

Language Arts Grade 4 - Lesson Index

Vocabulary Acquisition and Use

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Context Clues	L.4.4a: Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.	34	3	1-2
2	Context Clues		36	4	
3	Context Clues		38	5	
4	Context Clues		40	6	
A1	Assessment-Context Clues		42	7	
5	Greek and Latin Affixes and Roots	L.4.4b: Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	44	9	1-2
6	Greek and Latin Affixes and Roots		46	10	
7	Greek and Latin Affixes and Roots		48	11	
8	Greek and Latin Affixes and Roots		50	12	
A2	Assessment-Greek and Latin Affixes and Roots		52	13	
Vocabulary Acquisition and Use Performance Lesson – Galápagos Tortoises			54-55	15-16	3
9	Similes	L.4.5a: Explain the meaning of simple similes and metaphors (e.g., pretty as a picture) in context.	58	17	1-2
10	Similes		60	18	
11	Metaphors		62	19	
12	Metaphors		64	20	
A3	Assessment-Similes and Metaphors		66	21	
13	Idioms	L.4.5b: Recognize and explain the meaning of common idioms, adages, and proverbs.	68	23	1-2
14	Adages		70	24	
15	Proverbs		72	25	
16	Idioms, Adages, and Proverbs		74	26	
A4	Assessment-Idioms, Adages, and Proverbs		76	27	

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Vocabulary Acquisition and Use

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
17	Synonyms	L.4.5c: Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	78	29	1-2
18	Synonyms		80	30	
19	Antonyms		82	31	
20	Antonyms		84	32	
A5	Assessment-Synonyms and Antonyms		86	33	
Vocabulary Acquisition and Use Performance Lesson 2 – Using Varied Language			88-89	35-36	3

Knowledge of Language

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Precise Language	L.4.3a: Choose words and phrases to convey ideas precisely.	96	37	1-2
2	Precise Language		98	38	
3	Precise Language		100	39	
4	Precise Language		102	40	
A1	Assessment- Precise Language		104	41	
5	Punctuation for Effect	L.4.3b: Choose punctuation for effect.	106	43	1-2
6	Punctuation for Effect		108	44	
7	Situational Speaking	L.4.3c: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	110	45	
8	Situational Speaking		112	46	
A2	Assessment-Punctuation for Effect & Situational Speaking	L.4.3b, L.4.3c	114	47	
Knowledge of Language Performance Lesson – Writing a Formal Narrative			116-117	49-50	3

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Reading Literature

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Details in the Text and Vocabulary in Text	RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	126	51	1-2
2	Details in the Text and Vocabulary in Text		128	52	
3	Details in the Text and Vocabulary in Text		130	53	
4	Details in the Text and Vocabulary in Text		132	54	
A1	Assessment-Details in the Text and Vocabulary in Text		134	55	
5	Theme and Vocabulary	RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.4.4	136	57	1-2
6	Theme and Vocabulary		138	58	
7	Theme, Summarizing, Vocabulary		140	59	
8	Theme, Summarizing, Vocabulary		142	60	
A2	Assessment-Theme, Summarizing, Vocabulary		144	61	
Reading Literature Performance Lesson 1 – Writing a Summary			146	63-64	3
9	Characters, Setting, Events	RL.4.3: 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).	150	65	1-2
10	Characters, Setting, Events		152	66	
11	Characters, Settings, Events		154	67	
12	Events		156	68	
A3	Assessment-Characters, Settings, Events		158	69	
13	Prose and Poetry	RL.4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	160	71	1-2
14	Rhyme Scheme and Meter		162	72	
15	Poem Structure and Rhyme Scheme		164	73	
16	Elements of Drama		166	74	
A4	Assessment-Elements of Poetry and Drama		168	75	
Reading Literature Performance Lesson 2 – Comparing Poetry and Prose			170-171	77-78	3

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Reading Literature

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
17	Point of View	RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	174	79	1-2
18	Point of View		176	80	
19	Point of View		178	81	
20	Point of View		180	82	
A5	Assessment-Point of View		182	83	
Reading Literature Performance Lesson 3 – Princess and the Pea Point of View			184-185	85-87	3

Integrated Project 1: *Through Someone Else's Eyes*

Overview: Students read a classic tale and analyze author's point of view to determine an alternate point of view and rewrite the tale from a new perspective.

Product: Students write an original tale derived from a classic tale written from a different point of view.

Integrates the following standards:
Vocabulary Acquisition and Use, Knowledge of Language,
Reading Literature

Student Edition Pages: 89-94

Teacher Edition Pages: 189-202

DOK Level 4

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Capitalization

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Reviewing Rules	L.4.2a: Use correct capitalization.	208	95	1-2
2	Holidays and Geographic Names		210	96	
3	Product Names		212	97	
4	Titles		214	98	
A1	Assessment-Reviewing Rules		216	99	
5	Titles of People	L.4.2a	218	101	1-2
6	Titles of People		220	102	
7	Titles of People		222	103	
8	Reviewing Rules		224	104	
A2	Assessment-Titles of People and Review		226	105	
Capitalization Performance Lesson – Rules Poster			228	107	3

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Punctuation

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Commas and Quotation Marks in Direct Speech	L.4.2b: Use commas and quotation marks to mark direct speech and quotations from a text.	234	109	1-2
2	Commas and Quotation Marks in Direct Speech		236	110	
3	Commas and Quotation Marks in Direct Speech		238	111	
4	Commas and Quotation Marks in Direct Speech		240	112	
A1	Assessment-Commas & Quotation Marks in Direct Speech		242	113	
5	Commas and Quotation Marks from a Text	L.4.2b: Use commas and quotation marks to mark direct speech and quotations from a text.	244	115	1-2
6	Commas and Quotation Marks from a Text		246	116	
7	Commas and Quotation Marks from a Text		248	117	
8	Commas and Quotation Marks from a Text		250	118	
A2	Assessment-Commas & Quotation Marks from a Text		252	119	
9	Commas with Coordinating Conjunctions	L.4.2c: Use a comma before a coordinating conjunction in a compound sentence.	254	121	1-2
10	Coordinating Conjunction in Compound Sentences		256	122	
11	Coordinating Conjunction in Compound Sentences		258	123	
12	Commas with Coordinating Conjunctions		260	124	
A3	Assessment-Coordinating Conjunction in Compound Sentences		262	125	
Punctuation Performance Lesson – Punctuating a Short Story with Dialogue			264	127-128	3

Spelling

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Ending Rules	L.4.2d: Spell grade-appropriate words correctly consulting references as needed.	270	129	1-2
2	Ending Rules		272	130	
3	Ending Rules		274	131	
4	Ending Rules		276	132	
A1	Assessment-Ending Rules		278	133	

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Reading: Informational Text

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Understanding Text	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. RI.4.3: 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.	286	135	1-2
2	Understanding Text		288	136	
3	Understanding Text		290	137	
4	Understanding Text		292	138	
A1	Assessment-Understanding Text		294	139	
5	Main Idea and Supporting Points	RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	296	141	1-2
6	Main Idea and Supporting Points		298	142	
7	Main Idea and Supporting Points		300	143	
8	Main Idea and Supporting Points		302	144	
A2	Assessment-Main Idea and Supporting Points		304	145	
Reading: Informational Text Performance Lesson – Summarizing Informational Text			306-307	147-148	3
9	Text Structure	RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	310	149	1-2
10	Text Structure		312	150	
11	Text Structure		314	151	
12	Text Structure		316	152	
A3	Assessment-Text Structure		318	153	
13	Point of View	RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic, describe the differences in focus and the information provided.	320	155	1-2
14	Point of View		322	156	
15	Point of View		324	157	
16	Point of View		326	158	
A4	Assessment-Point of View		328	159	
Reading: Informational Text Performance Lesson 2 – Analyzing Informational Text			330-331	161-162	3

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Reading: Informational Text

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
17	Contributing Information	RI.4.7: 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.	334	163	1-2
18	Contributing Information		336	164	
19	Contributing Information		338	165	
20	Contributing Information		340	166	
A5	Assessment-Contributing Information		342	167	
Reading: Informational Text Performance Lesson 3 – Presenting Information			344-345	169-170	3

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Integrated Project 2: *You Are Here*

Overview: Students choose from a variety of topics to investigate, research, write a research paper and create a visual display that support what they learn in their research.

Product: A research paper with a visual display (poster, collage, diorama, or display board).

Integrates the following standards:

Capitalization, Punctuation, Spelling,
Reading Informational Text

Student Edition Pages: 171-172

Teacher Edition Pages: 349-359

DOK Level 4

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Grammar and Usage

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Relative Pronouns	L.4.1a: Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	368	173	1-2
2	Relative Pronouns		370	174	
3	Relative Pronouns		372	175	
4	Relative Adverbs		374	176	
A1	Assessment-Relative Pronouns and Relative Adverbs		376	177	
5	Progressive Verb Tense	L.4.1b: Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	378	179	1-2
6	Progressive Verb Tense		380	180	
7	Modal Auxiliaries	L.4.1c: Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	382	181	
8	Modal Auxiliaries		384	182	
A2	Assessment-Progressive Verb Tenses / Modal Auxiliaries	L.4.1b, L.4.1c	386	183	
9	Use of Adjectives	L.4.1d: Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	388	185	1-2
10	Use of Adjectives		390	186	
11	Frequently Confused Words	L.4.1g: Correctly use frequently confused words (e.g., to, too, two; there, their).	392	187	
12	Frequently Confused Words		394	188	
A3	Assessment-Adjective Use & Frequently Confused Words	L.4.1d, L.4.1g	396	189	
13	Prepositional Phrases	L.4.1e: Form and use prepositional phrases.	398	191	1-2
14	Prepositional Phrases		400	192	
15	Prepositional Phrases		402	193	
16	Prepositional Phrases		404	194	
A4	Assessment-Prepositional Phrases		406	195	

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Grammar and Usage

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
17	Sentence Fragments	L.4.1f: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	408	197	1-2
18	Run-on Sentences		410	198	
19	Fragments and Run-on Sentences		412	199	
20	Complete Sentences		414	200	
A5	Assessment-Complete Sentences		416	201	
Grammar and Usage Performance Lesson – Sentence Construction			418-419	203	3

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Writing

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Opinion Pieces – Stating Opinions	W.4.1a: 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. W.4.1b: Provide reasons that are supported by facts and details.	424	205	1-2
2	Opinion Pieces – Stating Opinions		426	206	
3	Opinion Pieces – Concluding Sentence	W.4.1a / W.4.1b / W.4.1d: Provide a concluding statement or section related to the opinion presented.	428	207	
4	Opinion Pieces – Linking Words / Phrases	W.4.1a / W.4.1b / W.4.1c: Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). / W.4.1d	430	208	
A1	Assessment-Opinion Pieces		432	209	
5	Opinion Pieces – Structure	W.4.1a / W.4.1b / W.4.1c / W.4.1d	434	211	1-2
6	Opinion Pieces – Expand Pieces		436	212	
7	Opinion Pieces – Linking Words / Phrases		438	213	
8	Opinion Pieces – Linking Words / Phrases		440	214	
A2	Assessment-Opinion Pieces		442	215	
Writing Opinion - Performance Lesson – Watching Too Much Television			444-445	217-218	3
9	Informative/Explanatory - Topic Sentences	W.4.2a: 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.	448	219	1-2
10	Informative/Explanatory - Topic & Details	W.4.2a, W.4.2b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	450	220	
11	Informative/Explanatory - Linking Words/Phrases	W.4.2a, W.4.2b, W.4.2c: Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).	452	221	
12	Informative/Explanatory - Concluding Statement	W.4.2a, W.4.2b, W.4.2c, W.4.2e: Provide a concluding statement or section related to the information or explanation presented.	454	222	
A3	Assessment-Informative/Explanatory		456	223	

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Writing

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
13	Informative/Explanatory – Precise Language	W.4.2a, W.4.2b, W.4.2c, W.4.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic. W.4.2e	458	225	1-2
14	Informative/Explanatory – Expanding Details		460	226	
15	Informative/Explanatory - Linking Words/Phrases		462	227	
16	Informative/Explanatory - Concluding Statement		464	228	
A4	Assessment-Informative/Explanatory		466	229	
Writing Informative/Explanatory - Performance Lesson – Making Your Favorite Food			468-469	231-232	3
17	Narrative – Prompt and Plan	W.4.3a: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	472	233	1-2
18	Narrative – Beginning Paragraph		474	234	
19	Narrative – Dialogue and Descriptive Words	W.4.3a, W.4.3b: Use dialogue and description to develop experiences and events or show the responses of characters to situations.	476	235	
20	Narrative – Transitional Words and Phrases	W.4.3a, W.4.3c: Use a variety of transitional words and phrases to manage the sequence of events.	478	236	
A5	Assessment-Parts of a Narrative Writing Piece	W.4.3a, W.4.3b, W.4.3c	480	237	
21	Narrative – Using Sensory Details	W.4.3a, W.4.3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.	482	239	1-2
22	Narrative – Conclusion	W.4.3a, W.4.3e: Provide a conclusion that follows from the narrated experiences or events.	484	240	
23	Narrative – Writing from a Prompt	W.4.3a, W.4.3b, W.4.3c, W.4.3d, W.4.3e	486	241	
24	Narrative – Writing from a Prompt		488	242	
A6	Assessment-Parts of a Narrative Writing Piece		490	243	
Writing Performance Lesson 3 – Traveling to Outer Space			492-493	245-246	3

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Integrated Project 3: *Space Exploration*

Overview: Students investigate an object in the solar system. They then write a nonfiction children's book suitable for a first-grade student and create an advertisement with opinion statements and reasons to indicate why a first grader would want to read the book.

Product: Students create a non-fiction children's book and an advertisement that states opinions and reasons why a first grader wants to read their book.

Integrates the following standards:

Grammar and Usage.
Reading Informational Text, and Writing

Student Edition Pages: 247-251

Teacher Edition Pages: 497-511

DOK Level 4