| **FCPS Unit 3 Standards** | **Units 5 & 6 Benchmark Advance Resources** | **Spiral Opportunities** |
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| **RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding words.  a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic words. | Supports all RL/RI Essential Standards | |
| **RF.4.4** Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension.  a. Read grade-level text with purpose and understanding.  b. Fluently read grade-level prose and poetry orally on successive readings.  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | Supports all RL/RI Essential Standards | |
| **RL.4.1/RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | **Supports all RL/RI Essential Standards** | |
| **RL.4.2** Analyze how the theme is reflected, and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas. | Unit 6 Week 1 Lesson 7: pp. 146-147  Unit 6 Week 2 Lesson 10: pp. 186-187  Unit 6 Week 3 Lesson 7: pp. 212-213  Unit 6 Week 3 Lesson 12: pp. 222-223 | Unit 4 Week 2 Lesson 4: pp. 174-175  Unit 7 Week 3 Lesson 12: pp. 108-109  Unit 8 Week 3 Lesson 12: pp. 222-223  Unit 9 Week 3 Lesson 4: pp. 92-93 |
| **RI.4.2** Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text. | Use the [4th Grade Question Stems](https://navigator.fcps.net/storage/6492/4d9A2uXeX9DIXVTHLvaNKSAryc0dLw-metaNHRoIEdyYWRlIEVMQSBRdWVzdGlvbiBTdGVtcyAxLnBkZg==-.pdf) to incorporate this standard in Unit 5 with informational text. | Unit 1 Week 1 Lesson 4: pp. 26-27  Unit 1 Week 2 Lesson 4: pp. 60-61  Unit 3 Week 2 Lesson 4: pp. 60-61  Unit 9 Week 2 Lesson 4: pp. 60-61  Unit 10 Week 2 Lesson 4: pp. 174-175 |
| **RL.4.3** Describe in depth a character’s thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text. | Unit 6 Week 1 Lesson 4: pp. 140-141  Unit 6 Week 2 Lesson 8: pp. 182-183  Unit 6 Week 3 Lesson 4: pp. 206-207 | Unit 2 Week 1 Lesson 7: pp. 146-147  Unit 2 Week 2 Lesson 8: pp. 182-183  Unit 4 Week 3 Lesson 7: pp. 212-213 |
| **RI.4.3** Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text. | Use the [4th Grade Question Stems](https://navigator.fcps.net/storage/6492/4d9A2uXeX9DIXVTHLvaNKSAryc0dLw-metaNHRoIEdyYWRlIEVMQSBRdWVzdGlvbiBTdGVtcyAxLnBkZg==-.pdf) to incorporate this standard in Unit 5 with informational text. | Unit 3 Week 2 Lesson 8: pp. 68-69  Unit 8 Week 2 Lesson 8: pp. 182-183  Unit 9 Week 1 Lesson 4: pp. 26-27  Unit 9 Week 2 Lesson 8: pp. 68-69  Unit 10 Week 1 Lesson 13: pp. 158-159  Unit 10 Week 3 Lesson 4: pp. 206-207 |
| **RL.4.5** Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dramas, including but not limited to linear, nonlinear and circular structures. | Unit 6 Week 3 Lesson 12: pp. 222-223 | Differences Between Prose and Poems, Refer to Elements of Poems  Unit 1 Week 3 Lesson 12: pp. 108-109  Refer to Structure of Poems  Unit 3 Week 3 Lesson 12: pp. 108-109  Unit 4 Week 3 Lesson 12: pp. 222-223  Unit 9 Week 3 Lesson 12: pp. 108-109  Unit 10 Week 3 Lesson 12: pp. 222-223 |
| **RL.4.6** Compare/contrast the point of view of first and third person narrators and the effect they have on the reader. | * RL.4.3- Students can analyze how the choice of narrator impacts the portrayal of characters, settings, and events in the story to deepen their comprehension and analysis skills. * RL.4.9- Comparing first and third-person narrators in stories from various cultures helps students understand how different perspectives affect the way topics and events are presented in the text. | |
| **RI.4.8** Explain how an author uses reasons and evidence to support particular claims the author makes in a text. | Unit 5 Week 1 Lesson 13: pp. 44-45  Unit 5 Week 2 Lesson 10: pp. 72-73  Unit 5 Week 3 Lesson 7: pp. 98-99 | Unit 7 Week 1 Lesson 13: pp. 44-45  Unit 7 Week 3 Lesson 7: pp. 98-99  Unit 9 Week 1 Lesson 7: pp. 32-33  Unit 9 Week 2 Lesson 10: pp. 72-73  Unit 10 Week 1 Lesson 4: pp. 140-141  Unit 10 Week 2 Lesson 10: pp. 186-187  Unit 10 Week 3 Lesson 7: pp. 212-213 |
| **RL.4.9** Compare/contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures. | Similar Themes  Unit 6 Week 3 Lesson 9: pp. 216-217 | Similar Themes  Unit 1 Week 3 Lesson 9: pp. 102-103  Unit 2 Week 2 Lesson 12: pp. 190-191  Unit 4 Week 2 Lesson 12: pp. 190-191  Similar Topics  Unit 4 Week 3 Lesson 9: pp. 216-217  Compare and Contrast the Treatment of Patterns of Events  Unit 2 Week 3 Lesson 9: pp. 216-217 |
| **RL.4.10/RI.4.10** By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. | Supports all RL/RI Essential Standards | |
| **C.4.1** Compose opinions, using writing and digital resources, on topics or texts, supporting an author’s perspective with reasons and information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)  a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.  b. Introduce a topic or text clearly, state an opinion and create an organizationalstructure in which related ideas are grouped to support the writer’s purpose.  c. Provide reasons that are supported by facts and details.  d. Use grade-appropriate transitions.  e. Provide a concluding section.  f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting. | * Unit 5 Writing Lessons | * Unit 1 Writing Lessons |
| **C.4.2** Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) | * ***While this standard is not essential in this unit, teachers may choose to also work on this type of writing.*** | |
| **C.4.4** With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others. | * C.4.1- Using digital tools with help from adults can help students write opinions better by letting them research, organize, and share their thoughts. It also allows them to work with others, get feedback, and improve their arguments, making their writing stronger. | |
| **C.4.6** Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources. | Take notes  Unit 5 Week 1 Lesson 9: pp. 36-37  Categorize information  Unit 5 Week 1 Lesson 11: pp. 40-41  Research and Inquiry Project Teacher's Guide  Units 1-10: pp. 4-7, 16-19, 28-31, 40-43, 52-55, 64-67, 76-79 | Summarize relevant information from experiences or gather relevant information from print and digital sources  Unit 1 Week 1 Lesson 6: pp. 30-31 (also includes take notes)  Unit 1 Week 1 Lesson 9: pp. 36-37 (also includes categorize information)  Unit 1 Week 2 Lesson 6: pp. 64-65 (also includes take notes and categorize information)  Unit 1 Week 2 Lesson 9: pp. 70-71 (also includes take notes and categorize information)  Unit 2 Week 1 Lesson 6: pp. 144-145 (also includes take notes)  Unit 3 Week 1 Lesson 6: pp. 30-31 Unit 5 Week 1 Lesson 6: pp. 30-31  Unit 8 Week 1 Lesson 6: pp. 144-145  Unit 9 Week 1 Lesson 11: pp. 40-41 (also includes take notes)  Take notes  Unit 3 Week 1 Lesson 9: pp. 36-37 (also includes provide a list of sources)  Unit 8 Week 1 Lesson 9: pp. 150-151  Categorize information  Unit 1 Week 2 Lesson 11: pp. 74-75  Unit 8 Week 1 Lesson 11: pp. 154-155  Research and Inquiry Project Teacher's Guide  Units 1-10: pp. 4-7, 16-19, 28-31, 40-43, 52-55, 64-67, 76-79 |
| **C.4.7** Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. | * **C.4.1-The Kentucky Department of Education writing guidelines state that all students should experience both on-demand and writing over-time situations.** | |
| **L.4.1** When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.  a. Use relative pronouns and relative adverbs.  b. Use the progressive verb tenses.  c. Use modal auxiliaries to convey various conditions, such as can, may and must.  d. Order adjectives within sentences according to conventional patterns.  e. Use prepositional phrases.  f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  g. Use frequently confused words, such as to, too, two; there, their, they’re. | * Writing and Language Lessons | * Writing and Language Lessons |
| **L.4.2** When writing:  a. Demonstrate appropriate use of capitalization rules.  b. Use commas and quotation marks to indicate direct speech and quotations for a text.  c. Use a comma before a coordinating conjunction in a compound sentence.  d. Consult reference materials as needed to check and correct spellings. | * Writing and Language Lessons | * Writing and Language Lessons |
| **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 an array of strategies.  a. Use context (e.g., definitions, examples of restatements in text) as a clue to the meaning of a word or phrase.  b. Use common affixes and roots as clues to the meaning of a word.  c. Consult print and digital reference materials to find the pronunciation, and determine or clarify the precise meaning of key words and phrases.  d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic. | * Writing and Language Lessons | * Writing and Language Lessons |