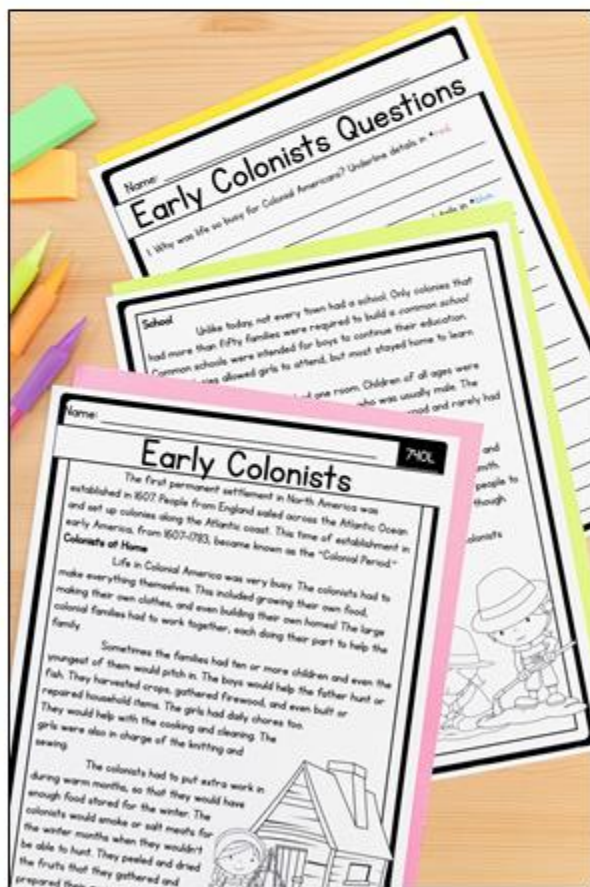
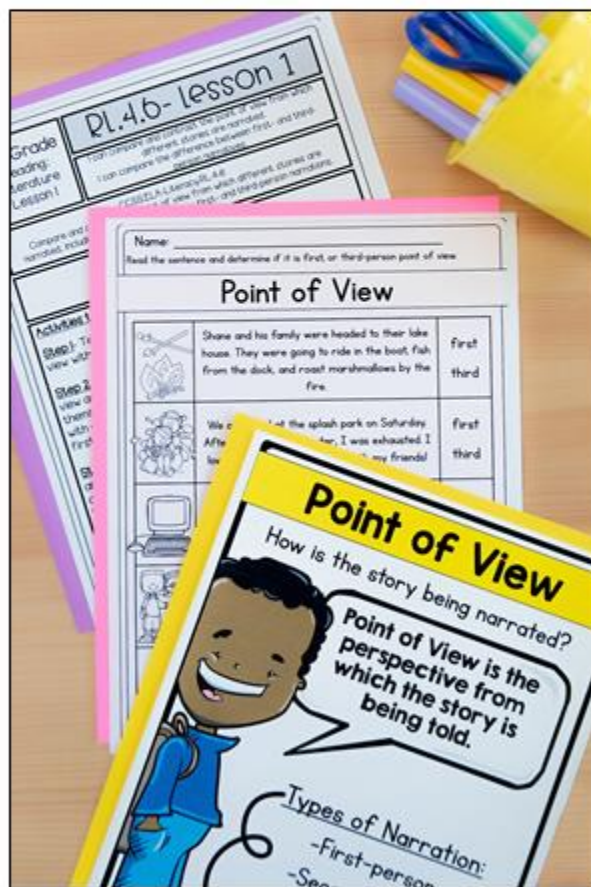
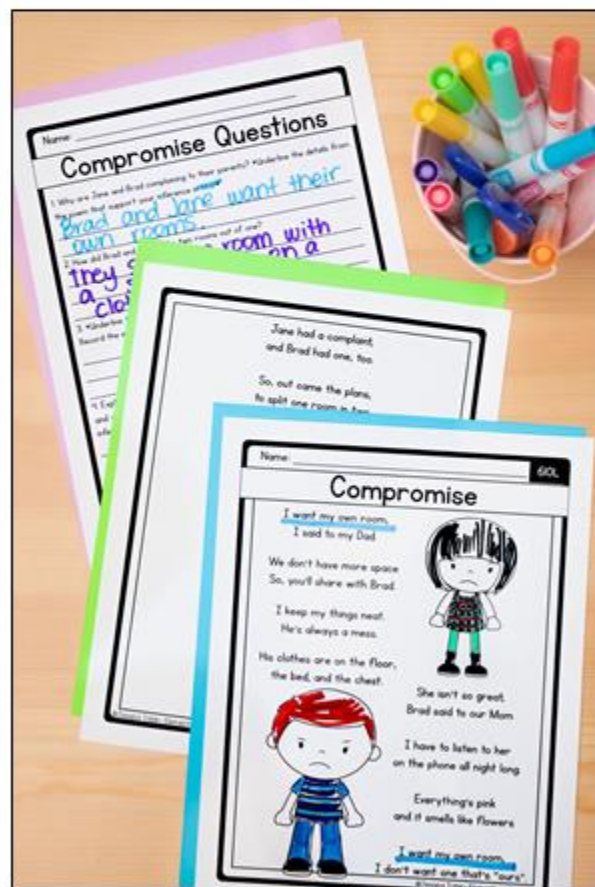


# All-Year Materials

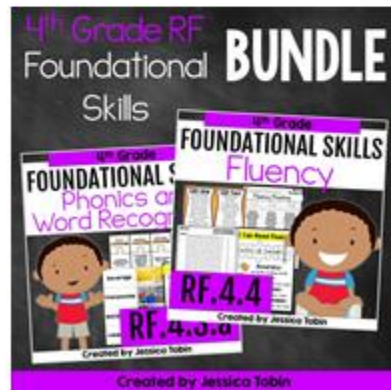
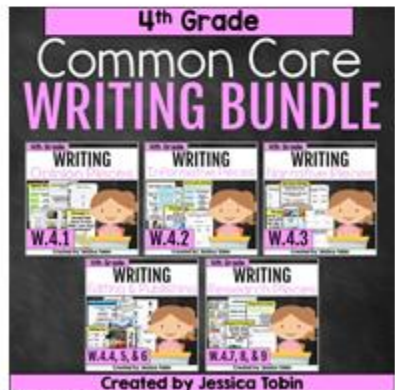
4<sup>th</sup> Grade ELA lesson plans and supplemental activities that cover **all SIX domains** within Common Core ELA.





# What is Included?

Each of the six domains contain lesson plans, graphic organizers, hands-on activities, and more! The domains cover ALL standards within those domains with standards-based materials.



# What is Included?

Here is a closer look at what you'll get in each set.

Reading Literature Standards	3-4 mini lessons per standard, graphic organizers to use for any text, Lexile leveled passages, task cards, interactive notebook pieces, assessment for each standard [Digital conversions: graphic organizers, instructional passages]
Reading Informational Standards	3-4 mini lessons per standard, graphic organizers to use for any text, Lexile leveled passages, task cards, interactive notebook pieces, assessment for each standard [Digital conversions: graphic organizers, instructional passages]
Language Standards	Week-long lesson plan with partner and group activities, graphic organizers, hands-on centers, interactive notebook activities [Digital conversions: graphic organizers]
Reading Foundational Skills Standards	4-5 mini lessons per standard, hands-on practice centers, graphic organizers, interactive notebook pieces, assessments [No digital conversions are available at this time]
Writing Standards	6-10 lesson plans per standard (or cluster of standards such as revision and editing), writing prompts, graphic organizers, writing papers, rubrics and assessments [Digital conversions: prompts, graphic organizers, and assessments]
Speaking & Listening Standards	Mini lessons for each standard within this domain (5-6 activities for each lesson), bonus activities to continue practicing each skill [No digital conversions are available at this time]

# Lesson Plans

The lesson plans within these units are easy to follow and give step-by-step instructions for whole group, partner, and independent activities. There are also material snapshots next to each step in the lesson plan to help understand which materials go with which step.

4 <sup>th</sup> Grade Reading: Informational Lesson 1	<b>RI.4.1- lesson 1</b>
I can refer to details and examples in a text when explaining what the text says and when drawing inferences from the text. I can draw inferences from the text.	
CCSS.ELA-Literacy.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.	
<b>Mini-Lesson Focus:</b> Making Observations and Inferences	
<b>Activities to Teach</b>	<b>Materials:</b>
<b>Step 1-</b> Teacher will introduce and discuss observations and questions with anchor chart.	Observation Chart
<b>Step 2-</b> Students will use task cards to develop questions based on observations, text evidence and schema. They may complete this activity with a partner.	Task Cards
<b>Step 3-</b> Independent practice Students will complete an observations & questions chart with a nonfiction text. They will develop their own questions based on evidence they find and their own schema. (This is where you can include your Time For Kids or Scholastic Scope/Story Works articles, nonfiction texts, or even required program readings.)	Nonfiction Texts

4 <sup>th</sup> Grade Writing Lesson	<b>W.4.1</b>
I can understand the structure and importance of an opinion piece.	
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
<b>Focus:</b> Structure of an Opinion Piece	
<b>LESSON 1</b>	
<b>Step 1-</b> Create an anchor chart with the students on a large sheet of anchor chart paper or display the mini poster given and discuss opinion writing and the four pieces within it.	<b>Materials:</b> Opinion Writing Anchor Chart
<b>Step 2-</b> Teacher will read aloud a strong mentor text that shows an opinion throughout. Throughout the book, stop to discuss if the beginning states a clear opinion. Guide students to discuss the reasons and evidence for the opinion throughout the middle. And finally, discuss if the end has a strong conclusion.	Mentor Text
<b>Step 3-</b> Students will stand up for a cooperative learning activity called Stand Up-Hand Up-Pair Up. Students will stand up and put their hands in their air. Then, they will circle around the room with their hands up. When teacher calls, "Pair Up", students will high-five a partner and put their hands down. The students that haven't found a	Stand Up-Hand Up-Pair Up Card

4 <sup>th</sup> Grade Language Lesson	<b>L.4.1.b</b>
I can form and use progressive verb tenses.	
Form and use the progressive (e.g., I was waking; I am waking; I will be waking) verb tenses.	
<b>Vocabulary:</b> progressive verb tense helping verb present, progressive, past progressive, future progressive	<b>Materials:</b> Progressive Verb Tense Chart
<b>Activities to Teach:</b> *Steps can be done in your chosen day/time increments. For example, you can teach one step per day or a few steps each day, depending on what works best for your schedule.	
<b>Step 1-</b> Create 2 anchor charts of progressive verbs and helping verbs or display mini posters. Discuss progressive verb tenses.	
<b>Step 2-</b> Students will work with partners to correctly match the different forms of each progressive verb into 3-piece puzzles.	
<b>Step 3-</b> Students will work independently or with a partner. They will draw a verb card and then create sentences using the verb in each progressive form (on Progressive Verb Sentences sheet).	
<b>Step 4-</b> Students will draw sentence strips and match the sentences to the correct progressive verb tense.	
<b>Step 5-</b> Students will draw a picture card and use the spinner to find a verb tense. Then, they will record a sentence using that progressive verb tense onto each picture card.	
<b>Suggested Group/ Partner Centers:</b> -Center #1, 2, and 3	<b>Suggested Independent Activities:</b> -Printable #1, 2, 3, 4, and 5 -Interactive Notebook Piece #1, 2, and 3
<b>Informal Assessment:</b> Give students a Post-It note to number #1-3. They will write three sentences: one for each progressive verb tense. (You can give a verb if necessary.)	



# High-Interest Resources

Also included in each unit are supplemental materials to use in addition to your lesson plans. These materials can be used in group work, small group, independent time, break-out practice time, and any way you need to fit your ELA block.

Center 8: Break the words apart into syllables and then match the picture.

adventuresome

technology

Name: \_\_\_\_\_

Complete the chart all about your text.

### Inferences

Text Title: \_\_\_\_\_

Author: \_\_\_\_\_

When I read...

I think...

Name: \_\_\_\_\_

### Into the Depths

Many people know about the highest point on Earth, Mount Everest. However, the deepest point on Earth is lesser known. Maybe this is because we can see the size of Mount Everest in relation to its surroundings. Whereas, the Mariana Trench is hidden beneath the vast ocean waters.

What is a trench?

A trench is a long, narrow ditch. It is usually much deeper than it is wide. Ocean trenches occur when a continental plate meets an oceanic plate, forming a subduction zone. "Subduction" means downward movement.

How deep?

The deepest trench in the world is the "Mariana Trench" which is only the Mariana Trench.

Name: \_\_\_\_\_

Fill out the information on the chart about the story you read.

### Inferences

Text Title: \_\_\_\_\_

Author: \_\_\_\_\_

Observations

Text Clues: \_\_\_\_\_

Schema/Connections

Questions

Inference

Observations

Text Clues: \_\_\_\_\_

Schema/Connections

Questions

Inference

Name: \_\_\_\_\_

### New to School

Ava sat quietly in the corner of the classroom, reading a book. It was her first day at Coley Elementary School. She didn't want to draw too much attention to herself. She was already nervous to stand out because she was different than the other students at her new school.

Ava's parents worked for a big company in America. The biggest problem with this job, though, is that Ava had to move all the time. She struggled to make friends because she normally only stayed at schools for a year at a time. Not to mention she knew that she looked different from many other classmates. That made her filled with worry, too. Ava's mom and dad promised that this was their last move for the next three years. Ava was happy to stay in one place, but still worried about finding new friends and fitting in.

So, Ava continues to read in her brand-new classroom. She read alone for several minutes when she heard a voice say, "Hello" three or four times. She finally looked up from her book.

Now do you think you'll be more inclined to read thirty minutes a night before bed?

Remember, skateboarding can be a dangerous sport, so always wear safety gear.

I'll always remember that dentists exist to help me, not hurt me.

As I said before, compasses can be a very important tool to use when hiking.

Ask a Question

Advice

Moral or Lesson Learned

Remind Reader of Topic

# Reading: Informational

Mini Lessons

Passages

Assessment

Graphic Organizers

Notebook Pieces & Task Cards



# Reading: Literature

## Inferences

Sometimes, authors of stories don't tell you what you want to understand. They give you clues that you can read between the lines and figure out. This is called **drawing an inference**.



**Story Card #1**  
There was a colorful wall of the room. I lay on floor next to Mom's face looking at little brother, Owen. I knew exactly...

**Story Card #3**  
Grace snapped her head. She was not going to let her brother. She was determined to let him grab her board and breathe... You can do it.

## Comprehension

1. Why are Jane and Brad coming to the picnic that support your answer?
2. How did Brad and Jane make the picnic?
3. Underline the details from the text that support your answer.

## Comprehension

I want my own room.  
I said to my Dad.  
We don't have more space.  
So, you'll share with Brad.  
I keep my things neat.  
He's always a mess.  
His clothes are on the floor.  
The bed, and the...

## Passages

## New to School

In the corner of the room, a bookshelf was her elementary school. She had too much attention to steady nervous to stand as different than the new school.



## Mini Lessons

**Story Card #5**  
His team was down. I put my head down. I was up to the line. If he made his team will win. Can he find out very...

Read each story card. Record your observations about the story.

Story Card #1	Story Card #3
Q: _____	Q: _____
I: _____	I: _____

**Details and Inferences**

1. What does text evidence mean?

- a) Clues stated directly in the text
- b) Background knowledge
- c) Proficiency about the text
- d) Answers to the question

2. What two components make up an inference?

- a) Schema and background knowledge
- b) Text evidence and background knowledge
- c) Text evidence and schema
- d) All of the above

3. In your own words, describe what it means to draw an inference.

**Finishing the Race**  
The pavement in front of me seemed to stretch to the end of the earth. My legs were aching, my heart was pounding, and I was so thirsty that it made it hard to breathe. I was in the home stretch, the last part of the 22.6 mile Delta Day bike race. Mom and Dad were in front of me and I felt as though I couldn't pedal any longer. "Push through it!" I heard my dad yell out from up ahead. I can't! I thought. "Yes you can!" My mom shouted up at the road as I wanted to give up.

Which of the following is NOT something Abby felt when he was riding his bike?

- a) tired
- b) proud
- c) tired
- d) thirsty

Abby changed his opinion about the story. Use the text to support your answer.

**New to School Questions**

1. Asa and Abby have both:

- a) outgrowing
- b) shy
- c) new
- d) nervous

2. What does Abby comment on?

- a) Asa's headscarf
- b) Asa's name
- c) Her old school
- d) Being nervous

3. Use evidence and your schema to describe how you know that Asa is uncomfortable at her new school. Underline the details from the text that support your inference in blue.

4. Explain how Asa and Abby differ using details from the passage. Underline the details from the text that support your inference in green.

## Assessment

## Inferences: OQI

Read a fiction story. Record your observations about the story.

Write a question that the story leaves you asking.

Text Title: \_\_\_\_\_

Q: \_\_\_\_\_

I: \_\_\_\_\_

## Inferences

Read a fiction story. Record your observations about the story.

Write a question that the story leaves you asking.

Text Title: \_\_\_\_\_

Q: \_\_\_\_\_

I: \_\_\_\_\_

## Inferences

Read a fiction story. Record your observations about the story.

Write a question that the story leaves you asking.

Text Title: \_\_\_\_\_

Q: \_\_\_\_\_

I: \_\_\_\_\_

## Graphic Organizers

## Notebook Pieces & Task Cards

BEFORE  
Based on clues about the story.

DURING  
Based on clues about the story.

AFTER  
Based on clues about the story.

Do you have any connections to this story?

What is an inference?

Find one piece of evidence about a character. What can you infer about this character?

have while reading the story?

think the answer is?

# Language

## Modal Auxiliary

Model auxiliaries are special helping verbs combined with a main verb to show various



can

to show ability

Josh

can

could

could

to show possibility

I c

may

may

to show permission

You a b

## Mini Lessons

## Centers

Center 3: With a paper clip and a pencil, spin a modal auxiliary. Then, create a sentence on the recording sheet.

Center 2: Students will pull a sentence strip, figure out which modal auxiliary works best, and sort it under the category.



This road        be a dead end, but I don't know for sure.

I go to the movie theater after school to see Trolls?

The students        follow the rules in the classroom to be safe.

can

could

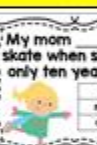
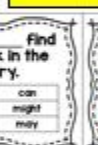
may

might

must

shall

Center 1: Students correct missing



must

may

should

LIFT the flap and write a sentence about the picture using a modal auxiliary.

## Graphic Organizers

## Interactive Notebook Pieces

### Modal Auxiliaries

Modal Auxiliary	What's the function?	Use it in a
can		

### Modal Auxiliaries

I think it	highway instead
We	
Dr.	gets
	you like
I	

### Modal Auxiliaries

They must come to my birthday party if they want to
I shall have a cup of tea and a biscuit. Thank you

can

could

may

might

must

shall

should

can

could

may

might

must

shall

should



# Writing

## Informative Writing

There are different types of informative writing. Why does an author write in the first place? Stand Up- Hand Up- Pair Up- How can an author use facts to inform?

## Lesson Plans

## Prompt #2

Write an informative piece about an Animal Symbol

## Collecting

## Informative Writing

## Informative Draft 1

## Writing Projects

## Rubrics & Assessments

## Writing Projects

## Informative

## Introduction

Read each sentence. Write which part of the sentence is the most interesting. How does your friend feel about the weather? How does your friend feel about the weather? How does your friend feel about the weather?

Name: \_\_\_\_\_ W.4.2  
Title: \_\_\_\_\_  
I introduced my topic for my reader.

Name: \_\_\_\_\_ W.4.2  
Title: \_\_\_\_\_  
I introduced my topic for my reader.

## Self-Assessment

I introduced my topic for my reader.

I supplied facts about the topic.

I developed the topic with details.

## Informative Writing Rubric

1	2	3	4
Student cannot write the topic in his or her own words.	Student cannot write the topic in his or her own words.	Student cannot write the topic in his or her own words.	Student cannot write the topic in his or her own words.
Student cannot write the topic in his or her own words.	Student cannot write the topic in his or her own words.	Student cannot write the topic in his or her own words.	Student cannot write the topic in his or her own words.
Student cannot write the topic in his or her own words.	Student cannot write the topic in his or her own words.	Student cannot write the topic in his or her own words.	Student cannot write the topic in his or her own words.

## Organizing My

Topic: \_\_\_\_\_  
Subtopic: \_\_\_\_\_  
Subtopic: \_\_\_\_\_  
Facts and Details to Include: \_\_\_\_\_  
Facts and Details to Exclude: \_\_\_\_\_

## Informative Writing

Topic: \_\_\_\_\_  
Introduction/Hook: \_\_\_\_\_  
Subtopic: \_\_\_\_\_  
Subtopic: \_\_\_\_\_  
Subtopic: \_\_\_\_\_  
Facts to Include: \_\_\_\_\_

## Graphic Organizers

## Prompts

Write an informative piece about flightless birds.

Write an informative piece about states.

Write an informative piece about whale sharks.

Write an informative piece about dinosaurs.

Write an informative piece about Ven.

Write an informative piece about national parks.

Write an informative piece about the.

Write an informative piece about the.

Write an informative piece about a community helper.

Write an informative piece about the food pyramid.

## Speaking & Listening

The collage features a variety of educational resources:

- Lesson Plans:** A large blue box in the center contains the text "Lesson Plans".
- Activity Cards:** Numerous cards with titles like "Activity 1", "Activity 2", "Activity 3", and "Activity 4" are scattered throughout. These cards often include prompts such as "Draw a card from the pile.", "Share with your partner how you feel about each hot topic.", and "Complete the sentence with at least one sentence.".
- Self-Assessment Forms:** Several forms titled "Self-Assessment" are visible, featuring checkboxes for "I agree", "I disagree", and "I don't know", along with a "My Score" section.
- Other Materials:** There are also cards with text like "Shauna went to the movies every single Friday...", "Timothy tried out for the Academic Team...", and "Ms. Martinez looked up, the playground was...". Some cards include images of students and teachers.



# Reading: Foundational Skills

## Mini Lessons

## Centers

## Graphic Organizers

## Interactive Notebook Pieces

# Pacing Guide

I have also included a pacing guide of suggested timelines for your year. These are only suggestions of how to fit in instruction and review. If your district requires other pacing and standard ordering, these resources can still be used!

4th Grade ELA Pacing Guide: Quarter 1				
Week	Reading RL.1	Speaking & Listening SL.1	Reading: Foundational RF.1	Language L.1
1	RL.1.1 Cite specific text details to support analysis of what the text says explicitly and what it implies at the figure level or on a larger scale, including how it develops and what the narrator or speaker's point of view contributes to that understanding.	SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, teacher-led, small groups, teacher-student or student-student) about what they are reading, using appropriate vocabulary and grammar, and expressing their own ideas and expressing those of others clearly and respectfully.	RF.1.1 Read fluently with accuracy and expression through the year.	L.1.1 Know and apply grade-level phonics and word analysis skills in decoding words.
2	RL.1.2 Describe a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., how a character thinks or feels).	SL.1.2 Analyze a speaker's central message, supporting details, and purpose, using appropriate vocabulary and grammar, and expressing their own ideas and expressing those of others clearly and respectfully.	RF.1.2 Read fluently with accuracy and expression through the year.	L.1.2 Know and apply grade-level phonics and word analysis skills in decoding words.
3	RL.1.3 Analyze a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., how a character thinks or feels).	SL.1.3 Analyze a speaker's central message, supporting details, and purpose, using appropriate vocabulary and grammar, and expressing their own ideas and expressing those of others clearly and respectfully.	RF.1.3 Read fluently with accuracy and expression through the year.	L.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
4	RL.1.4 Analyze a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., how a character thinks or feels).	SL.1.4 Analyze a speaker's central message, supporting details, and purpose, using appropriate vocabulary and grammar, and expressing their own ideas and expressing those of others clearly and respectfully.	RF.1.4 Read fluently with accuracy and expression through the year.	L.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.
4th Grade ELA Pacing Guide: Quarter 2				
Week	Reading RL.2	Speaking & Listening SL.2	Reading: Foundational RF.2	Language L.2
1	RL.2.1 Cite specific text details to support analysis of what the text says explicitly and what it implies at the figure level or on a larger scale, including how it develops and what the narrator or speaker's point of view contributes to that understanding.	SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, teacher-led, small groups, teacher-student or student-student) about what they are reading, using appropriate vocabulary and grammar, and expressing their own ideas and expressing those of others clearly and respectfully.	RF.2.1 Read fluently with accuracy and expression through the year.	L.2.1 Know and apply grade-level phonics and word analysis skills in decoding words.
2	RL.2.2 Describe a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., how a character thinks or feels).	SL.2.2 Analyze a speaker's central message, supporting details, and purpose, using appropriate vocabulary and grammar, and expressing their own ideas and expressing those of others clearly and respectfully.	RF.2.2 Read fluently with accuracy and expression through the year.	L.2.2 Know and apply grade-level phonics and word analysis skills in decoding words.
3	RL.2.3 Analyze a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., how a character thinks or feels).	SL.2.3 Analyze a speaker's central message, supporting details, and purpose, using appropriate vocabulary and grammar, and expressing their own ideas and expressing those of others clearly and respectfully.	RF.2.3 Read fluently with accuracy and expression through the year.	L.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
4	RL.2.4 Analyze a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., how a character thinks or feels).	SL.2.4 Analyze a speaker's central message, supporting details, and purpose, using appropriate vocabulary and grammar, and expressing their own ideas and expressing those of others clearly and respectfully.	RF.2.4 Read fluently with accuracy and expression through the year.	L.2.4 Know and apply grade-level phonics and word analysis skills in decoding words.
4th Grade ELA Pacing Guide: Quarter 3				
Week	Reading RL.3	Speaking & Listening SL.3	Reading: Foundational RF.3	Language L.3
1	RL.3.1 Cite specific text details to support analysis of what the text says explicitly and what it implies at the figure level or on a larger scale, including how it develops and what the narrator or speaker's point of view contributes to that understanding.	SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, teacher-led, small groups, teacher-student or student-student) about what they are reading, using appropriate vocabulary and grammar, and expressing their own ideas and expressing those of others clearly and respectfully.	RF.3.1 Read fluently with accuracy and expression through the year.	L.3.1 Know and apply grade-level phonics and word analysis skills in decoding words.
2	RL.3.2 Describe a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., how a character thinks or feels).	SL.3.2 Analyze a speaker's central message, supporting details, and purpose, using appropriate vocabulary and grammar, and expressing their own ideas and expressing those of others clearly and respectfully.	RF.3.2 Read fluently with accuracy and expression through the year.	L.3.2 Know and apply grade-level phonics and word analysis skills in decoding words.
3	RL.3.3 Analyze a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., how a character thinks or feels).	SL.3.3 Analyze a speaker's central message, supporting details, and purpose, using appropriate vocabulary and grammar, and expressing their own ideas and expressing those of others clearly and respectfully.	RF.3.3 Read fluently with accuracy and expression through the year.	L.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
4	RL.3.4 Analyze a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., how a character thinks or feels).	SL.3.4 Analyze a speaker's central message, supporting details, and purpose, using appropriate vocabulary and grammar, and expressing their own ideas and expressing those of others clearly and respectfully.	RF.3.4 Read fluently with accuracy and expression through the year.	L.3.4 Know and apply grade-level phonics and word analysis skills in decoding words.
4th Grade ELA Pacing Guide: Quarter 4				
Week	Reading RL.4	Speaking & Listening SL.4	Reading: Foundational RF.4	Language L.4
1	RL.4.1 Cite specific text details to support analysis of what the text says explicitly and what it implies at the figure level or on a larger scale, including how it develops and what the narrator or speaker's point of view contributes to that understanding.	SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, teacher-led, small groups, teacher-student or student-student) about what they are reading, using appropriate vocabulary and grammar, and expressing their own ideas and expressing those of others clearly and respectfully.	RF.4.1 Read fluently with accuracy and expression through the year.	L.4.1 Know and apply grade-level phonics and word analysis skills in decoding words.
2	RL.4.2 Describe a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., how a character thinks or feels).	SL.4.2 Analyze a speaker's central message, supporting details, and purpose, using appropriate vocabulary and grammar, and expressing their own ideas and expressing those of others clearly and respectfully.	RF.4.2 Read fluently with accuracy and expression through the year.	L.4.2 Know and apply grade-level phonics and word analysis skills in decoding words.
3	RL.4.3 Analyze a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., how a character thinks or feels).	SL.4.3 Analyze a speaker's central message, supporting details, and purpose, using appropriate vocabulary and grammar, and expressing their own ideas and expressing those of others clearly and respectfully.	RF.4.3 Read fluently with accuracy and expression through the year.	L.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
4	RL.4.4 Analyze a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., how a character thinks or feels).	SL.4.4 Analyze a speaker's central message, supporting details, and purpose, using appropriate vocabulary and grammar, and expressing their own ideas and expressing those of others clearly and respectfully.	RF.4.4 Read fluently with accuracy and expression through the year.	L.4.4 Know and apply grade-level phonics and word analysis skills in decoding words.