Catholic Identity

Application	Instructional Focus	Unit	CHECKPOINT 1	2	3
Ways to Grow — 4.1 understand and integrate the content of what is learned into faith and daily life*	☐ 4.1A recognize that every human life is sacred because each person is created and loved by God* ☐ 4.1B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts* ☐ 4.1C recognize and oppose unjust social structures and work toward justice for all* ☐ 4.1D see God at work in all things and as expressed in the sacraments* ☐ 4.1E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*				

Literacy Routines (use during Word Study, Reading, and Writing to improve communication)

Application	Instructional Focus				
4.2 communicate ideas effectively through speaking and discussion	☐ 4.2A listen actively, ask relevant questions to clarify information, and make pertinent comments ☐ 4.2B follow, restate, and give oral instructions that involve a series of related sequences of action ☐ 4.2C express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively ☐ 4.2D work collaboratively with others to develop a plan of shared responsibilities				

Word Study

Application	Instructional Focus				
4.3A/B demonstrate and apply phonetic knowledge while reading and spelling	☐ 4.3A.1/4.3B.1 decode and spell words with specific orthographic patterns and rules, including regular and irregular plurals ☐ 4.3A.2/4.3B.2 decode and spell multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables ☐ 4.3A.3/4.3B.3 decode and spell words using advanced knowledge of syllable division patterns such as VV ☐ 4.3A.4/4.3B.4 decode and spell words using knowledge of prefixes and suffixes, including how they can change base words such as the dropping, changing and doubling rules ☐ 4.3A.5 identify and read high-frequency words from a research-based list ☐ 4.3B.5 spell homophones ☐ 4.3B.6 spell multisyllabic words with multiple sound-spelling patterns				
4.3C use skills to support strategies for determining the meaning of unknown words while reading	☐ 4.3C.1 use print or digital resources to determine meaning, syllabication, and pronunciation ☐ 4.3C.2 use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words ☐ 4.3C.3 determine the meaning of and use words with affixes and roots ☐ 4.3C.4 identify, use, and explain the meaning of homophones				

Shared Reading

Application	Instructional Focus	Unit	1	2	3
Tools to Know 4.4 read grade-level text with fluency and comprehension 4.5 use the reading process to develop and deepen comprehension of increasingly complex texts	**Tools to Know: Reading Process** ☐ 4.4A use appropriate fluency (rate, accuracy, and prosody) ☐ 4.5A establish purpose for reading assigned and self-selected texts ☐ 4.5B generate questions about text before, during, and after reading ☐ 4.5C make and correct or confirm predictions using text features, characteristics of genre, and structures ☐ 4.5D create mental images to deepen understanding ☐ 4.5E monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down **Tools to Know: Comprehension** ☐ 4.5F make connections to personal experiences, ideas in other texts, and society ☐ 4.5G make inferences and use evidence to support understanding ☐ 4.5H evaluate details read to determine key ideas ☐ 4.5I synthesize information to create new understanding				
Ways to Show 4.6/4.7 **comprehend** the author's purpose and meaning in increasingly complex texts and in multiple genres; **analyze** the relationships among literary elements and structures and how they contribute to the overall meaning	**Ways to Show: Fiction** ☐ 4.6A demonstrate knowledge of distinguishing characteristics of folktales, fables, legends, myths, and tall tales ☐ 4.6L explain the author's purpose and message within a text ☐ 4.7A infer basic themes supported by text evidence ☐ 4.7B analyze plot elements, including the rising action, climax, falling action, and resolution ☐ 4.7C explain the interactions of the characters and the changes they undergo ☐ 4.7D analyze the influence of the setting on the plot ☐ 4.7E identify examples of noble characteristics in stories of virtuous heroes and heroines* ☐ 4.7F articulate how spiritual knowledge is communicated through myths and parables*				
	Ways to Show: Poetry ☐ 4.6B explain figurative language such as simile, metaphor, and personification used to create images ☐ 4.6L explain the author's purpose and message within a text ☐ 4.7A infer basic themes supported by text evidence ☐ 4.7B analyze plot elements, including the rising action, climax, falling action, and resolution ☐ 4.7C explain the interactions of the characters and the changes they undergo ☐ 4.7D analyze the influence of the setting on the plot ☐ 4.7G share how the beauty and cadence of poetry impacts human sensibilities and forms the soul*				
	Ways to Show: Drama ☐ 4.6C explain structure in drama such as character tags, acts, scenes, stage directions ☐ 4.6L explain the author's purpose and message within a text ☐ 4.7A infer basic themes supported by text evidence ☐ 4.7B analyze plot elements, including the rising action, climax, falling action, and resolution ☐ 4.7C explain the interactions of the characters and the changes they undergo ☐ 4.7D analyze the influence of the setting on the plot ☐ 4.7H use imagination to create dialogue between the readers and the characters in a story*				
	Ways to Show: Informational ☐ 4.6D recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams ☐ 4.6E recognize the central idea with supporting evidence ☐ 4.6F recognize organizational patterns such as compare and contrast ☐ 4.6L explain the author's purpose and message within a text				
	Ways to Show: Argumentative ☐ 4.6G recognize characteristics and structures of argumentative text ☐ 4.6H identify the claim ☐ 4.6I identify the intended audience or reader ☐ 4.6J explain how the author has used facts for an argument ☐ 4.6L explain the author's purpose and message within a text				
	Ways to Show: Multimodal and Digital ☐ 4.6K recognize characteristics of multimodal and digital texts ☐ 4.6L explain the author's purpose and message within a text				
Author's Craft 4.8 **analyze** the authors' choices and how they influence meaning; **apply** author's craft purposefully in writing and speaking	**Analysis: All Genres** ☐ 4.8A identify and understand the use of literary devices, including first- or third-person point of view ☐ 4.8B explain how the use of text structure contributes to the author's purpose ☐ 4.8C analyze the author's use of print and graphic features to achieve specific purposes ☐ 4.8D describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieve specific purposes ☐ 4.8E discuss how the author's use of language contributes to voice ☐ 4.8F identify and explain the use of anecdote				

Unit Map – Grade 4 Literacy

Independent Reading

Application		Instructional Focus	Unit	1	2	3
4.9 self-select text and read independently	☐ 4.9A	self-select text and read independently for a sustained period of time				

Responding to Text (applied to both Shared Reading and Independent Reading)

	Application	Instructional Focus				
Ways to Show	4.10 respond to an increasingly challenging variety of sources that are read, heard, or viewed	**Ways to Show: All Genres** ☐ 4.10A describe personal connections to a variety of sources, including self- selected texts ☐ 4.10B write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources ☐ 4.10C use text evidence to support an appropriate response ☐ 4.10D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order ☐ 4.10E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating ☐ 4.10F respond using newly acquired vocabulary as appropriate ☐ 4.10G discuss specific ideas in the text that are important to the meaning				

Writing

	Application	Instructional Focus				
Tools to Know: Writing Process	4.11A plan first drafts	☐ 4.11A **plan a first draft** by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping				
	4.11B develop drafts	**develop drafts** into a focused, structured, and coherent piece of writing by: ☐ 4.11B.1 organizing with purposeful structure, including an introduction, transitions, and a conclusion ☐ 4.11B.2 developing an engaging idea with relevant details				
	4.11C revise drafts	☐ 4.11C **revise drafts** to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity				
	4.11D edit drafts	**edit drafts** using standard English conventions, including: ☐ 4.11D.1 complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments ☐ 4.11D.2 past tense of irregular verbs ☐ 4.11D.3 singular, plural, common, and proper nouns ☐ 4.11D.4 adjectives, including their comparative and superlative forms ☐ 4.11D.5 adverbs that convey frequency and adverbs that convey degree ☐ 4.11D.6 prepositions and prepositional phrases ☐ 4.11D.7 pronouns, including reflexive ☐ 4.11D.8 coordinating conjunctions to form compound subjects, predicates, and sentences ☐ 4.11D.9 capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities ☐ 4.11D.10 punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue ☐ 4.11D.11 correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words				
	4.11E publish written work	☐ 4.11E **publish** written work for appropriate audiences ☐ 4.11F write legibly in cursive to complete assignments				
4.12A use the writing process to compose **literary texts**		☐ 4.12A compose personal narratives using genre characteristics and craft ☐ 4.12A compose poetry using genre characteristics and craft				
4.12B use the writing process to compose **informational texts**		☐ 4.12B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft				
4.12C use the writing process to compose **argumentative texts**		☐ 4.12C compose argumentative texts, including opinion essays, using genre characteristics and craft				
4.12D use the writing process to compose **correspondence**		☐ 4.12D compose correspondence that requests information				

Research (embedded skills throughout Reading and Writing)

Application	Instructional Focus				
4.13 use research skills to plan and present in written, oral, or multimodal formats	☐ 4.13A generate and clarify questions on a topic for formal and informal inquiry ☐ 4.13B develop and follow a research plan with adult assistance ☐ 4.13C identify and gather relevant information from a variety of sources ☐ 4.13D identify primary and secondary sources ☐ 4.13E demonstrate understanding of information gathered ☐ 4.13F recognize the difference between paraphrasing and plagiarism when using source materials ☐ 4.13G develop a bibliography ☐ 4.13H use an appropriate mode of delivery, whether written, oral, or multimodal				