4.1b / W.4.1d: Provide a concluding statement or section related to the opinion presented.	436	207	
	4	Opinion Pieces – Linking Words / Phrases	W.4.1a / W.4.1b / W.4.1c: Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). / W.4.1d	438	208	
	E1	Evaluation-Opinion Pieces		440	209	

Common Core Standards Plus® - Language Arts Grade 4

Lesson Index

Strand	Lesson Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	
Writing (Language Standards: W.4.1a-d; W.4.2a-e, W.4.3a-e)	5	Opinion Pieces – Structure	W.4.1a / W.4.1b / W.4.1c / W.4.1d	442	211	1-2
	6	Opinion Pieces – Expand Pieces		444	212	
	7	Opinion Pieces – Linking Words / Phrases		446	213	
	8	Opinion Pieces – Linking Words / Phrases		448	214	
	E2	Evaluation-Opinion Pieces		450	215	
	P13	Performance Lesson #13 – Watching Too Much Television (W.4.1, W.4.1a, W.4.1b, W.4.1c, W.4.1d)		452-453	217-218	3
	9	Informative/Explanatory - Topic Sentences	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.	456	219	1-2
	10	Informative/Explanatory - Topic & Details	W.4.2a, W.4.2b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	458	220	
	11	Informative/Explanatory - Linking Words/Phrases	W.4.2a, W.4.2b, W.4.2c: Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).	460	221	
	12	Informative/Explanatory - Concluding Statement	W.4.2a, W.4.2b, W.4.2c, W.4.2e: Provide a concluding statement or section related to the information or explanation presented.	462	222	
	E3	Evaluation-Informative/Explanatory		464	223	
	13	Informative/Explanatory – Precise Language	W.4.2a, W.4.2b, W.4.2c, W.4.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic. W.4.2e	466	225	1-2
	14	Informative/Explanatory – Expanding Details		468	226	
	15	Informative/Explanatory - Linking Words/Phrases		470	227	
	16	Informative/Explanatory - Concluding Statement		472	228	
	E4	Evaluation-Informative/Explanatory		474	229	
	P14	Performance Lesson #14 – Making Your Favorite Food (W.4.2, W.4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.2e)		476-477	231-232	3
	17	Narrative – Prompt and Plan	W.4.3a: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	480	233	1-2
	18	Narrative – Beginning Paragraph		482	234	
	19	Narrative – Dialogue and Descriptive Words	W.4.3a, W.4.3b: Use dialogue and description to develop experiences and events or show the responses of characters to situations.	484	235	
	20	Narrative – Transitional Words and Phrases	W.4.3a, W.4.3c: Use a variety of transitional words and phrases to manage the sequence of events.	486	236	
	E5	Evaluation-Parts of a Narrative Writing Piece	W.4.3a, W.4.3b, W.4.3c	488	237	
	21	Narrative – Using Sensory Details	W.4.3a, W.4.3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.	490	239	1-2
	22	Narrative – Conclusion	W.4.3a, W.4.3e: Provide a conclusion that follows from the narrated experiences or events.	492	240	
	23	Narrative – Writing from a Prompt	W.4.3a, W.4.3b, W.4.3c, W.4.3d, W.4.3e	494	241	
24	Narrative – Writing from a Prompt	496		242		
E6	Evaluation-Parts of a Narrative Writing Piece	498		243		
P15	Performance – Traveling to Outer Space (W.4.3, W.4.3a, W.4.3b, W.4.3c, W.4.3d, W.4.3e)		500-501	245-246	3	

Common Core Standards Plus® - Language Arts Grade 4

Lesson Index

Strand	Lesson Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
		Integrated Project #3: <i>Space Exploration</i> (RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.7, RI.4.10, RF.4.4, RF.4.4a, RF.4.4b, W.4.1, W.4.2, W.4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.2e, W.4.3e, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9, W.4.9b, W.4.10, SL.4.1c, SL.4.4, SL.4.5, L.4.1, L.4.2, L.4.3, L.4.3a, L.4.6)	507-514	247-251	4
<p>Prerequisite <i>Common Core Standards Plus Strands:</i> Grammar and Usage, Writing</p> <p>Product: The students will each select an object in our solar system to investigate. They will create a non-fiction children’s book and an advertisement based on their review of another student’s book.</p> <p>Overview: The students will investigate an object found in our solar system, which may include:</p> <ul style="list-style-type: none"> • A planet: Mercury, Venus, Mars, Jupiter, Saturn, Uranus, or Neptune • A star: the Sun • A moon: our Moon, Io, Titan, Umbriel, Ariel, Janus, Europa, etc. • Comets, asteroids, dwarf planets <p>The first task will be to write a non-fiction children’s book suitable for a first grade student, complete with text and illustrations. The second task will be to create an advertisement with positive opinion statement and reasons to indicate why a first grader would want to read the book. They will edit the book and advertisement for all conventions prior to publication. Since this is a learning activity, all components will be completed in class.</p>					