A Correlation of

myView Literacy
Grade 4, ©2020

English Language Arts
Georgia Standards of Excellence (GSE)

Grade 4
Introduction

This document demonstrates how myView Literacy, ©2020 meets the English Language Arts Georgia Standards of Excellence (GSE). Correlation page references are to the Teacher's Edition and are cited by grade, unit and page references.

myView Literacy is a K-5 comprehensive, interactive literacy program that provides a balanced approach to teaching reading, writing, speaking, listening and viewing using a collection authentic reading texts and collaborative writing workshops. Competencies of 21st century thinking and social-emotional learning are taught and practiced using authentic literature, highly-engaging trade books, collaborative learning, and project-based inquiry. The instructional model follows connected reading and writing workshops that focus on teaching the critical skills and strategies students need to be highly competent thinkers, readers, and writers ready for college and career. It is designed to teach students to think carefully about what they read, discern what is relevant to them, and what is important in their world. myView Literacy offers a balanced instructional model with an emphasis on conceptual understandings, standards-based instruction and application through rigorous performance tasks and the workshop model.

Inspire Confidence and Collaboration

• Create opportunities for student success. Provide a supportive and nurturing environment that empowers students to become independent learners.

Focus on Balance and Flexibility

• Develop predictable routines for teaching and learning. Minilessons, small groups, and collaboration lead to a gradual release of responsibility.

Nurture Every Learner

• Spend more time coaching, differentiating, and promoting positive attitudes toward reading and writing.
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# A Correlation of myView Literacy ©2020, Grade 4 to the English Language Arts Georgia Standards of Excellence (GSE)

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### ELAGSE4RL1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**Unit 1:**
- Guided Reading Instruction Prompts, T27
- Close Read, Use Text Evidence, T33
- Close Read, Use Text Evidence, T41
- Minilesson, Use Text Evidence, T54-T55

**Unit 2:**
- Use Text Evidence, T173
- Close Read: Use Text Evidence, T182
- Use Text Evidence, T196-T197

**Unit 3:**
- Make Inferences About Characters, T27
- Close Read: Make Inferences About Characters, T33
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- Minilesson: Make Inferences About Characters, T46
- Make Inferences About Characters, T46-T47
- Strategy Group: Make Inferences About Characters, T48

**Unit 4:**
- Close Read, Infer Theme, T103
- Minilesson, Infer Theme T120-T121
- Close Read, Infer Theme, T241
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<td>ELAGSE4RL2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</td>
<td><strong>Unit 2:</strong>&lt;br&gt;ELL Targeted Support: Retelling, T192&lt;br&gt;ELL Targeted Support: Retell, T258&lt;br&gt;<strong>Unit 3:</strong>&lt;br&gt;ELL Targeted Support: Retell, T94&lt;br&gt;<strong>Unit 4:</strong>&lt;br&gt;ELL Targeted Support: Summary, T13&lt;br&gt;Infer Theme, T96&lt;br&gt;Make Connections, T97&lt;br&gt;Close Read: Infer Theme, T103&lt;br&gt;Minilesson: Infer Theme, T120&lt;br&gt;Strategy Group: Infer Theme, T122&lt;br&gt;Whole Group, T123&lt;br&gt;Close Read: Summarize Literary Text, T177&lt;br&gt;Close Read: Summarize Literary Text, T181&lt;br&gt;Summarize Literary Text, T192-T193&lt;br&gt;Infer Theme, T232&lt;br&gt;Close Read: Infer Theme, T241&lt;br&gt;ELL Targeted Support: Retell, T242&lt;br&gt;ELL Targeted Support: Retell, T248&lt;br&gt;Minilesson: Infer Theme, T260&lt;br&gt;Strategy Group: Infer Theme, T262&lt;br&gt;Whole Group, T263&lt;br&gt;Minilesson: Analyze Myths, T332</td>
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<td>ELAGSE4RL3 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).</td>
<td><strong>Unit 2:</strong>&lt;br&gt;Wrap-Up: Encounter, T169&lt;br&gt;Minilesson: Fiction, T170-T171&lt;br&gt;Strategy Group: Identify Fiction, T174&lt;br&gt;Close Read: Use Text Evidence, T182&lt;br&gt;Minilesson: Use Text Evidence, T196-T197&lt;br&gt;Strategy Group: Use Text Evidence, T198&lt;br&gt;Minilesson: Use Figurative Language, T210&lt;br&gt;<strong>Unit 3:</strong>&lt;br&gt;ELL Targeted Support: Describe, T24&lt;br&gt;Strategy Group: Analyze Characters, T44&lt;br&gt;Wrap-Up: Plot Elements, T83&lt;br&gt;Close Read: Analyze Plot, T101&lt;br&gt;Whole Group, T111&lt;br&gt;<strong>Unit 4:</strong>&lt;br&gt;Minilesson: Write to Sources, T128&lt;br&gt;Evaluate Details, T305&lt;br&gt;Minilesson: Evaluate Details, T336&lt;br&gt;Strategy Group: Evaluate Details, T338</td>
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## Craft and Structure

**ELAGSE4RL4** 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).

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**Unit 4:**

Possible Teaching Point: Academic Vocabulary: Figurative Language, T250
Minilesson: Figurative Language, T272-T273
ELL Targeted Support: Expressions (Myths), T314
Develop Vocabulary, T328-T329
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| ELAGSE4RL5 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. | **Unit 2:**  
Fiction, T170-T171  
Think Aloud: Analyze Poetry, T232  
Minilesson: Poetry, T234-T235  
Strategy Group: Identify Poetry, T238  
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Possible Teaching Point: Read Like a Writer: Author's Craft, T251  
Minilesson: Explain Poetic Language and Elements, T258-T259  
**Unit 3:**  
Poetry, T300  
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Possible Teaching Point: Read Like a Writer: Author's Craft, T314  
Reflect and Share: Talk About It, T328  
**Unit 4:**  
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Minilesson: Drama, T162  
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Understand Poetry, T76  
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<td>ELAGSE4RL6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</td>
<td><strong>Unit 3:</strong> Guided Reading Instruction Prompts: Compare and Contrast Point of View, T224 Close Read: Compare and Contrast Point of View, T230 Close Read: Compare and Contrast Point of View, T232 Close Read: Compare and Contrast Point of View, T233 Close Read: Compare and Contrast Point of View, T238 Close Read: Compare and Contrast Point of View, T241 Close Read: Compare and Contrast Point of View, T247 Possible Teaching Point: Read Like a Writer: Author’s Craft, T250 Strategy Group: Compare and Contrast Point of View, T260-T261</td>
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<td>ELAGSE4RL7 Make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences.</td>
<td><strong>Unit 2:</strong> ELL Targeted Support: Visual and Contextual Support, T247 ELL Targeted Support: Visual and Contextual Support, T250 <strong>Unit 3:</strong> Possible Teaching Point: Read Like a Writer: Author’s Craft, T239</td>
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<td>ELAGSE4RL8 (Not applicable to literature).</td>
<td>Not applicable to literature according to the Georgia Standards of Excellence</td>
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<td>ELAGSE4RL9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</td>
<td><strong>Unit 2:</strong> Compare Texts, T27 <strong>Unit 4:</strong> Guided Reading Instruction Prompts: Make Connections, T97 Make Connections, T124-T125 Guided Reading Instruction Prompts: Compare Texts, T165 Reflect and Share: Write to Sources, T268-T269</td>
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<td><strong>Range of Reading and Level of Text Complexity</strong></td>
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| ELAGSE4RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | **Unit 1:**  
Matching Texts to Learning (Leveled Readers), T94-T95  
Matching Texts to Learning (Leveled Readers), T160-T161  
Matching Texts to Learning (Leveled Readers), T224-T225  
  
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**Unit 4:**  
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| ELAGSE4RI2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. | **Unit 1:**  
Minilesson: Use Text Evidence, T54-T55  
Analyze Main Idea and Details, T94  
Minilesson: Analyze Main Idea and Details, T116-T117  
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| ELAGSE4RI3 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. | **Unit 1:**  
Cross-Curricular Perspectives: Social Studies, T38  
Cross-Curricular Perspectives: Social Studies, T167  
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| ELAGSE4R15 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. | **Unit 1:**  
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| ELAGSE4RI6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | Unit 1:  
Refine Research: Primary and Secondary Sources, T372-T373  
Unit 5:  
Close Read: Compare and Contrast Accounts, T306  
Close Read: Compare and Contrast Accounts, T309  
Close Read: Compare and Contrast Accounts, T311  
Close Read: Compare and Contrast Accounts, T312  
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| **Integration of Knowledge and Ideas** | **Unit 1:**  
Explore the Map, T20  
Possible Teaching Point: Read Like a Writer: Author's Craft, T32  
Minilesson: Analyze Author's Use of Graphics, T66-T67  
Interact with Sources: Explore the Media, T154-T155  
Magazine Article, T158-T159  
Minilesson: Analyze Text Features, T248-T249  
Minilesson: Analyze Author's Use of Graphics, T264-T265  
**Unit 2:**  
Informational Text, T24  
ELL Targeted Support: Visual Support, T33  
Possible Teaching Point: Read Like a Writer: Author's Craft, T42  
ELL Targeted Support: Visual Support, T46  
Interact with Sources: Explore the Media, T92-T93  
ELL Targeted Support: Visual and Contextual Support, T105 |
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<td>Analyze Argument, T188-T189</td>
<td>Informational Texts and Video, T296-T297</td>
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<tr>
<td>Strategy Group: Analyze Group, T190-T191</td>
<td><strong>ELAGSE4RI8 Explain how an author uses reasons and evidence to support particular points in a text.</strong></td>
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<td>Opinions and Claims, T364</td>
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| ELAGSE4RI9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | **Unit 1:**  
Minilesson: Write to Sources, T256-T257  
Strategy Group: Compare Texts, T336  
Whole Group, T337  
Compare Across Texts, T362  
Networks, T362  
Turn, Talk, and Share: Benefits of Networks, T362  
ELL Targeted Support: Making Connections, T363  
**Unit 2:**  
Strategy Group: Compare Texts, T64  
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Minilesson: Talk About It, T136-T137  
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**Unit 3:**  
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**Unit 5:**  
Compare Across Texts, T360 |
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<td><strong>Range of Reading and Level of Text Complexity</strong></td>
<td><strong>Unit 1:</strong></td>
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<tr>
<td>ELAGSE4RI10 By the end of the year, read and comprehend</td>
<td>Matching Texts to Learning (Leveled Readers), T26-T27</td>
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<td>informational texts, including history/social studies,</td>
<td>Strategy Group: Identify Narrative Nonfiction, T28</td>
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<tr>
<td>science, and technical texts, in the grades 4-5 text</td>
<td>Matching Texts to Learning (Leveled Readers), T94-T95</td>
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<tr>
<td>complexity band proficiently, with scaffolding as needed</td>
<td>Identify Biographies, T94</td>
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<td>at the high end of the range.</td>
<td>Identify Magazine Articles, T160</td>
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<td>Matching Texts to Learning (Leveled Readers), T226-T227</td>
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<td>Explore and Plan: Informational Writing, T368</td>
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<td>Identify Autobiographies, T152</td>
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<td>Matching Texts to Learning (Leveled Readers), T224-T225</td>
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<td>Matching Texts to Learning (Leveled Readers), T304-T305</td>
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<td><strong>Unit 4:</strong></td>
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<td>Matching Texts to Learning (Leveled Readers), T232-T233</td>
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<td>Matching Texts to Learning (Leveled Readers), T304-T305</td>
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### English Language Arts Georgia Standards of Excellence (GSE)

**Continued**

ELAGSE4RI10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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**Continued**

**Unit 5:**
- Matching Texts to Learning (Leveled Readers), T26-T27
- Identify Informational Text, T26
- Identify Informational Text, T92
- Matching Texts to Learning (Leveled Readers), T92-T93
- Identify Argumentative Text, T158
- Matching Texts to Learning (Leveled Readers), T158-T159
- Reading Workshop: Matching Texts to Learning (Leveled Readers), T232-T233
- Reading Workshop: Matching Texts to Learning (Leveled Readers), T298-T299
- Critical Literacy, T364
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<tr>
<td><strong>Phonological Awareness</strong></td>
<td>Kindergarten and 1st grade only.</td>
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**Phonics and Word Recognition**

ELAGSE4RF3 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 (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

### Unit 1:

Possible Teaching Point: Word Study: Suffixes -ed, -ing, -s, -er, -est, T33
Possible Teaching Point: Word Study: Suffixes -ed, -ing, -s, -er, -est, T41
Possible Teaching Point: Word Study: Suffixes -ed, -ing, -s, -er, -est, T43
Academic Vocabulary: Related Words, T39
Academic Vocabulary: Related Words, T62-T63
Lessons 1-5: Suffixes -ed, -ing, -s, -er, -est, T64-T65
Lesson 4: Suffixes -ity, -ty, -ic, -ment, T201
Lesson 4: Syllable Patterns VCe, T263

### Unit 2:

Academic Vocabulary: Related Words, T43
Academic Vocabulary: Related Words, T66-T67
Word Study: Lesson 4: Prefixes mis-, en-, em-, T69

### Unit 3:

Academic Vocabulary: Related Words, T33
Academic Vocabulary: Related Words, T54-T55
Lessons 1-3, 5: Related Words, T56-T57
Possible Teaching Point: Word Study: Syllable Pattern V/CV, T233
Possible Teaching Point: Word Study: Syllable Pattern VC/V, T240
Possible Teaching Point: Word Study: Syllable Pattern VC/V, T246
Possible Teaching Point: Word Study: Syllable Pattern VC/V, T253
Lessons 1-3, 5: Syllable Patterns V/CV and VC/V, T274-T275
Lesson 4: Syllable Patterns V/CV and VC/V, T335
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| **Continued**

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context. | **Continued**

**Unit 4:**
Possible Teaching Point: Word Study: Greek and Latin Prefixes, T35
Possible Teaching Point: Word Study: Greek and Latin Prefixes, T44
Academic Vocabulary: Related Words, T45
Academic Vocabulary: Related Words, T64-T65
Possible Teaching Point: Word Study: Suffixes, T106
Lessons 1-5: Suffixes -able, -ible, T134-T135
Possible Teaching Point: Word Study: Prefixes im–, in–, ir–, T254
Lesson 4: Prefixes im–, in–, ir–, T347

**Unit 5:**
Academic Vocabulary: Related Words, T35
Academic Vocabulary: Related Words, T60-T61
Possible Teaching Point: Word Study: Suffixes –en, -ent, -ence, T106
Possible Teaching Point: Word Study: Syllable Pattern VCCCV, T165
Possible Teaching Point: Word Study: Syllable Pattern VCCCV, T169
Possible Teaching Point: Word Study | Syllable Pattern VCCCV, T177
Lesson 4: Suffixes –en, –ent, –ence, T209
Possible Teaching Point: Word Study: Prefix dis–, T246
Lesson 4: Syllable Pattern VCCCV, T269
Lesson 4: Word Parts sub–, inter–, fore–, T339
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<td>ELAGSE4RF4 Read with sufficient accuracy and fluency to support comprehension.</td>
<td>This standard is taught throughout the myView program. For representative pages, please see the following:</td>
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<td>a. Read on-level text with purpose and understanding.</td>
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<td><strong>Unit 2:</strong></td>
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<td>Read, T102</td>
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<td>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</td>
<td><strong>Unit 1:</strong>&lt;br&gt;Fluency: Rate, T48&lt;br&gt;Fluency: Prosody/Oral Reading Rate and Accuracy, T52&lt;br&gt;Fluency: Rate, T56&lt;br&gt;Fluency: Prosody/Oral Reading Rate and Accuracy, T114&lt;br&gt;&lt;br&gt;<strong>Unit 2:</strong>&lt;br&gt;Fluency: Rate/Oral Reading Rate and Accuracy, T126&lt;br&gt;Fluency: Prosody/Oral Reading Rate and Accuracy, T256&lt;br&gt;Fluency: Prosody/Oral Reading Rate and Accuracy, T326&lt;br&gt;&lt;br&gt;<strong>Unit 3:</strong>&lt;br&gt;Fluency: Prosody/Oral Reading Rate and Accuracy, T44&lt;br&gt;Fluency T148&lt;br&gt;Fluency: Prosody/Oral Reading Rate and Accuracy, T182&lt;br&gt;Fluency: Prosody/Oral Reading Rate and Accuracy, T326&lt;br&gt;&lt;br&gt;<strong>Unit 4:</strong>&lt;br&gt;Fluency, T50&lt;br&gt;Fluency: Prosody/Oral Reading Rate and Accuracy, T126&lt;br&gt;Fluency, T160&lt;br&gt;Fluency: Prosody/Oral Reading Rate and Accuracy, T190&lt;br&gt;Fluency: Rate, T48&lt;br&gt;Fluency: Prosody/Oral Reading Rate and Accuracy, T52&lt;br&gt;Fluency: Rate, T56&lt;br&gt;Fluency: Prosody/Oral Reading Rate and Accuracy, T114</td>
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| c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | **Unit 1:**  
Close Read: Vocabulary in Context, T34  
Possible Teaching Point: Academic Vocabulary: Context Clues, T166  
Close Read: Vocabulary in Context, T166  
Minilesson: Context Clues, T192-T193  
Close Read: Vocabulary in Context, T242  
Close Read: Vocabulary in Context, T311  

**Unit 2:**  
Close Read: Vocabulary in Context, T34  
Close Read: Vocabulary in Context, T122  
Possible Teaching Point: Academic Vocabulary: Context Clues, T184  
Academic Vocabulary: T204-T205  
Close Read: Vocabulary in Context, T248  
Close Read: Vocabulary in Context, T314  

**Unit 3:**  
Close Read: Vocabulary in Context, T37  
Close Read: Vocabulary in Context, T162  
Minilesson: Context Clues, T192-T193  
Close Read: Vocabulary in Context, T246  
Close Read: Vocabulary in Context/Fluency, T315  

**Unit 4:**  
Close Read: Vocabulary in Context, T34  
Close Read: Vocabulary in Context, T175  
Possible Teaching Point: Academic Vocabulary: Context Clues, T178  
Minilesson: Context Clues, T200-T201  
Close Read: Vocabulary in Context, T239  

**Unit 5:**  
Close Read: Analyze Vocabulary in Context, T40  
Close Read: Vocabulary in Context, T105  
Possible Teaching Point: Academic Vocabulary: Context Clues, T170  
Possible Teaching Point: Academic Vocabulary: Context Clues, T179  
Minilesson: Context Clues, T200-T201  
Close Read: Vocabulary in Context, T238  
Minilesson: Parts of Speech, T336 |
## Writing W

### Text Types and Purpose

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| **W1** Write opinion pieces on topics or texts, supporting a point of view with reasons. | **Unit 4:**  
Minilesson: Brainstorm a Topic and Opinion, T83  
Minilesson: Develop a Topic and Opinion, T148  
Minilesson: Compose the Introduction and Conclusion, T216  
Minilesson: Organize Reasons, T217  
Minilesson: Organize Supporting Details, T218  
Minilesson: Rearrange Ideas for Coherence and Clarity, T288  
Minilesson: Combine Ideas for Coherence and Clarity, T289  
Writing Assessment: Opinion Essay, T365 |
| **a.** 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.** Provide reasons that are supported by facts and details. | **Unit 4:**  
Genre Immersion Lesson, T80  
Independent Writing, T80  
Minilesson: Understand Reasons and Information, T82  
Minilesson: Brainstorm a Topic and Opinion, T83  
Plan Your Opinion Essay, T84  
Minilesson: Develop a Topic and Opinion, T148  
Minilesson: Develop Reasons, T149  
Minilesson: Develop Supporting Details and Facts, T150  
Minilesson: Write to Sources, T196-T197  
Minilesson: Organize Reasons, T217  
Minilesson: Organize Supporting Details, T218 |
| **c.** Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). | **Unit 4:**  
ELL Targeted Support: Use Transition and Phrases, T215  
Use Transition Words and Phrases, T219 |
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| **d. Provide a concluding statement or section related to the opinion presented.** | **Unit 3:** Collaborate and Discuss, T364-T365  
**Unit 4:** Minilesson: Develop a Concluding Statement, T151  
Compose the Introduction and Conclusion, T216  
Independent Writing, T216 |
| **ELAGSE4W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.** | **Unit 2:** Write for a Reader: Use Print and Graphic Features, T72-T73  
Write for a Reader: Use Print Text Features, T146-T147  
ELL Targeted Support: Develop an Introduction, T155  
Minilesson: Develop an Introduction, T156  
Compose Captions for Visuals, T159  
ELL Minilesson Support: Compose Body Paragraphs; Group Paragraphs into Sections, T219  
Compose Body Paragraphs, T221  
Group Paragraphs into Sections, T222  
**Unit 5:** Write for a Reader: Use Text Features, T272-T273 |
| **b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.** | **Unit 2:** Minilesson: Develop Relevant Details, T157  
Minilesson: Develop Different Types of Details, T158 |
| **c. Link ideas within categories of information using words and phrases. (e.g., another, for example, also, because).** | **Unit 2:** Develop Transitions, T223  
ELL Targeted Support: Edit for Coordinating Conjunctions, T285  
Use Linking Words and Phrases, T286  
Edit for Coordinating Conjunctions, T290 |
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| d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | Unit 2:  
Develop Different Types of Details, T158  
Use Precise Language and Vocabulary, T287  
Use Academic Words, T367 |
| e. Provide a concluding statement or section related to the information or explanation presented. | Unit 2:  
Develop a Conclusion, T160  
Share Back, T160  
Prepare for Assessment, T359 |
| ELAGSE4W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |  |
| a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. | Unit 1:  
Genre Immersion Lesson: Know the Narrator, T79  
Minilesson: Plan Your Personal Narrative, T82  
Minilesson: Portray People, T144  
Minilesson: Develop an Idea with Relevant Details, T146  
Minilesson: Develop and Compose an Introduction, T208  
Independent Writing, T208  
Share Back, T208  
**Unit 3:**  
Minilesson: Compose a Character Description: External, T136  
Minilesson: Compose a Character Description: Internal, T137  
Minilesson: Compose an Event Sequence, T209 |
| b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. | Unit 1:  
Minilesson: Compose Dialogue, T211  
Independent Writing, T211  
**Unit 3:**  
Minilesson: Compose Dialogue, T210 |
| c. Use a variety of transitional words and phrases to manage the sequence of events. | Unit 1:  
ELL Targeted Support: Use Transition Words and Phrases, T207  
Use Transition Words and Phrases, T210  
Independent Writing, T210  
**Unit 3:**  
Compose an Event Sequence, T209 |
### English Language Arts Georgia Standards of Excellence (GSE)

- **d. Use concrete words and phrases and sensory details to convey experiences and events precisely.**
  - **Unit 1:**
    - Use Concrete Words and Phrases, T147
    - Compose with Sensory Details, T148

- **e. Provide a conclusion that follows from the narrated experiences or events.**
  - **Unit 1:**
    - ELL Targeted Support: Develop and Compose a Conclusion, T207
    - Minilesson: Develop and Compose a Conclusion, T212
    - Share Back, T212
  - **Unit 3:**
    - Minilesson: Compose a Plot: Develop a Resolution, T140

### Production and Distribution of Writing

- **ELAGSE4W4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
  - **Unit 1:**
    - Brainstorm and Set a Purpose, T81
    - Plan Your Personal Narrative, T82
    - Compose an Event Sequence, T209
  - **Unit 2:**
    - Brainstorm and Set a Purpose, T85
    - Plan Your Travel Article, T86
    - Select a Genre, T225
    - Genre of Choice, T225
  - **Unit 3:**
    - Select a Genre, T213
    - Genre of Choice, T213
    - Writing Workshop, T279
  - **Unit 4:**
    - Select a Genre, T221
    - Genre of Choice, T221
  - **Unit 5:**
    - Plan Your Poem, 80
    - Select a Genre, T221
    - Genre of Choice, T221
## English Language Arts

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- **ELAGSE4W5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 4.)

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| **Unit 1:** | Develop an Idea with Relevant Details, T146  
Develop and Compose a Conclusion, T212  
What's Happening This Week?, T281  
Minilesson: Edit for Punctuation Marks, T355  
Minilesson: Prepare for Assessment, T357  
Peer Review, T376  
Differentiated Support: Intervention/Extend, T377 |
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| **Unit 2:** | Develop Relevant Details, T157  
Develop Different Types of Details, T158  
Minilesson: Edit for Capitalization, T288  
Minilesson: Prepare for Assessment, T359  
Revise and Edit, T378 |
| **Unit 3:** | Minilesson: Plan Your Realistic Fiction Story, T74  
Minilesson: Mentor STACK: Edit for Punctuation, T289  
Minilesson: Mentor STACK: Rearrange and Combine Ideas, T348  
Minilesson: Edit for Capitalization, T349  
Revise and Edit, T370 |
| **Unit 4:** | Minilesson: Plan Your Opinion Essay, T84  
Use Technology to Collaborate, T220  
ELL Targeted Support: Edit for Complete Sentences, T287  
Rearrange Ideas for Coherence and Clarify, T288  
Combine Ideas for Coherence and Clarity, T289  
Peer Edit, T290  
Minilesson: Prepare for Assessment, T363  
Revise and Edit, T382 |
| **Unit 5:** | Minilesson: Revise for Structure, T283  
Minilesson: Revise for Word Choice, T284  
Revise and Edit, T374 |
## A Correlation of myView Literacy ©2020, Grade 4 to the English Language Arts Georgia Standards of Excellence (GSE)

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| **ELAGSE4W6** 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 type a minimum of one page in a single sitting. | **Unit 1:**  
Minilesson: Publish and Celebrate, T356  
Customize It!, T370  
Collaborate, T374  
Incorporate Media, T374  
Celebrate!, T378  
Customize It!, T378  
**Unit 2:**  
Compose with Multimedia, T224  
**Unit 4:**  
Extend Research: Create a Strong Media Message, T380-T381  
**Unit 5:**  
Customize It!, T374 |

### Research to Build and Present Knowledge

**ELAGSE4W7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.

| **Unit 1:**  
Introduce the Project, T364  
Collaborate, T364  
Conduct Research: Field Research, T368-T368  
**Unit 2:**  
Conduct Research: Library Databases, T370-T371  
Extend Research: Incorporate Media, T376-T377  
**Unit 3:**  
Conduct Research: Search Engines, T362-T363  
Extend Research: Incorporate Media, T368-T369  
**Unit 4:**  
Conduct Research: Request Information, T374-T375  
Extend Research: Create a Strong Media Message, T380-T381  
**Unit 5:**  
Inquire: Introduce the Project, T362  
Conduct Research: Expert Assistance, T366-T367 |
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| ELAGSE4W8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. | Unit 1:  
Brainstorm and Set a Purpose, T81  
Research Articles, T364  
Conduct Research: Field Research, T368  
Next Steps, T369  
Customize It!, T376  
**Unit 2:**  
Library Databases, T370  
Refine Research: Develop a Bibliography, T374  
**Unit 3:**  
Take Notes, T146  
Conduct Research: Search Engines, T362-T363  
Extend Research: Incorporate Media, T368-T369  
**Unit 4:**  
Conduct Research: Request Information, T374-T375  
Extend Research: Create a Strong Media Message, T380-T381  
**Unit 5:**  
Extend Research: Online Archives, T372-T373  
Collaborate, T372  
Bibliography, T376 |
| ELAGSE4W9 Draw evidence from literary or informational texts to support analysis, reflection, and research. | **Unit 2:**  
Minilesson: Write to Sources, T200  
**Unit 3:**  
Minilesson: Write to Sources, T116  
Minilesson: Write to Sources, T268  
**Unit 4:**  
Minilesson: Write to Sources, T128  
Minilesson: Write to Sources, T196  
Minilesson: Write to Sources, T268  
Next Steps, T375 |
| a. Apply grade 4 Reading Standards to literature (e.g., “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]”). | **Unit 2:**  
Minilesson: Write to Sources, T200  
**Unit 3:**  
Minilesson: Write to Sources, T116  
Minilesson: Write to Sources, T268  
**Unit 4:**  
Minilesson: Write to Sources, T128  
Minilesson: Write to Sources, T196  
Minilesson: Write to Sources, T268  
Next Steps, T375 |
### English Language Arts Georgia Standards of Excellence (GSE)

b. Apply grade 4 Reading Standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

| Unit 1: | Minilesson: Write to Sources, T188  
|         | Minilesson: Write to Sources, T256  
| Unit 2: | Minilesson: Write to Sources, T136  
| Unit 3: | Minilesson: Write to Sources, T188  
| Unit 5: | Minilesson: Write to Sources, T122  
|         | Minilesson: Write to Sources, T196  
|         | Minilesson: Write to Sources, T262  

### Range of Writing

ELAGSE4W10 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.

| Unit 1: | Brainstorm and Set a Purpose, T81  
|         | Reflect and Share: Write to Sources, T124-T125  
|         | Write for a Reader: Use Text Structure, T198-T199  
|         | Reflect and Share: Write to Sources, T256-T257  
|         | Write for a Reader: Develop Author’s Purpose, T344-T345  
| Unit 2: | Brainstorm and Set a Purpose, T85  
|         | Plan Your Travel Article, T86  
|         | Minilesson: Write to Sources, T200-T201  
|         | Writing Assessment: Travel Article, T361  
|         | Write for a Reader: Use Imagery, T276-T277  
| Unit 3: | Reflect and Share: Write to Sources, T116-T117  
|         | Writing Club, T141  
|         | Reflect and Share: Write to Sources, T188-T189  
|         | Compose Dialogue, T210  
|         | Write for a Reader: Audience, T364  
| Unit 4: | Plan Your Opinion Essay, T84-T85  
|         | Write for a Reader, Use Exaggeration, T138-T139  
|         | Independent Writing, T150  
|         | Writing Assessment, T365  
|         | Next Steps, T375  
|         | Write for a Reader: Audience, T376  

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<td><strong>Unit 5:</strong></td>
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<td>ELAGSE4W10 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.</td>
<td>Reflect and Share: Write to Sources, T122-T123</td>
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<td>Apply, T133</td>
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<td>Write for a Reader: Use Literary Devices, T206-T207</td>
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<td>Select a Genre, T221</td>
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<td><strong>Speaking and Listening SL</strong></td>
<td><strong>Comprehension and Collaboration</strong></td>
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<tr>
<td>ELAGSE4SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <em>grade 4 topics and texts</em>, building on others’ ideas and expressing their own clearly.</td>
<td>Unit 1: Respond and Analyze: My View, T46-T47</td>
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<td>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</td>
<td>Reflect and Share: Talk About It, T58-T59</td>
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<td>Respond and Analyze: My View, T112-T113</td>
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<td>Respond and Analyze: My View, T176-T177</td>
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<td>Reflect and Share: Talk About It, T334</td>
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<td>Reflect and Share: Talk About It, T62-T63</td>
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<td>Respond and Analyze: My View, T254-T255</td>
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<td>Respond and Analyze: My View, T336</td>
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<td>Unit 3: Respond and Analyze: My View, T38-T39</td>
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<td>Reflect and Share: Talk About It, T50</td>
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<td>Respond and Analyze: My View, T218-T219</td>
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<td>Reflect and Share: Talk About It, T316-T317</td>
<td>Respond and Analyze: My View, T316-T317</td>
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<td>Reflect and Share: Talk About It, T340</td>
<td>Reflect and Share: Talk About It, T340</td>
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<td>Unit 4: Respond and Analyze: My View, T48-T49</td>
<td>Unit 4: Respond and Analyze: My View, T48-T49</td>
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<td>Reflect and Share: Talk About It, T60</td>
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<td>Respond and Analyze: My View, T116-T117</td>
<td>Respond and Analyze: My View, T184-T185</td>
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<td>Respond and Analyze: My View, T256-T257</td>
<td>Respond and Analyze: My View, T256-T257</td>
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<td>Reflect and Share: Talk About It, T340</td>
<td>Reflect and Share: Talk About It, T340</td>
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<td>Unit 5: Respond and Analyze: My View, T44-T45</td>
<td>Unit 5: Respond and Analyze: My View, T44-T45</td>
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<td>Reflect and Share: Talk About It, T56</td>
<td>Reflect and Share: Talk About It, T56</td>
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<td>Respond and Analyze: My View, T184-T185</td>
<td>Respond and Analyze: My View, T184-T185</td>
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<td>Respond and Analyze: My View, T250-T251</td>
<td>Respond and Analyze: My View, T250-T251</td>
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<td>Respond and Analyze: My View, T320-T321</td>
<td>Respond and Analyze: My View, T320-T321</td>
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<tr>
<td>Reflect and Share: Talk About It, T332</td>
<td>Reflect and Share: Talk About It, T332</td>
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**b.** Follow agreed-upon rules for discussions and carry out assigned roles.

| Unit 1: | Reflect and Share: Talk About It, T58  
|         | Reflect and Share: Talk About It, T334  
|         | Book Club Options, T381 |
| **Unit 2:** | Reflect and Share: Talk About It, T336  
|         | Book Club Options, T383 |
| **Unit 3:** | Reflect and Share: Talk About It, T50-T51  
|         | Reflect and Share: Talk About It, T328-T329  
|         | Book Club Options, T375 |
| **Unit 4:** | Reflect and Share: Talk About It, T340-T341  
|         | Book Club Options, T387 |
| **Unit 5:** | Reflect and Share: Talk About It, T56-T57  
|         | Reflect and Share: Talk About It, T332-T333  
|         | Book Club Options, T379 |

**c.** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

| Unit 1: | Respond and Analyze: My View, T46-T47  
|         | Respond and Analyze: My View, T112-T113  
|         | Respond and Analyze: My View, T176-T177  
|         | Respond and Analyze: My View, T244-T245  
|         | Respond and Analyze: My View, T322-T323  
|         | Reflect and Share: Talk About It, T334 |
| **Unit 2:** | Respond and Analyze: My View, T50-T51  
|         | Respond and Analyze: My View, T188-T189  
|         | Respond and Analyze: My View, T254-T255  
|         | Respond and Analyze: My View, T324-T325 |
| **Unit 3:** | Reflect and Share: Talk About It, T50  
|         | Respond and Analyze: My View, T176-T177  
|         | Reflect and Share: Talk About It, T328-T329 |
| **Unit 4:** | Reflect and Share: Talk About It, T60-T61  
|         | Respond and Analyze: My View, T184-T185  
|         | Reflect and Share: Talk About It, T340-T341 |
| **Unit 5:** | Reflect and Share: Talk About It, T56  
<p>|         | Reflect and Share: Talk About It, T332-T333 |</p>
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| d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | **Unit 1:**  
Respond and Analyze: My View, T46-T47  
Reflect and Share: Talk About It, T58-T59  
Whole Group, T61  
Respond and Analyze: My View, T112-T113  
Respond and Analyze: My View, T176-T177  
Reflect and Share: Talk About It, T334  
**Unit 2:**  
Respond and Analyze: My View, T50-T51  
Minilesson: Express an Opinion, T62-T63  
Respond and Analyze: My View, T124-T125  
Respond and Analyze: My View, T254-T255  
Respond and Analyze: My View, T324-T325  
Reflect and Share: Talk About It, T336  
**Unit 3:**  
Respond and Analyze: My View, T38-T39  
Respond and Analyze: My View, T104-T105  
Interact with Sources: Explore the Media, T146-T147  
Respond and Analyze: My View, T176-T177  
Respond and Analyze: My View, T316-T317  
**Unit 4:**  
Respond and Analyze: My View, T48-T49  
Reflect and Share: Talk About It, T60  
Respond and Analyze: My View, T116-T117  
Respond and Analyze: My View, T184-T185  
Minilesson: Write to Sources, T196  
Whole Group, T199  
Respond and Analyze: My View, T256-T257  
**Unit 5:**  
Respond and Analyze: My View, T44-T45  
Respond and Analyze: My View, T110-T111  
Respond and Analyze: My View, T184-T185  
Respond and Analyze: My View, T250-T251  
Respond and Analyze: My View, T320-T321 |
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| ELAGSE4SL2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | **Unit 1:**
Listening Comprehension, T22-T23
Summarize, T293
Close Read: Summarize a Text, T301
Close Read: Summarize a Text, T304
Close Read: Summarize a Text, T312
Summarize a Text, T330-T331
**Unit 2:**
Listening Comprehension, T22-T23
**Unit 3:**
Listening Comprehension, T22-T23
**Unit 4:**
Listening Comprehension, T22-T23
Close Read: Summarize Literary Text, T182
Summarize Literary Text, T192-T193
**Unit 5:**
Listening Comprehension, T22-T23
Summarize Argumentative Text, T172
Summarize Argumentative Text, T176
Summarize Argumentative Text, T181
Summarize Argumentative Text, T192-T193 |
| ELAGSE4SL3 Identify the reasons and evidence a speaker provides to support particular points. | **Unit 5:**
Close Read: Analyze Argument, T164
Close Read: Analyze Argument, T165
Close Read: Analyze Argument, T168
Close Read: Analyze Argument, T171
Close Read: Analyze Argument, T175
Analyze Argument, T188-T189 |
| **Presentation of Knowledge and Ideas** | **Unit 1:**
Celebrate and Reflect: Celebrate!, T378
**Unit 2:**
Celebrate and Reflect: Celebrate!, T378
**Unit 3:**
Publish and Celebrate, T350
**Unit 4:**
Publish and Celebrate, T362
Celebrate and Reflect: Celebrate!, T384
**Unit 5:**
Celebrate and Reflect: Celebrate!, T377 |
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| ELAGSE4SL5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. | **Unit 1:** Extend Research: Incorporate Media, T374-T375  
**Unit 2:** Extend Research: Incorporate Media, T376-T377  
**Unit 3:** Minilesson: Publish and Celebrate, T350  
Extend Research: Incorporate Media, T368-T369  
**Unit 5:** Minilesson: Publish and Celebrate, T354 |
| ELAGSE4SL6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standard 1 for specific expectations.) | **Unit 3:** Write for a Reader, T364  
ELL Targeted Support, T371  
**Unit 4:** Write for a Reader, T376  
**Unit 5:** Conduct Research: Expert Assistance, T366 |
| **Language L** |  |
| **Conventions of Standard English** |  |
| ELAGSE4L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. |  |
| a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). | **Unit 1:** Minilesson: Edit for Adverbs, T279  
Minilesson: Edit for Pronouns, T280  
**Unit 2:** Minilesson: Edit for Adverbs, T289  
**Unit 3:** Minilesson: Use Pronouns, T292  
**Unit 5:** Lessons 2-5: Relative Adverbs, T70-T71  
Lesson 1: Relative Adverbs, T136 |
| b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb aspects. | **Unit 3:** Lessons 2-5: Progressive Verb Tenses, T282-T283  
Lesson 1: Spiral Review, T342  
**Unit 5:** ELL Targeted Support: Present Progressive, T62  
Minilesson: Use Verbs, T282 |
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<td>c. Use helping/linking verbs to convey various conditions.</td>
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<td>Lesson 1: Auxiliary Verbs, T74</td>
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<td>d. Order adjectives within sentences according to conventional patterns (e.g., <em>a small red bag</em> rather than <em>a red small bag</em>).</td>
<td>Unit 1:</td>
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<td>Unit 5:</td>
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<td>e. Form and use prepositional phrases.*</td>
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<td>Unit 5:</td>
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<td>Edit for Prepositional Phrases, T286</td>
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<td>f. Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.*</td>
<td>Unit 1:</td>
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<td>Lessons 2-5: Language and Conventions: Complete Sentences. T202-T203</td>
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<td>Minilesson: Edit Complete Sentences, T356</td>
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<td>g. Correctly use frequently confused words (e.g., <em>to</em>, <em>too</em>, <em>two</em>; <em>there</em>, <em>their</em>).*</td>
<td>Unit 4:</td>
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| h. Write legibly in cursive, leaving spaces between letters in a word and between words in a sentence. | Unit 1: Publish and Celebrate, T356  
Unit 2: Publish and Celebrate, T358  
Unit 3: Publish and Celebrate, T350  
Unit 4: Publish a Final Draft, T361  
Unit 5: Prepare for the Celebration, T353 |

ELAGSE4L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Edit for Capitalization, T288  
Unit 3: Edit for Capitalization, T349  
Unit 5: Language & Conventions: Lessons 2-5, Capitalization Rules, T136-T137  
Lessons 1: Capitalization Rules, T210  
Lesson 1: Title Capitalization, T276 |

| b. Use commas and quotation marks to mark direct speech and quotations from a text. | Unit 1: Minilesson: Edit for Punctuation Marks, T355  
Unit 3: ELL Targeted Support: Compose Dialogue, T207  
Compose Dialogue, T210  
Edit for Punctuation, T289  
Refine Research: Paraphrasing and Quoting, T366  
Unit 5: Language & Conventions: Dialogue Punctuation, T346-T347 |
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<tr>
<td>c. Use a comma before a coordinating conjunction in a compound sentence.</td>
<td>Unit 1: Minilesson: Edit for Punctuation Marks, T355&lt;br&gt;Unit 2: Lessons 2-5: Compound Sentences, T76-T77&lt;br&gt;Edit for Coordinating Conjunctions, T290&lt;br&gt;Unit 3: Edit for Coordinating Conjunctions, T291&lt;br&gt;Unit 5: Lessons 2-5: Comma Rules, T276-T277&lt;br&gt;Lesson 1: Comma Rules, T346</td>
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| **Continued**  
d. Spell grade-appropriate words correctly, consulting references as needed. | **Continued**  
Lessons 1-3, 5: Spelling: Spell Prefixes im–, in–, ir–, T280-T281  
Lessons 1-3, 5: Spelling: Spell Prefixes im–, in–, ir–, T352-T353  
**Unit 5:**  
Lessons 1-3, 5: Spelling: Spell Latin Roots gener, port, dur, ject, T68-T69  
Lessons 1-3, 5: Spelling: Spell Words with Suffixes –en, –ent, –ence, T134-T135  
Lessons 1-5: Spell Multisyllabic Words, T208-T209  
Lessons 1-3, 5: Spelling: Spell Prefixes dis-, over-, non-, under-, T274-T275  
Lessons 1-3, 5: Spelling: Spell Words with sub-, inter-, fore-, T344-T345 |

**Knowledge of Language**

ELAGSE4L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

| a. Choose words and phrases to convey ideas precisely.* | **Unit 1:**  
ELL Targeted Support: Use Concrete Words and Phrases, T143  
Use Concrete Words and Phrases, T147  
Compose with Sensory Details, T148  
Develop Vocabulary, T244-T245  
**Unit 2:**  
Develop Vocabulary, T124-T125  
Strategy Group: Develop Vocabulary, T190  
Whole Group, T191  
Write for a Reader, T276-T277  
Use Precise Language and Vocabulary, T287  
**Unit 3:**  
Develop Vocabulary, T38-T39  
Develop Vocabulary, T316-T317  
**Unit 4:**  
Develop Vocabulary, T48-T49  
Develop Vocabulary, T116-T117  
Develop Vocabulary, T256-T257 |
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| **Continued**  
a. Choose words and phrases to convey ideas precisely.*  | **Continued**  
**Unit 5:**  
Develop Vocabulary, T110-T111  
Read Like a Writer, T130-T131  
Possible Teaching Point: Read Like a Writer, T183  
ELL Targeted Support: Add and Delete Ideas for Coherence and Clarity, T351  
Add and Delete Ideas for Coherence and Clarity, T352 |
| b. Choose punctuation for effect.* | **Unit 5:**  
Minilesson: Explore What Poetry Looks Like, T78  
ELL Targeted Support: Select Punctuation, T215  
Minilesson: Select Punctuation, T218 |
| c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). | **Unit 3:**  
Write for a Reader, T364  
Collaborate and Discuss: Revise and Edit, T370  
ELL Targeted Support, T371  
**Unit 4:**  
Write for a Reader, T376  
Customize It!, T382  
**Unit 5:**  
Conduct Research: Expert Assistance, T366  
Student Interactive: Reach Out to a Pro, T367 |
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| ELAGSE4L4 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. | **Unit 1:**  
Close Read: Vocabulary in Context, T34  
Possible Teaching Point: Academic Vocabulary: Context Clues, T166  
Close Read: Vocabulary in Context, T166  
Minilesson: Context Clues, T192-T193  
Close Read: Vocabulary in Context, T242  
Close Read: Vocabulary in Context, T311  
**Unit 2:**  
Close Read: Vocabulary in Context, T34  
Close Read: Vocabulary in Context, T122  
Possible Teaching Point:  
Academic Vocabulary: Context Clues, T184  
Academic Vocabulary: T204-T205  
Close Read: Vocabulary in Context, T248  
Close Read: Vocabulary in Context, T314  
**Unit 3:**  
Develop Vocabulary, T26  
Close Read: Vocabulary in Context, T37  
Develop Vocabulary, T152  
Close Read: Vocabulary in Context, T162  
Minilesson: Context Clues, T192-T193  
Close Read: Vocabulary in Context, T246  
Close Read: Vocabulary in Context, T315  
**Unit 4:**  
Close Read: Vocabulary in Context, T34  
Close Read: Vocabulary in Context, T175  
Possible Teaching Point: Academic Vocabulary: Context Clues, T178  
Minilesson: Context Clues, T200-T201  
Close Read: Vocabulary in Context, T239  
Possible Teaching Point: Read Like a Writer: Author's Craft, T255  
**Unit 5:**  
Close Read: Analyze Vocabulary in Context, T40  
Close Read: Vocabulary in Context, T105  
Possible Teaching Point: Academic Vocabulary: Context Clues, T170  
Minilesson: Context Clues, T200-T201  
Close Read: Vocabulary in Context, T238  
Minilesson: Parts of Speech, T336 |
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| b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). | **Unit 1:**  
Preview Vocabulary, T296  
**Unit 2:**  
Possible Teaching Point: Word Study: Greek Roots, T245  
Possible Teaching Point: Word Study: Greek Roots, T253  
Lessons 1-3, 5: Greek Roots, T272-T273  
Lessons 1-5: Latin Roots, T342-T343  
Word Study: Lesson 4: Greek Roots bio, phon, scope, graph, meter, tele, T343  
**Unit 3:**  
Word Study: Lesson 4: Greek Roots bio, phon, scope, graph, meter, tele, T57  
Lesson 4: Words with Latin Roots, T63  
**Unit 4:**  
Possible Teaching Point: Word Study: Greek and Latin Prefixes, T35  
Lessons 1-3, 5: Greek and Latin Prefixes, T66-T67  
Lesson 4: Greek and Latin Prefixes, T135  
**Unit 5:**  
Possible Teaching Point: Word Study: Latin Roots, T43  
Lessons 1-3, 5: Latin Roots gener, port, dur, ject, T62-T63  
Lesson 4: Latin Roots gener, port, dur, ject, T129  
Lessons 1-3, 5: Prefixes dis-, over-, non-, under-, T338-T339 |
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| c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | **Unit 1:**  
Related Words, T62  
How to Use a Glossary, T394-T395  
**Unit 2:**  
Word Study: Vowel Diphthongs: Lesson 1, T142  
ELL Targeted Support: Develop Different Types of Details, T155  
How to Use a Glossary, T396-T397  
**Unit 3:**  
Develop Vocabulary, T38  
Student Interactive: Develop Vocabulary, T105  
Close Read: Vocabulary in Context, T315  
Word Study: Silent Letters: Lesson 2, T334  
How to Use a Glossary, T388-T389  
**Unit 4:**  
Close Read: Vocabulary in Context, T104  
How to Use a Glossary, T400-T401  
**Unit 5:**  
How to Use a Glossary, T392-T393 |
ELAGSE4L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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<th>a. Explain the meaning of simple similes and metaphors (e.g., <em>as pretty as a picture</em>) in context.</th>
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| **Unit 1:**  
Academic Vocabulary: Figurative Language, T242  
Minilesson: Figurative Language, T260-T261  
Possible Teaching Point: Read Like a Writer: Author's Craft, T319  
**Unit 2:**  
Possible Teaching Point: Read Like a Writer: Author's Craft, T36  
Possible Teaching Point: Read Like a Writer: Author's Craft, T185  
Minilesson: Use Figurative Language, T210-T211  
**Unit 3:**  
Possible Teaching Point: Read Like a Writer: Author's Craft, T34  
Possible Teaching Point: Read Like a Writer: Author's Craft, T99  
Possible Teaching Point: Academic Language: Figurative Language, T249  
Minilesson: Figurative Language, T272-T273  
**Unit 5:**  
Academic Vocabulary: Figurative Language, T238  
Academic Vocabulary: Figurative Language, T240  
Academic Vocabulary: Figurative Language, T266-T267 |

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<th>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</th>
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| **Unit 2:**  
ELL Targeted Support: Expressions, T313  
ELL Targeted Support: Expressions, T323  
**Unit 3:**  
Read Like a Writer: Analyze Adages and Proverbs, T124-T125  
**Unit 4:**  
First Read: Generate Questions, T174 |
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| c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). | **Unit 1:**  
Possible Teaching Point: Academic Vocabulary: Synonyms and Antonyms, T101  
Minilesson: Synonyms and Antonyms, T128-T129  
First Read: Notice, T309  
**Unit 2:**  
Possible Teaching Point: Academic Vocabulary: Synonyms and Antonyms, T122  
Minilesson: Synonyms and Antonyms, T140-T141  
**Unit 3:**  
Possible Teaching Point: Academic Vocabulary: Synonyms, T93  
Possible Teaching Point: Academic Vocabulary: Synonyms, T101  
Minilesson: Synonyms and Antonyms, T120-T121  
**Unit 4:**  
Possible Teaching Point: Academic Vocabulary: Synonyms, T103  
Possible Teaching Point: Academic Vocabulary: Synonyms, T111  
Possible Teaching Point: Academic Vocabulary: Synonyms and Antonyms, T115  
Synonyms and Antonyms, T132-T133  
**Unit 5:**  
Possible Teaching Point: Academic Vocabulary: Synonyms and Antonyms, T101  
Possible Teaching Point: Academic Vocabulary: Synonyms and Antonyms, T104  
Possible Teaching Point: Academic Vocabulary: Synonyms and Antonyms, T108  
Minilesson: Synonyms and Antonyms, T126 |
ELAGSE4L6 Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and words and phrases basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

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| **Unit 1:**
Academic Vocabulary, T14
Language of the Genre, T24
Preview Vocabulary, T98-T99
Preview Vocabulary, T164-T165
Preview Vocabulary, T228-T229
Use Academic Words: Collaborate, T365
**Unit 2:**
Academic Vocabulary, T14
Preview Vocabulary, T30-T31
Language of the Genre, T96
Academic Vocabulary, T204
Academic Vocabulary, T340
Use Academic Words: Collaborate, T367
ELL Targeted Support, T373
**Unit 3:**
Academic Vocabulary, T14
Preview Vocabulary, T30-T31
Preview Vocabulary, T90-T91
Language of the Genre, T222
ELL Targeted Support: Academic Vocabulary, T235
Use Academic Words: Collaborate, T359
**Unit 4:**
Academic Vocabulary, T14
Preview Vocabulary, T30-T31
Academic Vocabulary, T64
Language of the Genre, T94
Preview Vocabulary, T236-237
Use Academic Words: Collaborate, T371
**Unit 5:**
Academic Vocabulary, T14
Language of the Genre, T24
Preview Vocabulary, T30-T31
Preview Vocabulary, T162-T163 Minilesson: Develop Vocabulary, T250
Assess Understanding, T337
Use Academic Words: Collaborate, T363