

**4th Grade ELA DIG 2021-2022  
(Aligned to Into Reading)**

**Literacy Framework**

**Vocabulary** (Plus Module Launch and Module Wrap-Up) 10-15 minutes

**Reading** 60-85 minutes

- Skills & Strategies

**Foundational Skills** 15-30 minutes

- Decoding
- Spelling
- Fluency

**Writing Workshop** 30-45 minutes

- Writing Workshop
- Grammar Mini Lessons 10-15 minutes
- Cursive Writing Curriculum [HERE](#) (First Quarter)

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Quarter 1				
	Reading	Writing Workshop	Assessments	Standards
	<ul style="list-style-type: none"> <li>- Vocabulary</li> <li>- Reading</li> <li>- Foundational Skills</li> </ul>	<ul style="list-style-type: none"> <li>- Writing</li> <li>- Grammar</li> <li>- Cursive</li> </ul>		
<b>Module 1</b>				
<b>Essential Question: How do your experiences help shape your identity?</b>			<b>Socio-Emotional Learning: Self-Awareness pg. T5</b>	
<b>Week 1</b>  *Start the first full week of school.	<b>Reading:</b> -Module 1 -Week 1  *Module Launch	<b>Writing: Narrative Personal Narrative</b> -Module 1 -Lessons 1-5  <b>Grammar: Parts of a Sentence</b> -Topic 1 -Skill 1	<b>Common Assessment:</b> -Weekly Assessment -Introduce Writing Rubric -Spelling Test  <b>Optional Assessments:</b> -Selection Quiz -Weekly Fluency Readings	<b>Writing: Module 1</b> <b>4.W.3.e</b> Provide a conclusion that follows from the narrated experiences or events. <b>4.W.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. <b>4.W.3.c</b> Use a variety of transitional words and phrases to manage the sequence of events. <b>4.W.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. <b>4.W.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.

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				<p><b>Reading: Weekly Assessment</b></p> <p><b>4.L.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p><b>4.RL.5</b> Explain the overall structure and major differences between poetry, drama, and prose.</p> <p><b>4.RL.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> <p><b>4.L.4.b</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>4.L.4.a</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>
<b>Week 2</b>	<p><b>Reading:</b> -Module 1 -Week 2</p>	<p><b>Writing: Narrative Personal Narrative</b> -Module 1 -Lessons 6-10</p> <p><b>Grammar: Kinds of Sentences</b> -Topic 1 -Skill 2</p>	<p><b>Common Assessment:</b> -Weekly Assessment -Spelling Test</p> <p><b>Optional Assessments:</b> -Selection Quiz -Weekly Fluency Readings</p>	<p><b>Reading: Weekly Assessment</b></p> <p><b>4.L.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p><b>4.RL.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>4.RL.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> <p><b>4.L.4.b</b></p>

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				<p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p><b>4.RL.3</b> 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>4.L.4.a</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>
<b>Week 3</b>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Module 1</li> <li>-Week 3</li> </ul> <p>*Module Wrap-Up</p>	<p><b>Writing: Narrative Personal Narrative</b></p> <ul style="list-style-type: none"> <li>-Module 1</li> <li>-Lessons 11-15</li> </ul> <p><b>Grammar: Fragments &amp; Run-on Sentences</b></p> <ul style="list-style-type: none"> <li>-Topic 1</li> <li>-Skill 3</li> </ul>	<p><b>Common Assessment:</b></p> <ul style="list-style-type: none"> <li>-Weekly Assessment*</li> <li>-Writing Rubric (Found under resources in writing workshop book R15)</li> <li>-Spelling Test</li> </ul> <p><b>Optional Assessments:</b></p> <ul style="list-style-type: none"> <li>-Selection Quiz</li> <li>-Weekly Fluency Readings</li> <li>-Module Test (Instead of Week 3 Weekly Assessment)</li> </ul> <p>*Unless you do the Module Test</p>	<p><b>Reading: Weekly Assessment</b></p> <p><b>4.RL.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>4.W.2.b</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><b>4.RL.3</b> 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>4.L.4.a</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>
<b>Module 2</b>				
<b>Essential Question: How do people and animals use their senses</b>			<b>Socio-Emotional Learning: Social Awareness pg. T133</b>	

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to navigate the world?				
<b>Week 4</b>	<p><b>Reading:</b> -Module 2 -Week 1</p> <p>*Module Launch</p>	<p><b>Writing: Informational Text Description</b> -Module 2 -Lessons 1-5</p> <p><b>Grammar: Compound &amp; Complex Sentences</b> -Topic 1 -Skill 4</p>	<p><b>Common Assessment:</b> -Weekly Assessment -Introduce Writing Rubric -Spelling Test</p> <p><b>Optional Assessments:</b> -Selection Quiz -Weekly Fluency Readings</p>	<p><b>Writing: Module 2</b></p> <p><b>4.W.3.e</b> Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>4.W.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>4.L.1.h</b> Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.</p> <p><b>4.W.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>4.W.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><b>Reading: Weekly Assessment</b></p> <p><b>4.L.1.f</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p><b>4.RI.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.</p>

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				<p><b>4.RI.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p><b>4.L.4.b</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>4.L.4.a</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>4.RI.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.</p>
<b>Week 5</b>	<p><b>Reading:</b> -Module 2 -Week 2</p>	<p><b>Writing: Informational Text Description</b> -Module 2 -Lessons 6-10</p> <p><b>Grammar: Proper Nouns</b> -Topic 2 -Skill 1</p>	<p><b>Common Assessment:</b> -Weekly Assessment -Spelling Test</p> <p><b>Optional Assessments:</b> -Selection Quiz -Weekly Fluency Readings</p>	<p><b>Reading: Weekly Assessment</b></p> <p><b>4.L.5.a</b> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p><b>4.L.5.b</b> Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p><b>4.RI.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p><b>4.L.4.b</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>4.L.4.a</b> Use common, grade-appropriate Greek and</p>

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				<p>Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p><b>4.L.2.a</b> Use correct capitalization.</p>
<b>Week 6</b>	<p><b>Reading:</b> -Module 2 -Week 3</p> <p>*Module Wrap-Up</p>	<p><b>Writing: Informational Text Description</b> -Module 2 -Lessons 11-15</p> <p><b>Grammar: Possessive Nouns</b> -Topic 2 -Skill 2</p>	<p><b>Common Assessment:</b> -Weekly Assessment* -Writing Rubric (Found under resources in writing workshop book R15) -Spelling Test</p> <p><b>Optional Assessments:</b> -Selection Quiz -Weekly Fluency Readings -Module Test (Instead of Week 3 Weekly Assessment)</p> <p>*Unless you do the Module Test</p>	<p><b>Reading: Weekly Assessment</b></p> <p><b>4.L.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p><b>4.L.5.a</b> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p><b>4.RL.3</b> 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>4.L.4.a</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>
<b>Module 3</b>				
<b>Essential Question: What does it take to meet a challenge?</b>			<b>Socio-Emotional Learning: Relationship Skills pg. T261</b>	
<b>Week 7</b>	<p><b>Reading:</b> -Module 3 -Week 1</p> <p>*Module Launch</p>	<p><b>Writing: Argument Opinion Essay</b> -Module 3 -Lessons 1-5</p> <p><b>Grammar: Pronouns</b> -Topic 2</p>	<p><b>Common Assessment:</b> -Weekly Assessment -Introduce Writing Rubric -Spelling Test</p> <p><b>Optional Assessments:</b> -Selection Quiz</p>	<p><b>Writing: Module 3</b></p> <p><b>4.W.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>4.W.3.c</b> Use a variety of transitional words and phrases</p>

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		<p>-Skill 3</p>	<p>-Weekly Fluency Readings</p>	<p>to manage the sequence of events.  <b>4.W.3.d</b>          Use concrete words and phrases and sensory details to convey experiences and events precisely.  <b>4.L.1.h</b>          Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.  <b>4.W.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.  <b>4.W.7</b>          Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><b>Reading: Weekly Assessment</b>  <b>4.RL.2</b>          Determine a theme of a story, drama, or poem from details in the text; summarize the text.  <b>4.L.1</b>          Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  <b>4.RL.3</b>          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).  <b>4.L.5.c</b>          Demonstrate understanding of words by relating them to their synonyms and antonyms.  <b>4.L.4.a</b></p>
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				Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
<b>Week 8</b>	<b>Reading:</b> -Module 3 -Week 2	<b>Writing: Argument Opinion Essay</b> -Module 3 -Lessons 6-10  <b>Grammar: Possessive Pronouns</b> -Topic 2 -Skill 4	<b>Common Assessment:</b> -Weekly Assessment -Spelling Test  <b>Optional Assessments:</b> -Selection Quiz -Weekly Fluency Readings	<b>Reading: Weekly Assessment</b> <b>4.L.5.b</b> Recognize and explain the meaning of common idioms, adages, and proverbs. <b>4.RL.5</b> Explain the overall structure and major differences between poetry, drama, and prose. <b>4.L.5.c</b> Demonstrate understanding of words by relating them to their synonyms and antonyms. <b>4.L.1.b</b> Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking). <b>4.L.4.a</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). <b>4.RI.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>Week 9</b>	<b>Reading:</b> -Module 3 -Week 3  *Module Wrap-Up	<b>Writing: Argument Opinion Essay</b> -Module 3 -Lessons 11-15  <b>Grammar: Correct Pronouns</b> -Topic 2	<b>Common Assessment:</b> -Weekly Assessment* -Writing Rubric (Found under resources in writing workshop book R15) -Spelling Test  <b>Optional Assessments:</b>	<b>Reading: Weekly Assessment</b> <b>4.L.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <b>4.L.2.c</b> Use a comma before a coordinating conjunction in a compound sentence.

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		<p>-Skill 5</p>	<p>-Selection Quiz -Weekly Fluency Readings -Module Test (Instead of Week 3 Weekly Assessment)</p> <p>*Unless you do the Module Test</p>	<p><b>4.RL.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>4.L.5.a</b> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p><b>4.RL.3</b> 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>4.L.4.a</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>
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Quarter 2				
	Reading	Writing Workshop	Assessments	Standards
	- Vocabulary - Reading - Foundational Skills	- Writing - Grammar		
Module 4				
Essential Question: What makes someone a hero?			Socio-Emotional Learning: Responsible Decision Making pg. T5	
<b>Week 1</b>	<b>Reading:</b> -Module 4 -Week 1  *Module Launch	<b>Writing: Narrative Story</b> -Module 4 -Lessons 1-5  <b>Grammar: Pronoun Contractions</b> -Topic 2 -Skill 6	<b>Common Assessment:</b> -Weekly Assessment -Introduce Writing Rubric -Spelling Test  <b>Optional Assessments:</b> -Selection Quiz -Weekly Fluency Readings	<b>Writing: Module 4</b> <b>4.W.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. <b>4.W.3.b</b> Use dialogue and description to develop experiences and events or show the responses of characters to situations. <b>4.W.3.d</b> Use concrete words and phrases and sensory details to convey experiences and events precisely. <b>4.W.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. <b>4.W.7</b> Conduct short research projects that build knowledge through investigation of different

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				<p>aspects of a topic.</p> <p><b>4.W.3.a</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>Reading: Weekly Assessment</b></p> <p><b>4.RL.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>4.L.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p><b>4.RL.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>4.RL.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> <p><b>4.L.4.b</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>4.L.4.a</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>Week 2</b></p>	<p><b>Reading:</b> -Module 4 -Week 2</p>	<p><b>Writing: Narrative Story</b> -Module 4 -Lessons 6-10</p>	<p><b>Common Assessment:</b> -Weekly Assessment -Spelling Test</p>	<p><b>Reading: Weekly Assessment</b></p> <p><b>4.L.1.g</b> Correctly use frequently confused words (e.g., to, too, two; there, their).</p>

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		<p><b>Grammar: Verbs</b> -Topic 3 -Skill 1</p>	<p><b>Optional Assessments:</b> -Selection Quiz -Weekly Fluency Readings</p>	<p><b>4.L.5.a</b> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. <b>4.RI.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text. <b>4.RL.5</b> Explain the overall structure and major differences between poetry, drama, and prose. <b>4.L.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. <b>4.L.4.a</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>Week 3</b></p>	<p><b>Reading:</b> -Module 4 -Week 3  *Module Wrap-Up</p>	<p><b>Writing: Narrative Story</b> -Module 4 -Lessons 11-15  <b>Grammar: Verb Tenses</b> -Topic 3 -Skill 2</p>	<p><b>Common Assessment:</b> -Weekly Assessment* -Writing Rubric (Found under resources in writing workshop book R15) -Spelling Test  <b>Optional Assessments:</b> -Selection Quiz -Weekly Fluency Readings -Module Test (Instead of Week 3 Weekly Assessment)  *Unless you do the Module Test</p>	<p><b>Reading: Weekly Assessment</b> <b>4.L.2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <b>4.RI.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text. <b>4.RI.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text. <b>4.L.4.a</b></p>

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				<p>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>4.RI.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>Module 5</b>				
<b>Essential Question: How far can your talents take you?</b>			<b>Socio-Emotional Learning: Social Awareness pg. T133</b>	
<b>Week 4</b>	<p><b>Reading:</b> -Module 5 -Week 1</p> <p>*Module Launch</p>	<p><b>Writing: Informational Expository Essay</b> -Module 5 -Lessons 1-5</p> <p><b>Grammar: Progressive Verb Tenses</b> -Topic 3 -Skill 3</p>	<p><b>Common Assessment:</b> -Weekly Assessment -Introduce Writing Rubric -Spelling Test</p> <p><b>Optional Assessments:</b> -Selection Quiz -Weekly Fluency Readings</p>	<p><b>Writing: Module 5</b> <b>4.W.2.a</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>4.W.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>4.W.1.d</b> Provide a concluding statement or section related to the opinion presented.</p> <p><b>4.W.1.c</b> Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p><b>4.L.5.c</b> Demonstrate understanding of words by relating them to their synonyms and antonyms.</p> <p><b>4.W.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and</p>

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				<p>shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>4.W.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><b>4.L.3.a</b> Choose words and phrases to convey ideas precisely.</p> <p><b>4.L.1.h</b> Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.</p> <p><b>Reading: Weekly Assessment</b></p> <p><b>4.L.1.c</b> Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p><b>4.L.5.b</b> Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p><b>4.RI.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p><b>4.RI.8</b> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>4.L.4.a</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>4.RI.4</b> Determine the meaning of general academic</p>
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				and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
<b>Week 5</b>	<b>Reading:</b> -Module 5 -Week 2	<b>Writing: Informational Expository Essay</b> -Module 5 -Lessons 6-10  <b>Grammar: Modal Auxiliaries</b> -Topic 3 -Skill 4	<b>Common Assessment:</b> -Weekly Assessment -Spelling Test  <b>Optional Assessments:</b> -Selection Quiz -Weekly Fluency Readings	<b>Reading: Weekly Assessment</b> <b>4.L.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <b>4.RI.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>4.RI.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text. <b>4.L.4.b</b> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. <b>4.RI.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text. <b>4.L.4.a</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
<b>Week 6</b>	<b>Reading:</b> -Module 5 -Week 3	<b>Writing: Informational Expository Essay</b> -Module 5 -Lessons 11-15	<b>Common Assessment:</b> -Weekly Assessment* -Writing Rubric (Found under resources in writing workshop)	<b>Reading: Weekly Assessment</b> <b>4.RL.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.



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	*Module Wrap-Up	<b>Grammar: Irregular Verbs</b> -Topic 3 -Skill 5	book R15) -Spelling Test  <b>Optional Assessments:</b> -Selection Quiz -Weekly Fluency Readings -Module Test (Instead of Week 3 Weekly Assessment)  *Unless you do the Module Test	<b>4.L.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <b>4.L.5.a</b> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. <b>4.RL.5</b> Explain the overall structure and major differences between poetry, drama, and prose. <b>4.L.4.a</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
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<b>Module 6</b>				
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<b>Essential Question: What makes Earth's natural wonders exciting and unique?</b>	<b>Socio-Emotional Learning: Self-Awareness Anchor Charts T261</b>			
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<b>Week 7</b>	<b>Reading:</b> -Module 6 -Week 1  *Module Launch	<b>Writing: Correspondence Letter</b> -Module 6 -Lessons 1-5  <b>Grammar: Participles</b> -Topic 3 -Skill 6	<b>Common Assessment:</b> -Weekly Assessment -Introduce Writing Rubric -Spelling Test  <b>Optional Assessments:</b> -Selection Quiz -Weekly Fluency Readings	<b>Writing: Module 6:</b> <b>4.W.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. <b>4.W.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 complete a writing task. <b>4.L.1.h</b> Write and organize one or more paragraphs that contain: a topic sentence, supporting
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				<p>details, and a conclusion that is appropriate to the writing task.</p> <p><b>4.W.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>4.W.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>4.W.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><b>4.W.2.e</b> Provide a concluding statement or section related to the information or explanation presented.</p> <p><b>Reading: Weekly Assessment</b></p> <p><b>4.L.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p><b>4.RI.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.</p> <p><b>4.RI.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>
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				<p><b>4.RI.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>4.L.4.a</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>4.L.1.d</b> Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p><b>4.L.4.c</b> Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
<p><b>Week 8</b></p>	<p><b>Reading:</b> -Module 6 -Week 2</p>	<p><b>Writing: Correspondence Letter</b> -Module 6 -Lessons 6-10</p> <p><b>Grammar: Adjectives</b> -Topic 4 -Skill 1</p>	<p><b>Common Assessment:</b> -Weekly Assessment -Spelling Test</p> <p><b>Optional Assessments:</b> -Selection Quiz -Weekly Fluency Readings</p>	<p><b>Reading: Weekly Assessment</b></p> <p><b>4.L.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p><b>4.RI.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p><b>4.RL.5</b> Explain the overall structure and major differences between poetry, drama, and prose.</p> <p><b>4.L.4.a</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>4.L.4.c</b></p>

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				Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<b>Week 9</b>	<p><b>Reading:</b> -Module 6 -Week 3  *Module Wrap-Up</p>	<p><b>Writing: Correspondence Letter</b> -Module 6 -Lessons 11-15</p> <p><b>Grammar: Adverbs</b> -Topic 4 -Skill 2</p>	<p><b>Common Assessment:</b> -Weekly Assessment* -Writing Rubric (Found under resources in writing workshop book R15) -Spelling Test</p> <p><b>Optional Assessments:</b> -Selection Quiz -Weekly Fluency Readings -Module Test (Instead of Week 3 Weekly Assessment)</p> <p>*Unless you do the Module Test</p>	<p><b>Reading: Weekly Assessment</b> <b>4.L.5.a</b> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. <b>4.L.1.e</b> Form and use prepositional phrases. <b>4.RI.8</b> Explain how an author uses reasons and evidence to support particular points in a text. <b>4.L.4.a</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). <b>4.RI.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>

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<b>Quarter 3</b>				
	<b>Reading</b> - Vocabulary - Reading - Foundational Skills	<b>Writing Workshop</b> - Writing - Grammar	<b>Assessments</b>	<b>Standards</b>
<b>Module 7</b>				
<b>Essential Question: What lessons can you learn from characters in traditional tales?</b>			<b>Socio-Emotional Learning: Self-Management pg. T5</b>	
<b>Week 1</b>  *Start the first full week of school.	<b>Reading:</b> -Module 7 -Week 1  *Module Launch	<b>Writing: Narrative Imaginative Story</b> -Module 7 -Lessons 1-5  <b>Grammar: Relative Pronouns &amp; Adverbs</b> -Topic 4 -Skill 3	<b>Common Assessment:</b> -Weekly Assessment -Introduce Writing Rubric -Spelling Test  <b>Optional Assessments:</b> -Selection Quiz -Weekly Fluency Readings	<b>Writing: Module 7</b> <b>4.W.2.a</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. <b>4.W.1.a</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. <b>4.W.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. <b>4.W.1.d</b> Provide a concluding statement or section related to the opinion presented. <b>4.L.5.c</b> Demonstrate understanding of words by

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				<p>relating them to their synonyms and antonyms.</p> <p><b>4.W.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>4.W.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><b>4.L.3.a</b> Choose words and phrases to convey ideas precisely.</p> <p><b>4.W.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 complete a writing task.</p> <p><b>4.W.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>Reading: Weekly Assessment</b></p> <p><b>4.L.5.b</b> Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p><b>4.RL.3</b> 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>4.L.1.a</b> Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when,</p>
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				<p>why).</p> <p><b>4.L.5.c</b>          Demonstrate understanding of words by relating them to their synonyms and antonyms.</p> <p><b>4.L.4.a</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>
<b>Week 2</b>	<p><b>Reading:</b>          -Module 7          -Week 2</p>	<p><b>Writing: Narrative Imaginative Story</b>          -Module 7          -Lessons 6-10</p> <p><b>Grammar: Comparative &amp; Superlative Adjectives &amp; Adverbs</b>          -Topic 4          -Skill 4</p>	<p><b>Common Assessment:</b>          -Weekly Assessment          -Spelling Test</p> <p><b>Optional Assessments:</b>          -Selection Quiz          -Weekly Fluency Readings</p>	<p><b>Reading: Weekly Assessment</b></p> <p><b>4.RL.2</b>          Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>4.L.1</b>          Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p><b>4.RL.3</b>          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>4.L.5.c</b>          Demonstrate understanding of words by relating them to their synonyms and antonyms.</p> <p><b>4.L.4.a</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>
<b>Week 3</b>	<p><b>Reading:</b>          -Module 7          -Week 3          *Module Wrap-Up</p>	<p><b>Writing: Narrative Imaginative Story</b>          -Module 7          -Lessons 11-15</p> <p><b>Grammar: Making</b></p>	<p><b>Common Assessment:</b>          -Weekly Assessment*          -Writing Rubric (Found under resources in writing workshop book R15)          -Spelling Test</p>	<p><b>Reading: Weekly Assessment</b></p> <p><b>4.L.1</b>          Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p><b>4.RL.7</b></p>

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		<p><b>Comparisons</b> -Topic 4 -Skill 5</p>	<p><b>Optional Assessments:</b> -Selection Quiz -Weekly Fluency Readings -Module Test (Instead of Week 3 Weekly Assessment)</p> <p>*Unless you do the Module Test</p>	<p>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. <b>4.RL.3</b> 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). <b>4.L.4.a</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>
<b>Module 8</b>				
<p><b>Essential Question: What can we do to make more healthful food choices?</b></p>			<p><b>Socio-Emotional Learning: Responsible Decisions Making pg. T133</b></p>	
<p><b>Week 4</b></p>	<p><b>Reading:</b> -Module 8 -Week 1  *Module Launch</p>	<p><b>Writing: Argument Opinion Essay</b> -Module 8 -Lessons 1-5  <b>Grammar: Prepositions &amp; Prepositional Phrases</b> -Topic 4 -Skill 6</p>	<p><b>Common Assessment:</b> -Weekly Assessment -Introduce Writing Rubric -Spelling Test  <b>Optional Assessments:</b> -Selection Quiz -Weekly Fluency Readings</p>	<p><b>Writing: Module 8</b> <b>4.W.1.b</b> Provide reasons that are supported by facts and details. <b>4.W.2.c</b> Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). <b>4.W.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. <b>4.W.2.b</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. <b>4.L.5.c</b></p>



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				<p>Demonstrate understanding of words by relating them to their synonyms and antonyms.</p> <p><b>4.W.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>4.W.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><b>4.W.2.e</b> Provide a concluding statement or section related to the information or explanation presented.</p> <p><b>4.L.3.a</b> Choose words and phrases to convey ideas precisely.</p> <p><b>4.L.1.h</b> Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.</p> <p><b>4.W.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 complete a writing task.</p> <p><b>4.W.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>Reading: Weekly Assessment</b> <b>4.L.1</b></p>
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				<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p><b>4.L.4.b</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>4.L.4.a</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>4.RI.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>Week 5</b>	<p><b>Reading:</b> -Module 8 -Week 2</p>	<p><b>Writing: Argument Opinion Essay</b> -Module 8 -Lessons 6-10</p> <p><b>Grammar: Negatives</b> -Topic 5 -Skill 1</p>	<p><b>Common Assessment:</b> -Weekly Assessment -Spelling Test</p> <p><b>Optional Assessments:</b> -Selection Quiz -Weekly Fluency Readings</p>	<p><b>Reading: Weekly Assessment</b></p> <p><b>4.L.2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p><b>4.L.4.b</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>4.RI.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>4.RI.8</b> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>4.L.4.a</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>

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<p><b>Week 6</b></p>	<p><b>Reading:</b> -Module 8 -Week 3  *Module Wrap-Up</p>	<p><b>Writing: Argument Opinion Essay</b> -Module 8 -Lessons 11-15  <b>Grammar: Quotations</b> -Topic 6 -Skill 1</p>	<p><b>Common Assessment:</b> -Weekly Assessment* -Writing Rubric (Found under resources in writing workshop book R15) -Spelling Test  <b>Optional Assessments:</b> -Selection Quiz -Weekly Fluency Readings -Module Test (Instead of Week 3 Weekly Assessment)  *Unless you do the Module Test</p>	<p><b>Reading: Weekly Assessment</b> <b>4.L.2.c</b> Use a comma before a coordinating conjunction in a compound sentence. <b>4.RL.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. <b>4.RL.6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations. <b>4.L.2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <b>4.L.5.b</b> Recognize and explain the meaning of common idioms, adages, and proverbs. <b>4.L.4.a</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). <b>4.L.2.b</b> Use commas and quotation marks to mark direct speech and quotations from a text.</p>
<b>Module 9</b>				
<b>Essential Question: What can people do to care for our planet?</b>			<b>Socio-Emotional Learning: Self-Management pg. T261</b>	
<p><b>Week 7</b></p>	<p><b>Reading:</b> -Module 9 -Week 1</p>	<p><b>Writing: Informational Text Research Report</b> -Module 9</p>	<p><b>Common Assessment:</b> -Weekly Assessment -Introduce Writing Rubric</p>	<p><b>Writing: Module 9</b> <b>4.W.4</b> Produce clear and coherent writing in which the</p>

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	<p>*Module Launch</p>	<p>-Lessons 1-5</p> <p><b>Grammar: Punctuation</b></p> <p>-Topic 6</p> <p>-Skill 2</p>	<p>-Spelling Test</p> <p><b>Optional Assessments:</b></p> <p>-Selection Quiz</p> <p>-Weekly Fluency Readings</p>	<p>development and organization are appropriate to task, purpose, and audience.</p> <p><b>4.W.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 complete a writing task.</p> <p><b>4.L.1.h</b> Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.</p> <p><b>4.W.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>4.W.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>4.W.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><b>Reading: Weekly Assessment</b></p> <p><b>4.RL.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>4.L.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p><b>4.L.2.c</b></p>
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				<p>Use a comma before a coordinating conjunction in a compound sentence.  <b>4.RL.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.  <b>4.L.5.b</b>          Recognize and explain the meaning of common idioms, adages, and proverbs.  <b>4.L.4.a</b>          Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).  <b>4.L.2.a</b>          Use correct capitalization.</p>
<p><b>Week 8</b></p>	<p><b>Reading:</b>          -Module 9          -Week 2</p>	<p><b>Writing: Informational Text          Research Report</b>          -Module 9          -Lessons 6-10</p> <p><b>Grammar: Commas</b>          -Topic 6          -Skill 3</p>	<p><b>Common Assessment:</b>          -Weekly Assessment          -Spelling Test</p> <p><b>Optional Assessments:</b>          -Selection Quiz          -Weekly Fluency Readings</p>	<p><b>Reading: Weekly Assessment</b>  <b>4.L.1</b>          Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  <b>4.L.5.a</b>          Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.  <b>4.RI.8</b>          Explain how an author uses reasons and evidence to support particular points in a text.  <b>4.L.5.c</b>          Demonstrate understanding of words by relating them to their synonyms and antonyms.  <b>4.L.4.a</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>

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				<p><b>4.RI.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.</p>
<p><b>Week 9</b></p>	<p><b>Reading:</b> -Module 9 -Week 3  *Module Wrap-Up</p>	<p><b>Writing: Informational Text Research Report</b> -Module 9 -Lessons 11-15  <b>Grammar: Proper Mechanics</b> -Topic 6 -Skill 4</p>	<p><b>Common Assessment:</b> -Weekly Assessment* -Writing Rubric (Found under resources in writing workshop book R15) -Spelling Test  <b>Optional Assessments:</b> -Selection Quiz -Weekly Fluency Readings -Module Test (Instead of Week 3 Weekly Assessment)  *Unless you do the Module Test</p>	<p><b>Reading: Weekly Assessment</b> <b>4.L.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <b>4.RI.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text. <b>4.RI.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>4.L.4.a</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). <b>4.RI.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>

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Quarter 4				
	Reading	Writing Workshop	Assessments	Standards
	- Vocabulary - Reading - Foundational Skills	- Writing - Grammar		
Module 10				
Essential Question: What forms can communication take?		Socio-Emotional Learning: Social Awareness pg. T5		
<b>Week 1</b>	<b>Reading:</b> -Module 10 -Week 1  *Module Launch	<b>Writing: Informational Text Expository</b> -Module 10 -Lessons 1-5  <b>Grammar: Frequently Confused Words</b> -Topic 7 -Skill 1	<b>Common Assessment:</b> -Weekly Assessment -Introduce Writing Rubric -Spelling Test  <b>Optional Assessments:</b> -Selection Quiz -Weekly Fluency Readings	<b>Writing: Module 10</b> <b>4.W.3.e</b> Provide a conclusion that follows from the narrated experiences or events. <b>4.W.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. <b>4.L.1.h</b> Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. <b>4.W.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. <b>4.W.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic. <b>4.W.2.d</b>

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				<p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>Reading: Weekly Assessment</b></p> <p><b>4.L.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p><b>4.RI.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.</p> <p><b>4.RI.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p><b>4.RI.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>4.L.4.a</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>4.L.4.c</b> Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
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<p><b>Week 2</b></p>	<p><b>Reading:</b> -Module 10 -Week 2</p>	<p><b>Writing: Informational Text Expository</b> -Module 10 -Lessons 6-10</p> <p><b>Grammar: Abbreviations</b> -Topic 7 -Skill 2</p>	<p><b>Common Assessment:</b> -Weekly Assessment -Spelling Test</p> <p><b>Optional Assessments:</b> -Selection Quiz -Weekly Fluency Readings</p>	<p><b>Reading: Weekly Assessment</b></p> <p><b>4.L.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p><b>4.RI.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p><b>4.RI.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>4.L.4.a</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>4.L.4.c</b> Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
<p><b>Week 3</b></p>	<p><b>Reading:</b> -Module 10 -Week 3  *Module Wrap-Up</p>	<p><b>Writing: Informational Text Expository</b> -Module 10 -Lessons 11-15</p> <p><b>Grammar: Frequently Misspelled Words</b> -Topic 7 -Skill 3</p>	<p><b>Common Assessment:</b> -Weekly Assessment* -Writing Rubric (Found under resources in writing workshop book R15) -Spelling Test</p> <p><b>Optional Assessments:</b> -Selection Quiz -Weekly Fluency Readings</p>	<p><b>Reading: Weekly Assessment</b></p> <p><b>4.RL.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>4.L.2.d</b> Spell grade-appropriate words correctly, consulting references as needed.</p> <p><b>4.RL.1</b> Refer to details and examples in a text when</p>

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			<p>-Module Test (Instead of Week 3 Weekly Assessment)</p> <p>*Unless you do the Module Test</p>	<p>explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>4.RL.3</b> 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>4.L.4.a</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>
<b>Module 11</b>				
<p><b>Essential Questions:</b>  <b>Week 1: What are the characteristics of informational text?</b>  <b>Week 2: What are the characteristics of biography?</b>  <b>Week 3: What are the characteristics of argumentative text?</b></p>			<p><b>Socio-Emotional Learning: Responsible Decision Making pg. T133</b></p>	
<b>Week 4</b>	<p><b>Reading:</b>            -Module 11            -Week 1              *Module Launch</p>	<p><b>Writing: Poetry Poem</b>            -Module 11            -Lessons 1-5</p>	<p><b>Common Assessment:</b>            -Weekly Assessment            -Introduce Writing Rubric            -Spelling Test</p> <p><b>Optional Assessments:</b>            -Selection Quiz            -Weekly Fluency Readings</p>	<p><b>Writing: Module 11</b>  <b>4.W.4</b>            Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  <b>4.W.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 complete a writing task.  <b>4.W.5</b>            With guidance and support from peers and adults, develop and strengthen writing as</p>

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				<p>needed by planning, revising, and editing.</p> <p><b>4.W.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>4.W.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><b>4.W.3.e</b> Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>Reading: Weekly Assessment</b></p> <p><b>4.L.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p><b>4.RI.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.</p> <p><b>4.RI.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p><b>4.RI.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>4.L.2.b</b> Use commas and quotation marks to mark</p>
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				direct speech and quotations from a text.
<b>Week 5</b>	<b>Reading:</b> -Module 11 -Week 2	<b>Writing: Poetry Poem</b> -Module 11 -Lessons 6-10	<b>Common Assessment:</b> -Weekly Assessment -Spelling Test  <b>Optional Assessments:</b> -Selection Quiz -Weekly Fluency Readings	<b>Reading: Weekly Assessment</b> <b>4.L.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <b>4.RI.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text. <b>4.RI.8</b> Explain how an author uses reasons and evidence to support particular points in a text. <b>4.RI.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>Week 6</b>	<b>Reading:</b> -Module 11 -Week 3  *Module Wrap-Up	<b>Writing: Poetry Poem</b> -Module 11 -Lessons 11-15	<b>Common Assessment:</b> -Weekly Assessment* -Writing Rubric (Found under resources in writing workshop book R15) -Spelling Test  <b>Optional Assessments:</b> -Selection Quiz -Weekly Fluency Readings -Module Test (Instead of Week 3 Weekly Assessment)  *Unless you do the Module Test	<b>Reading: Weekly Assessment</b> <b>4.L.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <b>4.RI.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>4.RI.8</b> Explain how an author uses reasons and evidence to support particular points in a text. <b>4.RI.1</b> Refer to details and examples in a text when explaining what the text says explicitly and

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				when drawing inferences from the text.
<b>Module 12</b>				
<b>Essential Questions:</b> <b>Week 1: What are the characteristics of realistic fiction?</b> <b>Week 2: What are the characteristics of traditional tales?</b> <b>Week 3: What are the characteristics of historical fiction?</b>			<b>Socio-Emotional Learning: Relationship Skills pg. T197</b>	
<b>Week 7</b>	<b>Reading:</b> -Module 12 -Week 1  *Module Launch	<b>Writing: Argument Editorial</b> -Module 12 -Lessons 1-5	<b>Common Assessment:</b> -Weekly Assessment -Introduce Writing Rubric -Spelling Test  <b>Optional Assessments:</b> -Selection Quiz -Weekly Fluency Readings	<b>Writing: Module 12</b> <b>4.W.9.a</b> Apply grade 4 Reading standards to literature. <b>4.W.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. <b>4.W.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 complete a writing task. <b>4.W.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <b>4.W.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. <b>4.W.7</b> Conduct short research projects that build knowledge through investigation of different

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				<p>aspects of a topic.</p> <p><b>Reading: Weekly Assessment</b></p> <p><b>4.L.1</b>          Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p><b>4.RL.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>4.RL.3</b>          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>Week 8</b></p>	<p><b>Reading:</b>          -Module 12          -Week 2</p>	<p><b>Writing: Argument Editorial</b>          -Module 12          -Lessons 6-10</p>	<p><b>Common Assessment:</b>          -Weekly Assessment          -Spelling Test</p> <p><b>Optional Assessments:</b>          -Selection Quiz          -Weekly Fluency Readings</p>	<p><b>Reading: Weekly Assessment</b></p> <p><b>4.RL.2</b>          Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>4.L.1</b>          Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p><b>4.L.2.c</b>          Use a comma before a coordinating conjunction in a compound sentence.</p> <p><b>4.RL.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> <p><b>4.RL.3</b>          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,</p>

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				<p>or actions).</p> <p><b>4.L.1.a</b> Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p>
<b>Week 9</b>	<p><b>Reading:</b> -Module 12 -Week 3  *Module Wrap-Up</p>	<p><b>Writing: Argument Editorial</b> -Module 12 -Lessons 11-15</p>	<p><b>Common Assessment:</b> -Weekly Assessment* -Writing Rubric (Found under resources in writing workshop book R15) -Spelling Test</p> <p><b>Optional Assessments:</b> -Selection Quiz -Weekly Fluency Readings -Module Test (Instead of Week 3 Weekly Assessment)</p> <p>*Unless you do the Module Test</p>	<p><b>Reading: Weekly Assessment</b> <b>4.RL.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text. <b>4.L.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <b>4.L.2.d</b> Spell grade-appropriate words correctly, consulting references as needed. <b>4.RL.3</b> 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>