

Grade 4
English/Language Arts
Trimester 2

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| <p>Text Resources (Core) <i>StoryTown - Grade 4</i></p> <ul style="list-style-type: none"> • Teacher’s Edition: Themes 3 & 4: Natural Changes & Imagination at Work <p><i>StoryTown – Teacher Support Book</i> <i>Step Up to Writing: Gr. 4, Units 5-7</i></p> | <p>High Frequency Word List <i>Fry Word List</i></p> <ul style="list-style-type: none"> • Mastery of lists #1-12 | <p>Spelling Word List <i>StoryTown - Grade 4</i></p> | <p>Written-Language Production</p> <p>Handwriting: <i>Cursive Reinforcement</i> <i>Zaner-Bloser</i> (supplemental)</p> <ul style="list-style-type: none"> • Gr. 4- Cursive Reinforcement <p>Keyboarding: <i>Typing Agent</i></p> |
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Alaska English/Language Arts Standards
Reading Standards for Literature

- RL-1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the texts.
- RL-2.** Determine a theme or author’s message or purpose of a story, drama or poem using details and evidence from the text as support; summarize main idea or events, in correct sequence, including how conflicts are involved.
- RL-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).
- RL-4.** Determine the meaning of words and phrases as they are used in a text, including figurative language and literary devices (e.g., imagery, metaphors, similes).
- RL-5.** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse and rhythm) and drama (e.g. casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- RL-7.** Make Connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- RL-9.** Compare and Contrast the treatment of similar themes and plots (e.g. opposition of good and evil) and patterns of events (e.g., the quest) in literature.
- RL-10.** By the end of the year read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5) with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text

- RI-1.** Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.
- RI-2.** Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate
- RI-3.** Explain relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI-4.** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade 4 topic or subject area.
- RI-5.** Describe the overall structure (e.g. sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in a text or part of a text.
- RI-7.** Interpret information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web Pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI-8.** Explain how an author uses reasons and evidence to support particular points in a text.
- RI-9.** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RI-10.** By the end of the year, read and comprehend a range of informational texts, including history/social studies, science and technical texts within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.

Reading Standards for Foundational Skills

- RF-3.** Know and apply grade-level phonics and word analysis skills in decoding words.
 - 3a.** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF-4.** Read with sufficient accuracy and fluency to support comprehension.
 - 4a.** Read on-level text with purpose and understanding.
 - 4b.** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - 4c.** Use context to confirm or self-correct word-recognition and understanding, rereading as necessary.

Writing Standards

W-2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), labeled or captioned visuals/diagrams, and multimedia when useful to aiding comprehension.

2b. Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus.

2e. Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.

W-3. Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).

3a. Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

3b. Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts.

3c. Use a variety of transitional words and phrases to develop the sequence of events.

3d. Use concrete words and phrases and sensory details, and elaboration to convey experiences and events precisely.

3e. Provide a conclusion that follows from the narrated experiences or events.

W-4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W-5. 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.)

W-6. With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others and to locate information about topics; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W-8. 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.

W-9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

9b. 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.”).

W-10. 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.

Speaking and Listening Standards

SL-1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Language Standards

L-1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1a. Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns (*who, whose, whom, which, that*), and relative adverbs (*where, when, why*) appropriate to function and purpose in order to apply the conventions of English.

1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. *

1g. Correctly use frequently confused words (e.g., *to, too, two, there, their*).*

L-2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

2a. Use correct capitalization.

2b. Use commas and quotation marks to mark direct speech and quotations from a text.

2c. Use a comma before a coordinating conjunction in a compound sentence.

2d. Spell grade-appropriate words correctly, consulting references as needed.

L-3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

3a. Choose words and phrases to convey ideas precisely. *

L-4. 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.

4a. Determine meaning of unfamiliar words by using knowledge of phonetics, word structure, and language structure through reading words in text (word order, grammar, syntax), use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).

4c. 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.

L-5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

5c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L-6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

Fry Words – The First Hundred

List 1

the
of
and
a
to
in
is
you
that
it
he
was
for
on
are
as
with
his
they
I
at
be
this
have
from

List 2

or
one
had
by
words
but
not
what
all
were
we
when
your
can
said
there
use
an
each
which
she
do
how
their
if

List 3

will
up
other
about
out
many
then
them
these
so
some
her
would
make
like
him
into
time
has
look
two
more
write
go
see

List 4

number
no
way
could
people
my
than
first
water
been
called
who
oil
sit
now
find
long
down
day
did
get
come
made
may
part

Fry Words – The Second Hundred

List 1

over
new
sound
take
only
little
work
know
place
years
live
me
back
give
most
very
after
things
our
just
name
good
sentence
man
think

List 2

say
great
where
help
through
much
before
line
right
too
means
old
any
same
tell
boy
follow
came
want
show
also
around
form
three
small

List 3

set
put
end
does
another
well
large
must
big
even
such
because
turn
here
why
ask
went
men
read
need
land
different
home
us
move

List 4

try
kind
hand
picture
again
change
off
play
spell
air
away
animal
house
point
page
letter
mother
answer
found
study
still
learn
should
America
world

Fry Words – The Third Hundred

List 1

high
every
near
add
food
between
own
below
country
plant
last
school
father
keep
tree
never
start
city
earth
eyes
light
thought
head
under
story

List 2

saw
left
don't
few
while
along
might
close
something
seem
next
hard
open
example
begin
life
always
those
both
paper
together
got
group
often
run

List 3

important
until
children
side
feet
car
mile
night
walk
white
sea
began
grow
took
river
four
carry
state
once
book
hear
stop
without
second
late

List 4

miss
idea
enough
eat
face
watch
far
Indian
real
almost
let
above
girl
sometimes
mountains
cut
young
talk
soon
list
song
being
leave
family
it's

Fry Words – The Fourth Hundred

List 1

body
music
color
stand
sun
questions
fish
area
mark
dog
horse
birds
problem
complete
room
knew
since
ever
piece
told
usually
didn't
friends
easy
heard

List 2

order
red
door
sure
become
top
ship
across
today
during
short
better
best
however
low
hours
black
products
happened
whole
measure
remember
early
waves
reached

List 3

listen
wind
rock
space
covered
fast
several
hold
himself
toward
five
step
morning
passed
vowel
true
hundred
against
pattern
numeral
table
north
slowly
money
map

List 4

farm
pulled
draw
voice
seen
cold
cried
plan
notice
south
sing
war
ground
fall
king
town
I'll
unit
figure
certain
field
travel
wood
fire
upon

Fry Words – The Fifth Hundred

List 1

done
English
road
half
ten
fly
gave
box
finally
wait
correct
oh
quickly
person
became
shown
minutes
strong
verb
stars
front
feel
fact
inches
street

List 2

decided
contain
course
surface
produce
building
ocean
class
note
nothing
rest
carefully
scientists
inside
wheels
stay
green
known
island
week
less
machine
base
ago
stood

List 3

plane
system
behind
ran
round
boat
game
force
brought
understand
warm
common
bring
explain
dry
though
language
shape
deep
thousands
yes
clear
equation
yet
government

List 4

filled
heat
full
hot
check
object
am
rule
among
noun
power
cannot
able
six
size
dark
ball
material
special
heavy
fine
pair
circle
include
built

Fry Words – The Sixth Hundred

List 1

can't
matter
square
syllables
perhaps
bill
felt
suddenly
test
direction
center
farmers
ready
anything
divided
general
energy
subject
Europe
moon
region
return
believe
dance
members

List 2

picked
simple
cells
paint
mind
love
cause
rain
exercise
eggs
train
blue
wish
drop
developed
window
difference
distance
heart
site
sum
summer
wall
forest
probably

List 3

legs
sat
main
winter
wide
written
length
reason
kept
interest
arms
brother
race
present
beautiful
store
job
edge
past
sign
record
finished
discovered
wild
happy

List 4

beside
gone
sky
grass
million
west
lay
weather
root
instruments
meet
third
months
paragraph
raised
represent
soft
whether
clothes
flowers
shall
teacher
held
describe
drive

Fry Words – The Seventh Hundred

List 1

cross
speak
solve
appear
metal
son
either
ice
sleep
village
factors
result
jumped
snow
ride
care
floor
hill
pushed
baby
buy
century
outside
everything
tall

List 2

already
instead
phrase
soil
bed
copy
free
hope
spring
case
laughed
nation
quite
type
themselves
temperature
bright
lead
everyone
method
section
lake
iron
within
dictionary

List 3

hair
age
amount
scale
pounds
although
per
broken
moment
tiny
possible
gold
milk
quiet
natural
lot
stone
act
build
middle
speed
count
consonant
someone
sail

List 4

rolled
bear
wonder
smiled
angle
fraction
Africa
killed
melody
bottom
trip
hole
poor
let's
fight
surprise
French
died
beat
exactly
remain
dress
cat
couldn't
fingers

Fry Words – The Eighth Hundred

List 1

row
least
catch
climbed
wrote
shouted
continued
itself
else
plains
gas
England
burning
design
joined
foot
law
ears
glass
you're
grew
skin
valley
cents
key

List 2

president
brown
trouble
cool
cloud
lost
sent
symbols
wear
bad
save
experiment
engine
alone
drawing
east
choose
single
touch
information
express
mouth
yard
equal
decimal

List 3

yourself
control
practice
report
straight
rise
statement
stick
party
seeds
suppose
woman
coast
bank
period
wire
pay
clean
visit
bit
whose
received
garden
please
strange

List 4

caught
fell
team
God
captain
direct
ring
serve
child
desert
increase
history
cost
maybe
business
separate
break
uncle
hunting
flow
lady
students
human
art
feeling

Fry Words – The Ninth Hundred

List 1

supply
corner
electric
insects
crops
tone
hit
sand
doctor
provide
thus
won't
cook
bones
mall
board
modern
compound
mine
wasn't
fit
addition
belong
safe
soldiers

List 2

guess
silent
trade
rather
compare
crowd
poem
enjoy
elements
indicate
except
expect
flat
seven
interesting
sense
string
blow
famous
value
wings
movement
pole
exciting
branches

List 3

thick
blood
lie
spot
bell
fun
loud
consider
suggested
thin
position
entered
fruit
tied
rich
dollars
send
sight
chief
Japanese
stream
planets
rhythm
eight
science

List 4

major
observe
tube
necessary
weight
meat
lifted
process
army
hat
property
particular
swim
terms
current
park
sell
shoulder
industry
wash
block
spread
cattle
wife
sharp

Fry Words – The Tenth Hundred

List 1

company
radio
we'll
action
capital
factories
settled
yellow
isn't
southern
truck
fair
printed
wouldn't
ahead
chance
born
level
triangle
molecules
France
repeated
column
western
church

List 2

sister
oxygen
plural
various
agreed
opposite
wrong
chart
prepared
pretty
solution
fresh
shop
suffix
especially
shoes
actually
nose
afraid
dead
sugar
adjective
fig
office
huge

List 3

gun
similar
death
score
forward
stretched
experience
rose
allow
fear
workers
Washington
Greek
women
bought
led
march
northern
create
British
difficult
match
win
doesn't
steel

List 4

total
deal
determine
evening
hoe
rope
cotton
apple
details
entire
corn
substances
smell
tools
conditions
cows
track
arrived
located
sir
seat
division
effect
underline
view

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| <p><u>LSN</u> 1</p> <p><u>Spelling Words</u> pact brand brick crop broad tread film else gram gum dread spend past plot check split sting strap task twin</p> <p><u>Challenge Words:</u> gingerly ditch pleasure penguin lecture</p> | <p><u>LSN</u> 2</p> <p><u>Spelling Words</u> cheese heel season boast chief gape aim brain fluke crayon eagle throw rose student goal woke ripen cube rainbow scrape</p> <p><u>Challenge Words:</u> teenage obedience bowling league migraine</p> | <p><u>LSN</u> 3</p> <p><u>Spelling Words</u> toil faucet boyhood choice dawn awful foist daughter flaw annoyed royal allow destroy blew spoon shampoo brown renew wooden auction</p> <p><u>Challenge Words:</u> tougher browse cashew moonbeam laundry</p> | <p><u>LSN</u> 4</p> <p><u>Spelling Words</u> counting craned seemed burned chopped cracked begged moving slipped sailing trimmed shopping returned watching pushed visited cringed screamed scratching flapping</p> <p><u>Challenge Words:</u> hovered grabbed realizing accusing nudged</p> | <p><u>LSN</u> 5</p> <p><u>Spelling Words Review:</u> tread broad split chief season brain throw goal scrape choice allow auction flaw daughter destroy renew boyhood returned chopped counting</p> |
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| <p><u>LSN</u> 6</p> <p><u>Spelling Words</u> circle angle cradle ladle castle ruffle juggle ankle battle candle fable riddle icicle sparkle jungle tangle marble sizzle paddle handle</p> <p><u>Challenge Words:</u> meddle drizzle speckle vehicle hurtle</p> | <p><u>LSN</u> 7</p> <p><u>Spelling Words</u> letter ladder appear lesson soccer classic hollow supper accent pizza officer lettuce better slipper bottom ribbon summer college occur rabbit</p> <p><u>Challenge Words:</u> lullaby hurriedly happiness scattered issue</p> | <p><u>LSN</u> 8</p> <p><u>Spelling Words</u> history number hunger company window welcome blanket perhaps service subject thunder furnish jersey mother secret harvest winter problem chapter nurses</p> <p><u>Challenge Words:</u> terminals costumes curtail version tonsils</p> | <p><u>LSN</u> 9</p> <p><u>Spelling Words</u> monster complete hundred kitchen sandwich surprise applause although conflict mattress purchase merchant pumpkin angry Thursday ostrich punctual address chestnut luncheon</p> <p><u>Challenge Words:</u> implication enterprise comprehend bolster mongrel</p> | <p><u>LSN</u> 10</p> <p><u>Spelling Words Review:</u> castle handle ruffle icicle fable soccer appear hollow classic college accent service jersey mother problem subject complete mattress purchase luncheon</p> |
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| <p><u>LSN</u> 11</p> <p><u>Spelling Words</u> begin vanish bonus legal event moment motive native suburb mimic paper pilot raven rival relish silent solar spider super virus</p> <p><u>Challenge Words:</u> basis enemy balance chemical fiber</p> | <p><u>LSN</u> 12</p> <p><u>Spelling Words</u> reuse restart retell resend replace uncork unstuck unannounced unpleasant unchain unfit nonprofit nonmetal recall nontoxic unwelcome reproduce retrace uninvited reapply</p> <p><u>Challenge Words:</u> unchanging unyielding nonexistent refinish reprogram</p> | <p><u>LSN</u> 13</p> <p><u>Spelling Words</u> likable removable printable adorable comfortable durable usable invisible responsible darkness tidiness silliness excitement government requirement loneliness harmless hopeless fearless horrible</p> <p><u>Challenge Words:</u> wilderness feasible irritable relentless advertisement</p> | <p><u>LSN</u> 14</p> <p><u>Spelling Words</u> apron button canyon certain chicken cardigan cotton dragon even fountain gallon horizon listen orphan pardon pollen prison siren swollen driven</p> <p><u>Challenge Words:</u> dolphin opinion oxygen veteran option</p> | <p><u>LSN</u> 15</p> <p><u>Spelling Words Review:</u> event rival solar moment unannounced reuse retrace unpleasant nonmetal likable comfortable horrible invisible loneliness requirement fearless cotton listen fountain orphan</p> |
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| <p>LSN 16</p> <p><u>Spelling</u> <u>Words</u></p> <p>tropical animal April arrival trample bottle camel capital couple swivel festival gentle level national normal tremble puddle rebel single tunnel</p> <p>Challenge Words: civil snorkel double dribble original</p> | <p>LSN 17</p> <p><u>Spelling</u> <u>Words</u></p> <p>lunar cellar collar corner danger director doctor dollar tinker finger honor horror labor master motor ancestor checkers power regular sugar</p> <p>Challenge Words: contractor cellular hamburger pasture inventor</p> | <p>LSN 18</p> <p><u>Spelling Words</u></p> <p>overactive overbite overboard overdrive overestimate overhand overheat overpass overreact underline underbrush underdeveloped undergo underhand underpass underscore underwater submarine subway overact</p> <p>Challenge Words: undertow overlook overwhelmed subcommittee subarctic</p> | <p>LSN 19</p> <p><u>Spelling</u> <u>Words</u></p> <p>babies baby's child's children classes' class's sheep feet elk fish fishes' goose's geese jeans mouse's mice teeth women woman's moose</p> <p>Challenge Words: crossroads family's headquarters person's people's</p> | <p>LSN 20</p> <p><u>Spelling</u> <u>Words</u> Review:</p> <p>arrival gentle national single level collar doctor pasture power overboard overheat underbrush undergo subway sheep class's fishes' women jeans fish</p> |
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| <p><u>LSN</u> 21</p> <p><u>Spelling Words</u> assistant consultant coolant defendant radiant disinfectant ignorant absorbent confident different engineer activist cyclist motorist pianist typist comedian electrician librarian musician</p> <p><u>Challenge Words:</u> puppeteer occupant technician relevant pertinent</p> | <p><u>LSN</u> 22</p> <p><u>Spelling Words</u> incomplete indirect indent instead include inexact infamous outbid outbreak outcast outdated outdoor downfall downhill downpour downstairs update upfront uphill upwind</p> <p><u>Challenge Words:</u> inexpensive involuntary outpatient upstage downplay</p> | <p><u>LSN</u> 23</p> <p><u>Spelling Words</u> decoration abbreviation admiration association aviation civilization declaration addition composition preposition abdominal admiral rendition disposal emotional environmental denial facial judicial testimonial</p> <p><u>Challenge Words:</u> superficial repetition conversation approximation international</p> | <p><u>LSN</u> 24</p> <p><u>Spelling Words</u> additional beautifully blissfully boastfully carefully cheerfully colorfully educational effortlessly endlessly guiltlessly joyfully meaningfully playfully restfully respectfully childishness truthfully usefully powerfully</p> <p><u>Challenge Words:</u> occasionally blamelessness sentimentally gleefulness motionlessly</p> | <p><u>LSN</u> 25</p> <p><u>Spelling Words Review:</u> radiant confident engineer typist electrician inexact outdated downfall upfront upwind admiration addition emotional abdominal testimonial decoration effortlessly meaningfully truthfully carefully</p> |
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