ELA Calender   Grade 4

Weeks 1-3	Reading Word recog, Fluency,Vocab 4.1	Reading Comp. Nonfiction 4.2	Reading Comp. Literary 4.3	Writing Process 4.4	Writing Applications 4.5	Writing Conventions 4.6	Listening & Speaking 4.7
Priority Indicators-----addressed and assessed							
Benchmark: - _First 30 Days_ -_Procedures_ - _DIBELS_ **_Grammar:_** _Six Traits_	**4.1.7** Use context to determine the meaning of unknown words.					4.6.7 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.	
Supporting Indicators----addressed (not necessarily assessed)							
		4.2.2 Use appropriate strategies when reading for different purposes.		**4.4.1** Discuss ideas for writing. Find ideas for writing in conversations with others and in books, magazines, newspapers, school textbooks, or on the Internet. Keep a list or notebook of ideas.	**4.5.5** Use varied word choices to make writing interesting. **4.5.6** Write for different purposes (information, persuasion, description) and to a specific audience or person.	**4.6.8** Spell correctly roots, inflections, words with more than one acceptable spelling, suffixes, prefixes, and syllables.	**4.7.9** Engage the audience with appropriate words, facial expressions , and gestures.
Review and Maintenance							
Previous year Acuity and ISTEP data	4.1.1						

Weeks 4-6	Reading Word recog, Fluency,Vocab 4.1	Reading Comp. Nonfiction 4.2	Reading Comp. Literary 4.3	Writing Process 4.4	Writing Applications 4.5	Writing Conventions 4.6	Listening & Speaking 4.7
Priority Indicators-----addressed and assessed							
Benchmark: Unit 1 Main Idea and Supporting Details *Grammar:* *Shurley Chapter 1*		**4.2.9** Recognize main ideas and supporting details presented in expository (informational texts).	**4.3.2** Identify the main events of a plot, including their causes and effects of each event on future actions, and the major theme from the story action.		**4.5.2** Write responses to literature that: demonstrate an understanding of a literary work and support statements with evidence from the text.	**4.**6.5 Use parentheses to explain something that is not considered of primary importance to the sentence, commas in direct quotations, apostrophes to show possession, and apostrophes in contractions.	
Supporting Indicators----addressed (not necessarily assessed)							
	4.1.5 Use a thesaurus to find related words and ideas.					**4.6.8** Spell correctly roots, inflections, words with more than one acceptable spelling, suffixes, prefixes, and syllables.	**4.7.2** Summarize major ideas and supporting evidence presented in spoken presentations. **4.7.4** Give precise directions and instructions. **4.7.7** Emphasize points in ways that help the listener or viewer follow important ideas and concepts. **4.7.17** Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.
Review and Maintenance							
Previous year Acuity and ISTEP data	4.1.7	4.2.2		4.4.1	4.5.5 4.5.6	4.6.5 4.6.7	4.7.9

Weeks 7-9	Reading Word recog, Fluency, Vocab 4.1	Reading Comp. Nonfiction 4.2	Reading Comp. Literary 4.3	Writing Process 4.4	Writing Applications 4.5	Writing Conventions 4.6	Listening & Speaking 4.7
Priority Indicators-----addressed and assessed							
Benchmark: Unit 3 Making Inferences *Grammar:* Shurley Chapter 2		**4.2.3** Draw conclusions or make and confirm predictions about text by using prior knowledge and ideas presented in the text itself.				**4.6.3** Create interesting sentences by using words that describe, explain, or provide additional details and connections (verbs, adverbs, adjectives).	
Supporting Indicators----addressed (not necessarily assessed)							
	4.1.1 Read aloud grade-level appropriate literary and informational texts with fluency and accuracy and with appropriate timing, changing in voice, and expression			**4.4.1** Discuss ideas for writing. Find ideas for writing in conversations with others and in books, magazines, newspapers, school textbooks, or on the Internet. Keep a list or notebook of ideas. **4.4.2** Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements for a piece of writing.	**4.5.1** Write narratives that:include ideas, observations, or memories of an event or experience, provide a context to allow the reader to imagine the world of the event or experience and use concrete sensory details. **4.5.6** Write for different purposes (information, persuasion, description) and to a specific audience or person.	**4.6.1** Write smoothly and legibly in cursive.	**4.7.1** Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.
Review and Maintenance							
Weeks 1-9 Previous year Acuity and ISTEP data	4.1.5 4.1.7	4.2.2 4.2.7 4.2.9	4.3.1 4.3.2		4.5.2 4.5.5	4.6.8	4.1.13 4.7.9

Weeks 10-12	Reading Word recog, Fluency, Vocab 4.1	Reading Comp. Nonfiction 4.2	Reading Comp. Literary 4.3	Writing Process 4.4	Writing Applications 4.5	Writing Conventions 4.6	Listening & Speaking 4.7
Priority Indicators-----addressed and assessed							
Benchmark: Unit 4 Summarizing *Grammar*: Shurley Chapter 3		**4.2.1** Use the organization of informational text to strengthen comprehension.	**4.3.6** Determine the theme.		**4.5.4** Write summaries that contain the main ideas of the reading selection and the most significant details	**4.6.4** Identify and use in writing regular and irregular verbs and prepositions.	
Supporting Indicators----addressed (not necessarily assessed)							
	4.1.1 Read aloud grade-level appropriate literary and informational texts with fluency and accuracy and with appropriate timing, changing in voice, and expression.			**4.4.12** Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.		**4.6.1** Write smoothly and legibly in cursive.	**4.7.5** Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details. **4.7.1** Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.
Review and Maintenance							
Weeks 10-18 Acuity A Data		4.2.3 4.2.2 4.2.7 4.2.9	4.3.1 4.3.2	4.4.2		4.6.3 4.6.8	4.7.9

Weeks 13-15	Reading Word recog, Fluency,Vocab 4.1	Reading Comp. Nonfiction 4.2	Reading Comp. Literary 4.3	Writing Process 4.4	Writing Applications 4.5	Writing Conventions 4.6	Listening & Speaking 4.7
Priority Indicators-----addressed and assessed							
Benchmark: Unit 6 Cause and Effect **Grammar:** Shurley Chapter 3/4	**4.1.2** Apply knowledge of synonyms, antonyms, homographs, and idioms to determine the meaning of words and phrases.	**4.2.6** Distinguish between cause and effect and between fact and opinion informational text.	**4.3.3** Use knowledge of the situation, setting, and a character's traits, motivations, feelings to determine the causes for the character's actions.				
Supporting Indicators----addressed (not necessarily assessed)							
		4.2.4 Evaluate new information and hypotheses by testing them against known information and ideas.			**4.5.5** Use varied word choices to make writing interesting.		**4.7.8** Use details, examples, anecdotes, or experiences to explain or clarify information. **4.7.9** Engage the audience with appropriate words, facial expressions, and gestures.
Review and Maintenance							
Weeks 10-18 Acuity A Data	4.1.1	4.2.1 4.2.2 4.2.7 4.2.9	4.3.6	4.4.1	4.5.4	4.6.1 4.6.4 4.6.8	4.7.1

Weeks 16-18	Reading Word recog, Fluency,Vocab 4.1	Reading Comp. Nonfiction 4.2	Reading Comp. Literary 4.3	Writing Process 4.4	Writing Applications 4.5	Writing Conventions 4.6	Listening & Speaking 4.7
Priority Indicators-----addressed and assessed							
**Benchmark**: Unit 5 Compare and Contrast _**Grammar**_: Shurley Chapter 4		**4.2.5** Compare and contrast information on the same topic after reading several passages or articles.		**4.4.4** Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and posing and answering a question.			
Supporting Indicators----addressed (not necessarily assessed)							
			4.3.4 Compare and contrast tales from different cultures by tracing the adventures of one character type. Tell why there are similar tales in different cultures.	**4.4.3** Write informational pieces with multiple paragraphs that: provide an introductory paragraph, establish and support a central idea with a topic sentence at or near the beginning of the first paragraph, include supporting paragraphs with simple facts, details, and explanations, present important ideas or events in sequence or in chronological order, provide details and transitions to link paragraphs, conclude with a paragraph that summarizes the points, use correct indention at the beginning of paragraphs. **4.4.11** Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors	**4.5.6** Write for different purposes (information, persuasion, description) and to a specific audience or person.		
Review and Maintenance							
Weeks 10-18 Acuity A Data	4.1.1 4.1.2	4.2.6 4.2.2 4.2.7 4.2.9	4.3.3 4.3.6	4.4.1	4.5.4	4.6.1 4.6.8	4.7.1 4.7.9

Weeks 19-21	Reading Word recog, Fluency,Vocab 4.1	Reading Comp. Nonfiction 4.2	Reading Comp. Literary 4.3	Writing Process 4.4	Writing Applications 4.5	Writing Conventions 4.6	Listening & Speaking 4.7
Priority Indicators-----addressed and assessed							
Benchmark: Unit 7 Drawing Conclusions *Grammar:* ISTEP Writing Practice/ Shurley Chapter 5		**4.2.3** Draw conclusions or make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues, and direct quotations.		**4.4.12** Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.	**4.5.2** Write responses to literature that: demonstrate an understanding of a literary work and support statements with evidence from the text	**4.6.2** Use simple sentences and compound sentences in writing.	
Supporting Indicators----addressed (not necessarily assessed)							
	4.1.1 Read aloud grade-level appropriate literary and informational texts with fluency and accuracy and with appropriate timing, changing in voice, and expression. **4.1.6** Distinguish and interpret words with multiple meanings (quarters) by using context clues.			**4.4.5** Quote or paraphrase information sources, citing them appropriately		**4.6.1** Write smoothly and legibly in cursive.	
Review and Maintenance							
Weeks 19-27 Acuity B Data	4.1.2	4.2.5 4.2.2 4.2.7 4.2.9	4.3.4 4.3.3 4.3.6	4.4.4 4.4.3 4.4.11 4.4.5 4.4.1	4.5.6 4.5.4	4.6.1 4.6.8	4.7.9

Weeks 22-24	Reading Word recog, Fluency,Vocab 4.1	Reading Comp. Nonfiction 4.2	Reading Comp. Literary 4.3	Writing Process 4.4	Writing Applications 4.5	Writing Conventions 4.6	Listening & Speaking 4.7
Priority Indicators-----addressed and assessed							
Benchmark: Unit 8 Author's Purpose *Grammar*: Shurley Chapter 5/6		**4.2.9** Recognize main ideas and supporting details presented in expository texts.	**4.3.7** Identify the narrator in a selection and tell whether the narrator or speaker is involved in the story.	**4.4.8** Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.		**4.6.6** Use underlining, quotation marks, or italics to identify titles of documents.	
Supporting Indicators----addressed (not necessarily assessed)							
		4.2.1 Use the organization of informational text to strengthen comprehension.				**4.6.8** Spell correctly roots, inflections, words with more than one acceptable spelling, suffixes, prefixes, and syllables.	**4.7.9** Engage the audience with appropriate words, facial expressions, and gestures. **4.7.15** Connect and relate experiences and ideas to those of a speaker.
Review and Maintenance							
Weeks 19-27 Acuity B Data	4.1.1 4.1.2	4.2.2 4.2.5 4.2.7 4.2.9 4.2.3	4.3.3 4.3.4 4.3.6	4.4.1 4.4.3 4.4.5	4.5.4 4.5.6	4.6.1	

Weeks 25-27	Reading Word recog, Fluency,Vocab 4.1	Reading Comp. Nonfiction 4.2	Reading Comp. Literary 4.3	Writing Process 4.4	Writing Applications 4.5	Writing Conventions 4.6	Listening & Speaking 4.7
Priority Indicators-----addressed and assessed							
Benchmark: Unit 9 Fact and Opinion **_Grammar_:** Chapter 6	**4.1.2** Apply knowledge of synonyms, antonyms, homographs, and idioms to determine the meaning of words and phrases.	**4.2.6** Distinguish between cause and effect and between fact and opinion informational text		**4.4.6** Locate information in reference texts by using organizational features, such as prefaces and appendixes.			
Supporting Indicators----addressed (not necessarily assessed)							
	4.1.3 Use knowledge of root words to determine the meaning of unknown words within a passage. **4.1.4** Use common roots and word parts derived from Greek and Latin to analyze the meaning of complex words.			**4.4.7** Use multiple reference materials and online information as aids in writing.	**4.5.4** Write summaries that contain the main ideas of the reading selection and the most significant details		**4.7.10** Evaluate the role of the media in focusing people's attention on events and in forming their opinions on issues. **4.7.16** Distinguish between the speaker's opinions and verifiable facts
Review and Maintenance							
Weeks 19-27 Acuity B Data	4.1.1 4.1.2	4.2.9	4.3.7	4.4.8		4.6.1	

Weeks	Reading Word recog,	Reading Comp.	Reading Comp.	Writing Process	Writing Applications	Writing Conventions	Listening & Speaking

28-30	Fluency,Vocab 4.1	Nonfiction 4.2	Literary 4.3	4.4	4.5	4.6	4.7
Priority Indicators-----addressed and assessed							
Benchmark: Unit 2 Sequence of Events *Grammar*: Chapter 7		**4.2.8** Identify informational texts written in narrative form using sequence of chronology.				**4.6.4** Identify and use in writing regular and irregular verbs and prepositions	
Supporting Indicators----addressed (not necessarily assessed)							
	4.1.1 Read aloud grade-level appropriate literary and informational texts with fluency and accuracy and with appropriate timing, changing in voice, and expression.		**4.3.5** Define figurative language, such as similes, metaphors, hyperbole, and personification, and identify its use in literary works.			**4.6.1** Write smoothly and legibly in cursive. **4.6.8** Spell correctly roots, inflections, words with more than one acceptable spelling, suffixes, prefixes, and syllables.	
Review and Maintenance							
Weeks 28-36 Acuity C data	4.1.3 4.1.4	4.2.6 4.2.2 4.2	**4.3.3** **4.3.4** **4.3.6**	4.4.6 4.4.7 4.4.1	4.5.4 4.5.6	4.6.6	4.1.10 4.7.16 4.7.9

Weeks	Reading Word recog,	Reading Comp. Nonfiction	Reading Comp.	Writing Process	Writing Applications	Writing Conventions	Listening & Speaking

31-33	Fluency,Vocab 4.1	4.2	Literary 4.3	4.4	4.5	4.6	4.7
Priority Indicators-----addressed and assessed							
**Benchmark**: Unit 10 Making Judgements _**Grammar**_: Chapter 7/ Yearly Review		**4.2.3** Draw conclusions or make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations. **4.2.9** Recognize main ideas and supporting details presented in expository (informational texts).				**4.6.3** Create interesting sentences by using words that describe, explain, or provide additional details and connections (verbs, adverbs, adjectives).	
Supporting Indicators----addressed (not necessarily assessed)							
				4.4.9 Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer terminology.	**4.5.3** Write or deliver a research report that has been developed using a systematic research process.		**4.7.12** Make informational presentations. **4.7.9** Engage the audience with appropriate words, facial expressions, and gestures.
Review and Maintenance							
Weeks 28-36 Acuity C data	4.1.1 4.1.2	4.2.8 4.2.2 4.2.1	4.3.3 4.3.4 **4.3.5** **4.3.6**	4.4.1 4.4.6 4.4.7	4.5.4 4.5.6	4.6.1 4.6.8	

Weeks	Reading	Reading	Reading	Writing	Writing Applications	Writing	Listening &

34-36	Word recog, Fluency,Vocab 4.1	Comp. Nonfiction 4.2	Comp. Literary 4.3	Process 4.4	4.5	Conventions 4.6	Speaking 4.7
Priority Indicators-----addressed and assessed							
Benchmark: Yearly Review **Grammar**: Yearly Review	**4.2.1** Use the organization of informational text to strengthen comprehension.						
Supporting Indicators----addressed (not necessarily assessed)							
Review and Maintenance							
Weeks 28-36 Acuity C data							