

Unit 2: The Middle Ages		Lessons														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Reading Standards for Foundational Skills																
Phonics and Word Recognition																
STD RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓
STD 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.		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓			
Fluency																
STD RF.4.4	Read with sufficient accuracy and fluency to support comprehension.		✓	✓	✓	✓		✓		✓	✓	✓	✓	✓		
STD RF.4.4a	Read on-level text with purpose and understanding.		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓
STD RF.4.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.															✓
STD RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		✓	✓	✓		✓	✓	✓	✓		✓	✓		✓	
Writing Standards																
Text Types and Purposes: Opinion																
STD W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.							✓			✓		✓			✓
STD 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.							✓			✓		✓			✓
STD W.4.1b	Provide reasons that are supported by facts and details.							✓	✓		✓		✓	✓		✓
STD W.4.1c	Link opinion and reasons using words and phrases (e.g., <i>for instance</i> , <i>in order to</i> , <i>in addition</i>).							✓			✓		✓	✓		✓
STD W.4.1d	Provide a concluding statement or section related to the opinion presented.							✓			✓					✓

Unit 2: The Middle Ages		Lessons														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Production and Distribution of Writing																
STD W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)				✓	✓		✓	✓		✓		✓	✓		✓
STD W.4.5	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.)				✓	✓		✓	✓		✓		✓	✓		✓
STD 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 to type a minimum of one page in a single sitting.															
Research to Build and Present Knowledge																
STD W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	✓	✓		✓		✓	✓				✓		✓	✓	
STD 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.				✓			✓	✓							
STD W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		✓		✓			✓	✓							
STD W.4.9a	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:]”).															
STD W.4.9b	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”).							✓	✓				✓	✓	✓	✓

Unit 2: The Middle Ages		Lessons														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
STD L.4.2c	Use a comma before a coordinating conjunction in a compound sentence.															
STD L.4.2d	Spell grade-appropriate words correctly, consulting references as needed.						✓	✓	✓	✓		✓	✓	✓	✓	✓
Knowledge of Language																
STD L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD L.4.3a	Choose words and phrases to convey ideas precisely.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD L.4.3b	Choose punctuation for effect.															
STD 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).															
Vocabulary Acquisition and Use																
STD 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.		✓		✓	✓		✓		✓	✓	✓	✓	✓	✓	✓
STD L.4.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓
STD L.4.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).											✓			✓	✓
STD 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		✓	✓	✓		✓		✓	✓		✓	✓			
STD L.4.5a	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.			✓									✓			

Unit 2: The Middle Ages		Lessons															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
STD L.4.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.												✓				
STD L.4.5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).		✓				✓	✓			✓	✓	✓			✓	
STD 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., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CKLA Objectives																	
CKLA	Explain the function and relationship between nouns and adjectives and use appropriately in particular sentences		✓		✓							✓					✓
CKLA	Explain the function of verbs and adverbs and use appropriately in particular sentences						✓				✓						✓
CKLA	Identify subjects and predicates in sentences											✓				✓	✓
CKLA	Identify and produce simple and complex sentences											✓				✓	