

# Nevada Academic Content Standards for English Language Arts

## Core Knowledge Language Arts

## Curriculum Alignment: Nevada Academic Content Standards

**Guide for Reviewers:**

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Grade 4	
Nevada Academic Content Standards	Core Knowledge Language Arts
<b>Literature</b>	
Key Ideas and Details	
<b>RL.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<p><b>Unit TG:</b>  <b>U3:</b> Lessons <b>1, 2, 6, 7, 8, 9, 11, 12, 14</b>  <b>U5:</b> Lessons <b>7</b>  <b>U6:</b> Lessons <b>1, 2, 3, 4, 5, 7, 8, 9, 10, 11</b>  <b>U7:</b> Lessons <b>5, 13, 14</b>  <b>U8:</b> Lessons <b>1, 3, 4, 6, 8, 9, 13, 14</b></p>
<b>RL.4.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<p><b>Unit TG:</b>  <b>U2-P2:</b> Lessons <b>24</b>  <b>U3:</b> Lessons <b>1, 2, 5, 8, 12, 14</b>  <b>U5:</b> Lessons <b>7</b>  <b>U6:</b> Lessons <b>2, 4, 10, 11</b>  <b>U7:</b> Lessons <b>5, 13, 14</b>  <b>U8:</b> Lessons <b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</b></p>

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<p><b>RL.4.3</b> Describe in depth a character, setting, or even in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>	<p><b>Unit TG:</b> <b>U3:</b> Lessons 2, <b>3, 6</b>, 7, 8, 10, 12, 13, 14 <b>U6:</b> Lessons <b>3, 4, 7, 9</b>, 11 <b>U7:</b> Lessons 5, <b>13, 15</b>, 16 <b>U8:</b> Lessons <b>1, 4, 8, 10</b>, 11, 14</p>
<p>Craft and Structure</p>	
<p><b>RL.4.4</b> 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).</p>	<p><b>Unit TG:</b> <b>U3:</b> Lessons <b>4, 10, 11, 12</b>, 14 <b>U5:</b> Lessons <b>7</b> <b>U7:</b> Lessons <b>14</b> <b>U8:</b> Lessons <b>14</b></p>
<p><b>RL.4.5</b> 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><b>Unit TG:</b> <b>U3:</b> Lessons 1, 2, 10, <b>13</b> <b>U7:</b> Lessons 5, 7, 8, <b>14</b></p>
<p><b>RL.4.6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p><b>Unit TG:</b> <b>U2-P2:</b> Lessons 24 <b>U3:</b> Lessons <b>3</b> <b>U6:</b> Lessons 2, 4, <b>8</b>, 9 <b>U8:</b> Lessons 1, 2, 4, 5, 6</p>
<p>Integration of Knowledge and Ideas</p>	
<p><b>RL.4.7</b> 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><b>Unit TG:</b> <b>U3:</b> Lessons 2, 3, 8 <b>U5:</b> Lessons <b>7</b> <b>U7:</b> Lessons 1, <b>8</b></p>
<p><b>RL.4.9</b> 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. written by</p>	<p><b>Unit TG:</b> <b>U2-P2:</b> Lessons 23 <b>U5:</b> Lessons <b>7</b></p>

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the same author about the same or similar characters (e.g., in books from a series).	<b>U8:</b> Lessons 1
Range of Reading and Level of Text Complexity	
<b>RL.4.10</b> 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.	<b>Unit TG:</b> <b>U3:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 <b>U6:</b> Lessons 1, 2, 3, 4, 5, 7, 8, 9, 10, 11 <b>U7:</b> Lessons 1, 5, 16
<b>Informational Text</b>	
Key Ideas and Details	
<b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>Unit TG:</b> <b>U1:</b> Lessons 1, 2, 4, 6, 7, 8, 9, 10, 12 <b>U2-P1:</b> Lessons 1, 2, 4, 5, 6, 7, 8, 10, 13 <b>U2-P2:</b> Lessons 16, 17, 20, 21, 22, 23 <b>U3:</b> Lessons 3, 5 <b>U4:</b> Lessons 1, 2, 3, 4, 5, 6, <b>U5:</b> Lessons 1, 2, 3, 4, 5, 6, 9, 11, 12, 13 <b>U7:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
<b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<b>Unit TG:</b> <b>U1:</b> Lessons 1, 2, 5, 11, 13 <b>U4:</b> Lessons 1, 2, 6 <b>U5:</b> Lessons 3, 5, 8, 9, 10, 11, 12, 14 <b>U7:</b> Lessons 1, 2, 3, 4, 5, 6, 8, 9, 11, 12, 15
<b>RI.4.3</b> 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.	<b>Unit TG:</b> <b>U2-P1:</b> Lessons 3, 4, 11, 12, 14 <b>U2-P2:</b> Lessons 16, 18 <b>U4:</b> Lessons 3, 4, 5, 6 <b>U5:</b> Lessons 1, 2, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14 <b>U7:</b> Lessons 1, 2, 3, 4, 6, 7, 8, 11, 12, 13, 15, 16

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Craft and Structure	
<b>RI.4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	<b>Unit TG:</b> <b>U5:</b> Lessons 6, 8, 10, 11, 13, 14 <b>U6:</b> Lessons 7 <b>U7:</b> Lessons 2, 3, 4, 5, 7, 8, 9, 11, 12
<b>RI.4.5</b> 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.	<b>Unit TG:</b> <b>U1:</b> Lessons 3, 7, 11, 12 <b>U4:</b> Lessons 4, 5 <b>U7:</b> Lessons 1, 2, 4, 6, 16
<b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<b>Unit TG:</b> <b>U1:</b> Lessons 7, 8 <b>U5:</b> Lessons 13, 14 <b>U7:</b> Lessons 4, 5, 6, 7, 8
Integration of Knowledge of Ideas	
<b>RI.4.7</b> 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.	<b>Unit TG:</b> <b>U2-P1:</b> Lessons 1, 4, 7, 9, 10, 14 <b>U2-P2:</b> Lessons 19 <b>U5:</b> Lessons 1, 3, 4, 5, 6, 8
<b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.	<b>Unit TG:</b> <b>U2-P1:</b> Lessons 8, 9, 12 <b>U5:</b> Lessons 1, 2, 3, 4
<b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<b>Unit TG:</b> <b>U4:</b> Lessons 1, 2 <b>U7:</b> Lessons 5, 7, 8, 9, 10, 12

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Range of Reading and Level of Text Complexity	
<b>RI.4.10</b> 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.	<b>Unit TG:</b> <b>U1:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 <b>U5:</b> Lessons 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14 <b>U7:</b> Lessons 3, 4, <b>7, 15</b>
<b>Foundational Skills</b>	
Phonics and Word Recognition	
<b>RF.4.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<b>Unit TG:</b> <b>U2-P1:</b> Lessons 1, 2, 3, 4, 5, <b>6, 7, 8, 9</b> , 10, 11, 12, 13, 16 <b>U2-P2:</b> Lessons 16, 18, 19, 20, 21, 22, 23 <b>U7:</b> Lessons <b>6, 9, 11, 14</b> <b>U8:</b> Lessons <b>6, 9, 10, 11, 14</b>
<b>RF.4.3a</b> 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.	<b>Unit TG:</b> <b>U2-P1:</b> Lessons 1, <b>2, 3, 4</b> , 5, 7, 8, 10, 11, 12, 13, 14 <b>U2-P2:</b> Lessons 16, 18, 19, 20, 21, 22, 23
Fluency	
<b>RF.4.4</b> Read with sufficient accuracy and fluency to support comprehension.	
<b>RF.4.4a</b> . Read grade-level text with purpose and understanding.	<b>Unit TG:</b> <b>U2-P1:</b> Lessons 2, <b>3, 4, 5, 6</b> , 7, 8, 9, 10 <b>U2-P2:</b> Lessons <b>16, 17</b> , 18, 19, <b>20, 21</b> , 22, 23, 24 <b>U3:</b> Lessons 1, 2, <b>3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</b> <b>U4:</b> Lessons 1, <b>2, 3, 4, 5, 6, 7, 8, 9</b> <b>U5:</b> Lessons <b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</b> <b>U6:</b> Lessons <b>1, 2, 3, 4, 5, 7, 8, 9, 10, 11</b> <b>U7:</b> Lessons <b>2, 3, 4, 5</b> <b>U8:</b> Lessons <b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</b>

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<p><b>RF.4.4b</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><b>Unit TG:</b>  <b>U2-P1:</b> Lessons 5, 6, 10  <b>U2-P2:</b> Lessons 18, 20, 23  <b>U3:</b> Lessons 1, 8, 9, 12  <b>U5:</b> Lessons 1, 5, 6, 14  <b>U6:</b> Lessons 1, 2, 8, 11  <b>U7:</b> Lessons 5  <b>U8:</b> Lessons 1, 2, 5, 6</p>
<p><b>RF.4.4c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>Unit TG:</b>  <b>U2-P1:</b> Lessons 5, 6  <b>U2-P2:</b> Lessons 16, 17, 18, 19, 20, 21, 22, 23, 24  <b>U3:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14  <b>U4:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9  <b>U5:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14  <b>U6:</b> Lessons 1, 2, 3, 4, 5, 7, 8, 9, 10, 11  <b>U7:</b> Lessons 2, 3, 4, 5  <b>U8:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</p>
<h3>Writing</h3>	
<h4>Text Types and Purposes</h4>	
<p><b>W.4.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p><b>Unit TG:</b>  <b>U1:</b> Lessons 2  <b>U2-P1:</b> Lessons 5, 6, 10, 13  <b>U4:</b> Lessons 1, 3, 7, 8, 9, 10  <b>U6:</b> Lessons 3</p>
<p><b>W.4.1a</b> 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><b>Unit TG:</b>  <b>U2-P1:</b> Lessons 5, 6, 11, 13  <b>U4:</b> Lessons 3, 7, 9  <b>U6:</b> Lessons 2, 3, 7</p>
<p><b>W.4.1b</b> Provide reasons that are supported by facts and details.</p>	<p><b>Unit TG:</b>  <b>U2-P1:</b> Lessons 5, 6, 8, 11, 12, 13  <b>U4:</b> Lessons 3, 7, 8, 9</p>

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<p><b>W.4.1c</b> Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p>	<p><b>Unit TG:</b> <b>U2-P1:</b> Lessons 5, 6, 11, 12, 13</p>
<p><b>W.4.1d</b> Provide a concluding statement or section related to the opinion presented.</p>	<p><b>Unit TG:</b> <b>U2-P1:</b> Lessons 3, 5, 6, 11 <b>U4:</b> Lessons 3, 7, 9</p>
<p><b>W.4.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p><b>Unit TG:</b> <b>U2-P1:</b> Lessons 3, 4, 5 <b>U4:</b> Lessons 6, 8, 9 <b>U5:</b> Lessons 3, 7, 8, 12, 13 <b>U7:</b> Lessons 3, 4, 5, 7, 8, 10, 12, 13</p>
<p><b>W.4.2a</b> 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><b>Unit TG:</b> <b>U2-P1:</b> Lessons 3, 4, 5, 7 <b>U4:</b> Lessons 2, 5, 6, 10 <b>U5:</b> Lessons 8, 10 <b>U7:</b> Lessons 4, 8</p>
<p><b>W.4.2b</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p><b>Unit TG:</b> <b>U7:</b> Lessons 5, 7, 8, 10, 12</p>
<p><b>W.4.2c</b> Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p>	<p><b>Unit TG:</b> <b>U7:</b> Lessons 5, 7, 8, 10, 12</p>
<p><b>W.4.2d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><b>Unit TG:</b> <b>U7:</b> Lessons 5, 7, 8, 10, 12</p>
<p><b>W.4.2e</b> Provide a concluding statement or section related to the information or explanation presented.</p>	<p><b>Unit TG:</b> <b>U2-P1:</b> Lessons 3 <b>U4:</b> Lessons 3, 4, 5, 9 <b>U5:</b> Lessons 8, 10, 13 <b>U7:</b> Lessons 13</p>
<p><b>W.4.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p><b>Unit TG:</b> <b>U1:</b> Lessons 1, 5, 6, 10, 11, 12</p>



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	<p><b>U2-P2:</b> Lessons 20, <b>21</b>  <b>U3:</b> Lessons <b>9, 10, 11, 13</b>  <b>U4:</b> Lessons <b>4</b>  <b>U5:</b> Lessons <b>12</b>  <b>U6:</b> Lessons <b>1, 3, 5, 6, 12</b>  <b>U8:</b> Lessons <b>2, 7, 12, 16</b></p>
<p><b>W.4.3a</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p><b>Unit TG:</b>  <b>U1:</b> Lessons 2, <b>3, 6, 7, 8, 9, 11</b>  <b>U6:</b> Lessons 3, 6, 8, 9, <b>10, 11, 12</b>  <b>U8:</b> Lessons <b>3, 4, 5, 8</b></p>
<p><b>W.4.3b</b> Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>	<p><b>Unit TG:</b>  <b>U1:</b> Lessons 3, <b>6, 10, 12, 14, 15</b>  <b>U6:</b> Lessons 3, 5, 6, <b>8, 9, 11, 12</b>  <b>U8:</b> Lessons <b>10, 12, 13, 16, 17, 18</b></p>
<p><b>W.4.3c</b> Use a variety of transitional words and phrases to manage the sequence of events.</p>	<p><b>Unit TG:</b>  <b>U1:</b> Lessons <b>7</b>  <b>U2-P1:</b> Lessons <b>13</b>  <b>U4:</b> Lessons <b>4</b></p>
<p><b>W.4.3d</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p><b>Unit TG:</b>  <b>U8:</b> Lessons 4, 5, 8, <b>12, 17, 18</b></p>
<p><b>W.4.3e</b> Provide a conclusion that follows from the narrated experiences or events.</p>	<p><b>Unit TG:</b>  <b>U1:</b> Lessons 2, 6, <b>13</b>  <b>U6:</b> Lessons 6, <b>12</b>  <b>U8:</b> Lessons <b>16, 17, 18</b></p>
<p>Production and Distribution of Writing</p>	
<p><b>W.4.4</b> 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.)</p>	<p><b>Unit TG:</b>  <b>U1:</b> Lessons 1, 2, 3, <b>4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</b>  <b>U3:</b> Lessons 2, 4, <b>6, 7, 9, 10, 11, 13, 14</b>  <b>U4:</b> Lessons <b>1, 2, 3, 4, 5, 6, 7, 9, 10</b>  <b>U5:</b> Lessons <b>7, 8, 10, 12, 13</b></p>

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	<p><b>U7:</b> Lessons 4, 8, 10, 12, 13, <b>16</b>  <b>U8:</b> Lessons <b>4</b>, 12, <b>13</b>, 16, 17, 18</p>
<p><b>W.4.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p>	<p><b>Unit TG:</b>  <b>U1:</b> Lessons 3, 4, 5, 7, 8, 9, 11, <b>12, 14, 15</b>  <b>U3:</b> Lessons <b>5</b>, 6, <b>9</b>  <b>U5:</b> Lessons <b>7, 10, 12, 13</b>  <b>U6:</b> Lessons <b>2, 4, 6, 9</b>  <b>U7:</b> Lessons 4, 10, 12, 13, <b>15, 16</b>  <b>U8:</b> Lessons <b>7, 12, 13, 16, 17</b></p>
<p><b>W.4.6</b> 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 to type a minimum of one page in a single sitting.</p>	<p><b>Unit TG:</b>  <b>U8:</b> Lessons <b>18</b></p>
<p>Research of Build and Present Knowledge</p>	
<p><b>W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p><b>Unit TG:</b>  <b>U2-P1:</b> Lessons <b>7, 8</b>  <b>U7:</b> Lessons <b>8, 10, 12</b></p>
<p><b>W.4.8</b> 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.</p>	<p><b>Unit TG:</b>  <b>U1:</b> Lessons 7, <b>8</b>  <b>U2-P2:</b> Lessons 4, <b>17, 18, 20</b>  <b>U3:</b> Lessons <b>3, 5, 6, 7, 10, 13, 14</b>  <b>U5:</b> Lessons 1, 2, 4, <b>5, 6, 7, 8, 9, 11, 12, 13</b></p>
<p><b>W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>Unit TG:</b>  <b>U1:</b> Lessons <b>1</b>  <b>U2-P1:</b> Lessons <b>2, 4, 5, 7, 8</b>  <b>U3:</b> Lessons 2, 3, 5, 14  <b>U4:</b> Lessons <b>2, 3, 4, 5, 6, 7</b>  <b>U5:</b> Lessons 1, 2, 4, <b>5, 6, 7, 8, 10, 11, 12, 13</b>  <b>U6:</b> Lessons <b>2, 3, 5, 7, 8, 10, 11</b></p>

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<p><b>W.4.9a</b> 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].”).</p>	<p><b>Unit TG:</b>  <b>U3:</b> Lessons 3  <b>U4:</b> Lessons 4  <b>U6:</b> Lessons 3  <b>U7:</b> Lessons 4, 8, 10, 16</p>
<p><b>W.4.9b</b> Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p><b>Unit TG:</b>  <b>U2-P1:</b> Lessons 3, 12  <b>U5:</b> Lessons 1, 3  <b>U7:</b> Lessons 4, 7, 8, 10, 16</p>
<p>Range of Writing</p>	
<p><b>W.4.10</b> 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><b>Unit TG:</b>  <b>U4:</b> Lessons 1, 3, 5, 6, 7, 8, 10  <b>U6:</b> Lessons 3, 4, 5, 6, 7, 8, 10, 11, 12  <b>U8:</b> Lessons 12, 13, 16, 17, 18</p>
<p style="text-align: center;"><b>Speaking and Listening</b></p>	
<p>Comprehension and Collaboration</p>	
<p><b>SL.4.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p>	<p><b>Unit TG:</b>  <b>U1:</b> Lessons 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15  <b>U2-P1:</b> Lessons 1, 3, 5, 6, 7, 8  <b>U3:</b> Lessons 1, 2, 4, 5, 6, 7, 8, 9  <b>U4:</b> Lessons 1, 3, 4, 5, 6, 7, 8, 9  <b>U5:</b> Lessons 1  <b>U7:</b> Lessons 2, 4, 7, 8, 9, 10, 11, 12, 13, 15  <b>U8:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19</p>
<p><b>SL.4.1a</b> 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.</p>	<p><b>Unit TG:</b>  <b>U2-P1:</b> Lessons 1, 3, 6, 7, 8  <b>U2-P2:</b> Lessons 23  <b>U4:</b> Lessons 1, 3, 4, 5, 6, 7, 8, 9, 10  <b>U6:</b> Lessons 3, 6, 12</p>

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	<b>U7:</b> Lessons 4, 7, 11, 12
<b>SL.4.1b</b> Follow agreed-upon rules for discussions and carry out assigned roles.	<b>Unit TG:</b> <b>U1:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 14, 15 <b>U3:</b> Lessons 1, 2, 5, 6, 7, 8, 9, 12 <b>U4:</b> Lessons 1, 2, 3, 4, 6, 8 <b>U6:</b> Lessons 1, 2, 3, 4, 6, 7, 8, 10, 12 <b>U8:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19
<b>SL.4.1c</b> 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.	<b>Unit TG:</b> <b>U1:</b> Lessons 4, 5, 9, 14, 15 <b>U4:</b> Lessons 7, 9 <b>U8:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19
<b>SL.4.1d</b> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	<b>Unit TG:</b> <b>U2-P1:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 <b>U2-P2:</b> Lessons 23 <b>U3:</b> Lessons 1, 2, 4, 5, 12 <b>U4:</b> Lessons 1, 3, 4, 5, 6, 7 <b>U5:</b> Lessons 1 <b>U6:</b> Lessons 1, 12 <b>U7:</b> Lessons 4, 7 <b>U8:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 17, 19
<b>SL.4.2</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>Unit TG:</b> <b>U1:</b> Lessons 4 <b>U3:</b> Lessons 1, 5, 7, 12 <b>U4:</b> Lessons 3, 4
<b>SL.4.3</b> Identify the reasons and evidence a speaker provides to support particular points.	<b>Unit TG:</b> <b>U1:</b> Lessons 2, 14 <b>U3:</b> Lessons 5, 7
Presentation of Knowledge and Ideas	
<b>SL.4.4</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details	<b>Unit TG:</b> <b>U1:</b> Lessons 2, 3, 5, 9, 14, 15

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to support main ideas or themes; speak clearly at an understandable pace.	<p><b>U2-P2:</b> Lessons <b>23</b>  <b>U4:</b> Lessons <b>4, 9, 10</b>  <b>U6:</b> Lessons <b>6, 12</b>  <b>U7:</b> Lessons <b>1, 5, 7, 10, 16</b></p>
<b>SL.4.5</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	<p><b>Unit TG:</b>  <b>U4:</b> Lessons <b>3, 4, 9</b>  <b>U7:</b> Lessons <b>1</b></p>
<b>SL.4.6</b> 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.	<p><b>Unit TG:</b>  <b>U7:</b> Lessons <b>1, 2</b></p>
<b>Language</b>	
Conventions of Standard English	
<b>L.4.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p><b>Unit TG:</b>  <b>U2-P1:</b> Lessons <b>2, 6, 9, 11, 14, 19, 24</b>  <b>U2-P2:</b> Lessons <b>19, 24</b>  <b>U5:</b> Lessons <b>11, 14</b>  <b>U7:</b> Lessons <b>1, 2, 3, 4, 6, 9, 10, 11</b>  <b>U8:</b> Lessons <b>6, 11, 12, 13, 18</b></p> <p><b>Supplemental Grammar Lesson:</b>  <b>SGL4:</b> Lessons <b>1</b></p>
<b>L.4.1a</b> Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	<p><b>Unit TG:</b>  <b>U8:</b> Lessons <b>4, 6, 9</b></p>
<b>L.4.1b</b> Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	<p><b>Unit TG:</b>  <b>U2-P2:</b> Lessons <b>22</b></p>
<b>L.4.1c</b> Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	<p><b>Unit TG:</b>  <b>U7:</b> Lessons <b>14, 16</b></p>

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	<p><b>U8:</b> Lessons 2</p>
<p><b>L.4.1d</b> Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p>	<p><b>Unit TG:</b> <b>U5:</b> Lessons 11, 14</p> <p><b>Supplemental Grammar Lesson:</b> <b>SGL4:</b> Lessons 2, 3</p>
<p><b>L.4.1e</b> Form and use prepositional phrases.</p>	<p><b>Unit TG:</b> <b>U2-P1:</b> Lessons 4</p> <p><b>Supplemental Grammar Lesson:</b> <b>SGL4:</b> Lessons 4, 5</p>
<p><b>L.4.1f</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p>	<p><b>Unit TG:</b> <b>U2-P2:</b> Lessons 17, 20, 21 <b>U8:</b> Lessons 1, 2, 3, 6, 7, 17</p>
<p><b>L.4.1g</b> Correctly use frequently confused words (e.g., to, too, two; there, their).*</p>	<p><b>Unit TG:</b> <b>U2-P1:</b> Lessons 6 <b>U8:</b> Lessons 2, 3, 4, 5, 7, 8, 10, 12, 13, 16, 17, 18, 19</p>
<p><b>L.4.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><b>Unit TG:</b> <b>U2-P1:</b> Lessons 10 <b>U2-P2:</b> Lessons 20, 21, 23, 24 <b>U5:</b> Lessons 2, 4, 6, 9, 10, 11, 14 <b>U7:</b> Lessons 2, 3, 5, 7, 20 <b>U8:</b> Lessons 1, 3, 7, 8, 13, 14, 16</p>
<p><b>L.4.2a</b> Use correct capitalization.</p>	<p><b>Unit TG:</b> <b>U2-P2:</b> Lessons 18, 20, 21, 23 <b>U4:</b> Lessons 1, 3, 5, 6, 7, 8, 9, 10 <b>U5:</b> Lessons 1, 4, 5, 6, 8, 9, 10, 11, 13 <b>U7:</b> Lessons 4, 5 <b>U8:</b> Lessons 8, 10, 13</p>

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<p><b>L.4.2b</b> Use commas and quotation marks to mark direct speech and quotations from a text.</p>	<p><b>Unit TG:</b>  <u>U1:</u> Lessons <b>6</b>  <u>U7:</u> Lessons <b>4, 5, 7</b>  <u>U8:</u> Lessons <b>8, 10, 16, 17, 18</b></p>
<p><b>L.4.2c</b> Use a comma before a coordinating conjunction in a compound sentence.</p>	<p><b>Unit TG:</b>  <u>U8:</u> Lessons <b>11, 14</b></p>
<p><b>L.4.2d</b> Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><b>Unit TG:</b>  <u>U2-P1:</u> Lessons <b>11, 14</b>  <u>U2-P2:</u> Lessons <b>22</b>  <u>U7:</u> Lessons <b>3, 5, 10, 15</b>  <u>U8:</u> Lessons <b>4, 8, 11, 12, 13, 14, 18</b></p>
<p>Knowledge of Language</p>	
<p><b>L.4.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p><b>Unit TG:</b>  <u>U2-P2:</u> Lessons <b>17, 19, 20, 21, 22</b>  <u>U3:</u> Lessons <b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</b>  <u>U7:</u> Lessons <b>1, 2, 3, 5, 7, 8, 10, 11, 12, 13, 16</b>  <u>U8:</u> Lessons <b>8, 11, 12, 13, 16, 19</b></p>
<p><b>L.4.3a</b> Choose words and phrases to convey ideas precisely.*</p>	<p><b>Unit TG:</b>  <u>U1:</u> Lessons <b>11</b>  <u>U8:</u> Lessons <b>1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 16, 17, 18</b></p>
<p><b>L.4.3b</b> Choose punctuation for effect.*</p>	<p><b>Unit TG:</b>  <u>U2-P2:</u> Lessons <b>19, 24</b>  <u>U8:</u> Lessons <b>10, 16, 17</b></p>
<p><b>L.4.3c</b> 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><b>Unit TG:</b>  <u>U2-P2:</u> Lessons <b>23</b>  <u>U4:</u> Lessons <b>4</b>  <u>U7:</u> Lessons <b>3</b>  <u>U8:</u> Lessons <b>1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18</b></p>

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Vocabulary Acquisition of Use	
<p><b>L.4.4</b> 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.</p>	<p><b>Unit TG:</b>  <b>U2-P1:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, <b>9</b>, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 23, 24  <b>U5:</b> Lessons 1, <b>2</b>, 3, <b>4</b>, 5, <b>6</b>, 7, 8, <b>9</b>, 10, 11, 12, 13, 14</p>
<p><b>L.4.4a</b> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	<p><b>Unit TG:</b>  <b>U3:</b> Lessons <b>1</b>, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14  <b>U5:</b> Lessons 1, 2, 3, <b>4</b>, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14  <b>U6:</b> Lessons <b>1</b>, 2, 3, <b>4</b>, 5, 7, 8, 9, 10, 11  <b>U7:</b> Lessons <b>5</b>, <b>11</b>  <b>U8:</b> Lessons <b>1</b>, <b>2</b>, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14</p>
<p><b>L.4.4b</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>	<p><b>Unit TG:</b>  <b>U2-P1:</b> Lessons <b>11</b>, <b>14</b>  <b>U2-P2:</b> Lessons <b>19</b>, 22  <b>U7:</b> Lessons <b>2</b>, <b>4</b>, <b>6</b>, <b>9</b>, 11, <b>14</b>, 16  <b>U8:</b> Lessons <b>2</b>, <b>4</b>, <b>6</b>, 9, 11, 14</p>
<p><b>L.4.4c</b> 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.</p>	<p><b>Unit TG:</b>  <b>U5:</b> Lessons 1, 2, 4, 5, 6, <b>7</b>, 8, 9, 10, 11  <b>U7:</b> Lessons 3, <b>6</b>  <b>U8:</b> Lessons 1, 2, 3, 4, 5, 6, 7, <b>8</b>, 9, 10, 11, 11, 12, 13, 14</p>
<p><b>L.4.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><b>Unit TG:</b>  <b>U3:</b> Lessons <b>4</b>, <b>5</b>, 7, 8, <b>9</b>, <b>10</b>, 11  <b>U5:</b> Lessons <b>2</b>, 3  <b>U6:</b> Lessons <b>5</b>, 6, 9  <b>U7:</b> Lessons 3, 7, 8, 12, <b>14</b>  <b>U8:</b> Lessons 1, 2, 4, 5, 6, <b>7</b>, 8, 9, 10, 11, <b>12</b>, 13, 14, 16, 17, 18</p>
<p><b>L.4.5a</b> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p>	<p><b>Unit TG:</b>  <b>U1:</b> Lessons <b>10</b>  <b>U3:</b> Lessons 4, <b>7</b>, 8  <b>U6:</b> Lessons <b>5</b>, 7, 9  <b>U8:</b> Lessons 4, 5, 11</p>



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<b>L.4.5b</b> Recognize and explain the meaning of common idioms, adages, and proverbs.	<b>Unit TG:</b> <b>U8:</b> Lessons 1, <b>5</b> , 6, 7, 9, 10, 12, 14
<b>L.4.5c</b> Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	<b>Unit TG:</b> <b>U8:</b> Lessons 2, 4, <b>5</b> , 11
<b>L.4.6</b> 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).	<b>Unit TG:</b> <b>U1:</b> Lessons 1, 2, 3, 4, 5, <b>6</b> , 7, 8, 9, 10, 11, 12, 13 <b>U2-P1:</b> Lessons 3, <b>5</b> , 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24 <b>U3:</b> Lessons <b>1</b> , 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 <b>U4:</b> Lessons 1, 2, <b>3</b> , 4, 5, 6, 7, 8, 9, 10 <b>U7:</b> Lessons 1, <b>2</b> , 3, 7, 8, <b>10</b> , <b>15</b>