

## COURSE OVERVIEW

### 4<sup>th</sup> Grade English Language Arts

#### BUILDING CONTENT KNOWLEDGE

Our English Language Arts units focus on building content knowledge. The Essential Questions of each unit, listed below, highlight the key understandings students learn across the 4<sup>th</sup> grade course. In-depth answers to the Essential Questions can be found in the Unit Launch for each unit.

	LITERATURE	SCIENCE AND SOCIAL STUDIES
<b>UNIT 1</b>	<ul style="list-style-type: none"> <li>• How do beliefs, ethics, or values influence different people’s behaviors?</li> <li>• When should an individual take a stand against what he/she believes to be an injustice? What are the most effective ways to do this?</li> <li>• What does it mean to show courage?</li> </ul>	<ul style="list-style-type: none"> <li>• Where and how do earthquakes occur? What hazards do earthquakes create? How can the hazards be reduced?</li> <li>• Where and how do volcanoes occur? What hazards do volcanoes create? How can the hazards be reduced?</li> <li>• Where and how do hurricanes occur? What hazards do hurricanes create? How can the hazards be reduced?</li> <li>• Where and how do wildfires occur? What hazards do wildfires create? How can the hazards be reduced?</li> </ul>
<b>UNIT 2</b>	<ul style="list-style-type: none"> <li>• How are people transformed through their relationships with others?</li> <li>• What does it mean to have good fortune?</li> </ul>	<ul style="list-style-type: none"> <li>• What key events led to the outbreak of the American Revolution?</li> <li>• How did opinions differ on the idea of independence?</li> <li>• Were the colonies really a land of equality and liberty?</li> <li>• Why is it important to look at history from multiple perspectives?</li> </ul>
<b>UNIT 3</b>	<ul style="list-style-type: none"> <li>• What can we learn from hearing our ancestors’ stories?</li> <li>• What was the political and social climate of Cuba in 1912? How did it impact citizens?</li> <li>• How does having a learning disability impact the way people see themselves and the way that others see them?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the Constitution of the United States? Why is it important?</li> <li>• What are the main functions of each branch of the United States government?</li> <li>• Why couldn’t women vote before 1920? What changes brought about women’s suffrage in the United States?</li> <li>• How can courageous individuals create and drive change?</li> </ul>
<b>UNIT 4</b>	<ul style="list-style-type: none"> <li>• Why was Greek mythology important in ancient Greece?</li> <li>• What lessons can be learned from Greek mythology?</li> </ul>	<ul style="list-style-type: none"> <li>• What is energy? What are the different forms of energy?</li> <li>• What are nonrenewable energy resources? What are the pros and cons of using nonrenewable energy?</li> <li>• What are renewable energy sources? What are the pros and cons of using renewable energy?</li> </ul>

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**UNIT 5**

- How does the way others view us impact the way we view ourselves?
- What is empathy? Why is it important to be empathetic of others?
- What is ADHD? How does having ADHD influence a person's life?
- How have racist ideas and racism shaped United States history and policies?
- What are some of the key events in United States history since the 1600s? How did each event impact life for African Americans?
- How can courageous individuals create and drive change?

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**UNIT 6**

- What traits can help people succeed in the face of challenge?
- Can a person be entirely self-sufficient?
- What was the Great Depression? How does the setting of the Great Depression influence the way the story unfolds?

## READING STANDARDS KEY UNDERSTANDINGS

Understanding the core text(s) and building content knowledge are the most important goals of any Fishtank ELA unit. For each Literature and Science and Social Studies unit, we have identified a few reading standards and key understandings that help readers fully understand the core text(s) and content. The key understandings build from unit to unit, often matching the increase in text complexity. These understandings should not be taught in isolation, rather they should be used to help students unpack and explore the different features of complexity found in the core text(s). The key reading standards and understandings work in conjunction with the unit’s spiral reading standards, standards that students use every time they read and interact with a text, and the additional unit reading standards, standards that are new to the particular unit but are not key standards. Guidance on the key understandings can be found in the Unit Launch and Enhanced Lesson Plans for each unit.

	LITERATURE	SCIENCE AND SOCIAL STUDIES
<b>UNIT 1</b>	<ul style="list-style-type: none"> <li>• Characters are dynamic and multi-faceted. (RL.4.3)</li> <li>• Characters can change over the course of a story. (RL.4.3)</li> <li>• Characterization can be direct or indirect. (RL.4.3)</li> <li>• Setting can influence character development. (RL.4.3)</li> <li>• (Spiral: RL.4.1, RL.4.4, RL.4.10)</li> </ul>	<ul style="list-style-type: none"> <li>• To describe events and the scientific reasons they occur, readers need to be able to identify and describe the cause and effect connection between ideas. (RI.4.3, RI.4.5)</li> <li>• To explain scientific concepts, readers need to be able to identify and explain details that describe the sequence or chronology of events. (RI.4.3, RI.4.5)</li> <li>• (Spiral: RI.4.1, RI.4.4, RI.4.9, RI.4.10)</li> </ul>
<b>UNIT 2</b>	<ul style="list-style-type: none"> <li>• To describe a character in depth, readers must notice a character’s thoughts, actions, relationships, perspectives, and conflicts. (RL.4.3)</li> <li>• Characters can change over the course of a story based on their relationships with others, key conflicts, or lessons learned. (RL.4.3)</li> <li>• Summarizing is used to recap or recall key information in a story. (RL.4.2)</li> <li>• (Spiral: RL.4.1, RL.4.4, RL.4.10)</li> </ul>	<ul style="list-style-type: none"> <li>• To explain key events in a historical text, readers think about what happened and why. To do so, readers notice the author’s use of cause and effect, sequence, and chronology. (RI.4.3)</li> <li>• Summarizing a text involves deciding which ideas from the text are most important and synthesizing them to show the main points or ideas in the text. (RI.4.2)</li> <li>• An author’s point of view or perspective on events shapes the information they give. (RI.4.6)</li> <li>• (Spiral: RI.4.1, RI.4.4, RI.4.9, RI.4.10)</li> </ul>
<b>UNIT 3</b>	<ul style="list-style-type: none"> <li>• A novel written in verse combines poetry with storytelling. (RL.4.5)</li> <li>• The setting of a story influences the way characters behave, foreshadow events, and provides a window into the society where the character lives. (RL.4.3)</li> <li>• Authors reveal the theme of a story using predictable patterns and pathways. (RL.4.2)</li> <li>• (Spiral: RL.4.1, RL.4.4, RL.4.9, RL.4.10)</li> </ul>	<ul style="list-style-type: none"> <li>• The main idea is the most important point the author is making about a topic. (RI.4.2)</li> <li>• Authors use a variety of evidence and reasons to support particular points and main ideas in a text. (RI.4.8)</li> <li>• Authors use different text structures depending on their purpose for writing the text. (RI.4.5)</li> <li>• (Spiral: RI.4.1, RI.4.3, RI.4.4, RI.4.9, RI.4.10)</li> </ul>

<b>UNIT 4</b>	<ul style="list-style-type: none"> <li>Summarizing a text helps the reader build a deeper understanding of the story. (RL.4.2)</li> <li>Poems, drama, and prose all contain different structural elements to help the reader better understand the text. (RL.4.5)</li> <li>Comparing and contrasting the point of view from which stories are told helps readers understand the impact point of view has on a story. (RL.4.6)</li> <li>(Spiral: RL.4.1, RL.4.4, RL.4.10)</li> </ul>	<ul style="list-style-type: none"> <li>To describe scientific concepts and ideas, readers need to be able to identify and describe sequential and cause and effect relationships. (RI.4.3)</li> <li>Authors use a variety of evidence and reasons to support particular points and ideas in a text. (RI.4.8)</li> <li>(Spiral: RI.4.1, RI.4.2, RI.4.4, RI.4.5, RI.4.7, RI.4.9, RI.4.10)</li> </ul>
<b>UNIT 5</b>	<ul style="list-style-type: none"> <li>The point of view from which a story is told influences what a reader “sees” or “hears” in a story. (RL.4.6)</li> <li>Authors vary the language they use to help readers connect with and understand characters in depth. (RL.4.3)</li> <li>Analyzing character relationships helps a reader better understand a character and how they change and grow. (RL.4.3)</li> <li>(Spiral: RL.4.1, RL.4.4, RL.4.10)</li> </ul>	<ul style="list-style-type: none"> <li>The point of view of a text directly influences the type of evidence and reasons the author uses to support particular points in the text. (RI.4.8)</li> <li>Authors use a variety of text structures to help a reader understand key ideas and information. (RI.4.5)</li> <li>Readers close read illustrations in order to deepen their understanding of key content. (RI.4.7)</li> <li>(Spiral: RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.6, RI.4.9, RI.4.10)</li> </ul>
<b>UNIT 6</b>	<ul style="list-style-type: none"> <li>The setting of a story influences the way characters behave, foreshadows events, and provides a window into the society where the character lives. (RL.4.3)</li> <li>Authors use figurative language to help a reader build a deeper understanding of an event or idea. (RL.4.4)</li> <li>Authors reveal a theme of a story using predictable pathways and patterns. (RL.4.2)</li> <li>(Spiral: RL.4.1, RL.4.4, RL.4.10)</li> </ul>	

## SENTENCE-LEVEL AND PARAGRAPH-LEVEL WRITING FOCUS AREAS

Fishtank ELA units focus on teaching students how to write coherent sentences and cohesive paragraphs and essays. In both Literature and Science and Social Studies units, students learn how to construct coherent sentences in order to show a deeper understanding of texts and content. As the year progresses, students learn how to use more complex and nuanced types of sentences in craft opinion and informational paragraphs and essays. These Writing Focus Areas work in conjunction with the unit’s spiral writing standards, standards that students use every time they write paragraphs and essays, and the additional unit language standards, language standards that are new to the particular unit but are not key standards. Guidance on how to teach sentence-level and paragraph-level writing is included in the Enhanced Lesson Plans of each unit.

	LITERATURE		SCIENCE AND SOCIAL STUDIES	
	Sentence-Level Focus Areas	Paragraph-Level Focus Areas	Sentence-Level Focus Areas	Paragraph-Level Focus Areas
<b>UNIT 1</b>	<ul style="list-style-type: none"> <li>Expand sentences by adding details that tell who, what, where, when, or why. (L.4.1.f)</li> <li>Use prepositional phrases to tell how or where. (L.4.1.e)</li> <li>Recognize complete sentences and fragments. (L.4.1.f)</li> </ul>	<ul style="list-style-type: none"> <li>Use single-paragraph outlines to brainstorm cohesive paragraphs. (W.4.1.a)</li> <li>Understand components of a topic sentence. (W.4.1.a)</li> <li>Differentiate between topic and supporting details. (W.4.1.b)</li> <li>Write concluding sentences. (W.4.1.d)</li> <li>(Spiral: W.4.4, W.4.5, W.4.9, W.4.10)</li> </ul>	<ul style="list-style-type: none"> <li>Write complete sentences. (L.4.1.f)</li> <li>Edit complete sentences. (L.4.1.f, W.4.5)</li> </ul>	<ul style="list-style-type: none"> <li>Use single-paragraph outlines to brainstorm cohesive paragraphs. (W.4.2.a)</li> <li>Understand components of a topic sentence. (W.4.2.a)</li> <li>Differentiate between topic and supporting details. (W.4.2.b)</li> <li>Write concluding sentences. (W.4.2.e)</li> <li>(Spiral: W.4.4, W.4.5, W.4.9, W.4.10)</li> </ul>
<b>UNIT 2</b>	<ul style="list-style-type: none"> <li>Expand sentences by adding details that tell, who, what, where, when, or why. (L.4.1.f)</li> <li>Use coordinating conjunctions “because,” “but,” “and,” “or,” and “so.” (L.4.1.f, L.4.2.c)</li> <li>Use relative pronouns “who,” “whose,” “whom,” “which,” and “that.” (L.4.1.a)</li> </ul>	<ul style="list-style-type: none"> <li>Draft strong paragraphs that include a strong topic sentence, 3-4 supporting details, and a concluding sentence. (W.4.1.a)</li> <li>Determine which evidence best supports a particular topic sentence. (W.4.1.d)</li> <li>(Spiral: W.4.4, W.4.5, W.4.9, W.4.10)</li> </ul>	<ul style="list-style-type: none"> <li>Use coordinating conjunctions “because,” “but,” “and,” “or,” and “so.” (L.4.1.f, L.4.2.c)</li> <li>Use subordinating conjunctions “before,” “after,” “when,” and “if.” (L.4.1.f, L.4.2.c)</li> <li>Use subordinating conjunctions “even though,” “although,” “since,” and “while.” (L.4.1.f, L.4.2.c)</li> <li>Use correct capitalization. (L.4.2.a)</li> </ul>	<ul style="list-style-type: none"> <li>Draft strong paragraphs. (W.4.2.a)</li> <li>Determine the best supporting evidence. (W.4.2.b)</li> <li>(Spiral: W.4.4, W.4.5, W.4.9, W.4.10)</li> </ul>

<b>UNIT 3</b>	<ul style="list-style-type: none"> <li>Use transition words and phrases to signal a connection between two sentences.</li> <li>Use coordinating and subordinating conjunctions. (L.4.1.f, L.4.2.c)</li> </ul>	<ul style="list-style-type: none"> <li>Draft strong paragraphs that include a strong topic sentence, 3-4 supporting details, and a concluding sentence. (W.4.1.a, W.4.1.b)</li> <li>Use transition words to signal a relationship between ideas. (W.4.1.c)</li> <li>(Spiral: W.4.4, W.4.5, W.4.9, W.4.10)</li> </ul>	<ul style="list-style-type: none"> <li>Use coordinating and subordinating conjunctions. (L.4.1.f, L.4.2.c)</li> <li>Use progressive verb tenses. (L.4.1.b)</li> </ul>	<ul style="list-style-type: none"> <li>Draft strong paragraphs that include a strong topic sentence, 3-4 supporting details, and a concluding sentence. (W.4.2.a, W.4.2.b, W.4.2.e)</li> <li>Use transition words to signal a relationship between ideas. (W.4.2.c)</li> <li>(Spiral: W.4.4, W.4.5, W.4.9, W.4.10)</li> </ul>
<b>UNIT 4</b>	<ul style="list-style-type: none"> <li>Write complete sentences using a variety of constructions. (L.4.1.f, L.4.2.c)</li> </ul>	<ul style="list-style-type: none"> <li>Draft strong paragraphs that include a topic sentence, 3-4 supporting details, and a concluding sentence. (W.4.1)</li> <li>(Spiral: W.4.4, W.4.5, W.4.9, W.4.10)</li> </ul>	<ul style="list-style-type: none"> <li>Write complete sentences using a variety of conjunctions. (L.4.1.f, L.4.2.c)</li> </ul>	<ul style="list-style-type: none"> <li>Draft strong paragraphs that include a strong topic sentence, 3-4 supporting details, and a concluding sentence. (W.4.2)</li> <li>(Spiral: W.4.4, W.4.5, W.4.9, W.4.10)</li> </ul>
<b>UNIT 5</b>	<ul style="list-style-type: none"> <li>Write complete sentences using a variety of constructions. (L.4.1.f, L.4.2.c)</li> </ul>	<ul style="list-style-type: none"> <li>Create outlines for multiple-paragraph essays. (W.4.1)</li> <li>Draft an introductory topic sentence. (W.4.1.a)</li> <li>Draft a concluding sentence. (W.4.1.d)</li> <li>(Spiral: W.4.4, W.4.5, W.4.9, W.4.10)</li> </ul>	<ul style="list-style-type: none"> <li>Write complete sentences using a variety of constructions. (L.4.1.f, L.4.2.c)</li> </ul>	<ul style="list-style-type: none"> <li>Create outlines for multiple-paragraph essays.</li> <li>Draft an introductory topic sentence. (W.4.2.a)</li> <li>Draft a concluding sentence. (W.4.2.e)</li> <li>Draft multiple-paragraph essays.</li> <li>Use transition words and phrases to connect paragraphs. (W.4.2.c)</li> <li>(Spiral: W.4.4, W.4.5, W.4.9, W.4.10)</li> </ul>
<b>UNIT 6</b>	<ul style="list-style-type: none"> <li>Write complete sentences using a variety of constructions. (L.4.1.f, L.4.2.c)</li> </ul>	<ul style="list-style-type: none"> <li>Create outlines for multiple-paragraph essays. (W.4.1)</li> <li>Draft an introductory topic sentence. (W.4.1.a)</li> <li>Draft a concluding sentence. (W.4.1.d)</li> <li>Draft multiple-paragraph essays.</li> <li>Use transitions words and phrases to connect paragraphs. (W.4.1.c)</li> <li>(Spiral: W.4.4, W.4.5, W.4.9, W.4.10)</li> </ul>		

## GENRE-BASED WRITING FOCUS AREAS

All Fishtank ELA units include longer, process-based writing assignments. These assignments challenge students to use what they learn about coherent sentence and paragraph construction while also exploring the different genres of writing. In Literature units, students engage with a range of narrative writing that builds from unit to unit. In Science and Social Studies units, students engage with a range of research projects and opinion writing that build from unit to unit. By the end of the year, students are able to write well-crafted informational and opinion pieces as a way of showing understanding of key unit content. All longer research and opinion projects also require students to present and share what they have learned with others.

	LITERATURE	SCIENCE AND SOCIAL STUDIES	
	Narrative Writing	Informational Writing	Opinion Writing
<b>UNIT 1</b>	<ul style="list-style-type: none"> <li>Brainstorm a story with a logical sequence of events. (W.4.3.a)</li> <li>Use different strategies to start a story. (W.4.3.a)</li> <li>Use transitional words and phrases to manage the sequence of events. (W.4.3.c)</li> <li>Edit for correct spelling. (L.4.2.d)</li> <li>(Spiral: W.4.4, W.4.5, W.4.6, W.4.10)</li> </ul>	<ul style="list-style-type: none"> <li>Research and take notes on a topic. (W.4.7, W.4.8)</li> <li>Use notes to complete single-paragraph outlines. (W.4.2.a)</li> <li>Add headings, illustrations, and graphics. (W.4.2.a)</li> <li>(Spiral: W.4.4, W.4.5, W.4.6, W.4.10, SL4.4, SL4.5)</li> </ul>	N/A
<b>UNIT 2</b>	<ul style="list-style-type: none"> <li>Brainstorm a story with a logical sequence of events. (W.4.3.a)</li> <li>Use dialogue and description to show a character's response to events. (W.4.3.b)</li> <li>Use figurative language. (W.4.3.b, W.4.3.d, L.4.3, L.4.5)</li> <li>Edit for commas and quotation marks.</li> <li>(Spiral: W.4.4, W.4.5, W.4.6, W.4.10)</li> </ul>	N/A	<ul style="list-style-type: none"> <li>State an opinion. (W.4.1.a)</li> <li>Support an opinion with facts and reasons. (W.4.1.b)</li> <li>(Spiral: W.4.4, W.4.5, W.4.6, W.4.10, SL.4.4, SL.4.5)</li> </ul>

<b>UNIT 3</b>	<ul style="list-style-type: none"> <li>Brainstorm and draft a story with a logical sequence of events. (W.4.3.a)</li> <li>Use dialogue and description to show a character's response to events. (W.4.3.b)</li> <li>Use figurative language. (W.4.3.d, W.4.3.b, L.4.3, L.4.5)</li> <li>Edit for commonly confused words.</li> <li>(Spiral: W.4.4, W.4.5, W.4.6, W.4.10)</li> </ul>	<ul style="list-style-type: none"> <li>Research and take notes on a topic, grouping related information. (W.4.7, W.4.8)</li> <li>Use notes to complete a single-paragraph outline. (W.4.2.a)</li> <li>Develop a topic with facts, definitions, and details. (W.4.2.b, W.4.2.d)</li> <li>Use transition words to link ideas. (W.4.2.c)</li> <li>(Spiral: W.4.4, W.4.5, W.4.6, W.4.10, SL.4.4, SL.4.5)</li> </ul>	<ul style="list-style-type: none"> <li>State an opinion based on research. (W.4.1.a)</li> <li>Support an opinion with facts and reasons. (W.4.1.b)</li> <li>(Spiral: W.4.4, W.4.5, W.4.6, W.4.10, SL.4.4, SL.4.5)</li> </ul>
<b>UNIT 4</b>	<ul style="list-style-type: none"> <li>Rewrite a narrative from a different point of view. (RL.4.6)</li> <li>Develop a logical sequence of events. (W.4.3.a)</li> <li>Use dialogue and description to develop experiences. (W.4.3.b)</li> <li>Use concrete words and phrases. (L.4.3.a, W.4.3.b)</li> <li>Use sensory details. (L.4.3.a, W.4.3.d)</li> <li>Provide a sense of closure. (W.4.3.e)</li> <li>(Spiral: W.4.4, W.4.5, W.4.6, W.4.10)</li> </ul>	N/A	<ul style="list-style-type: none"> <li>State an opinion. (W.4.1.a)</li> <li>Group related ideas together. (W.4.1.a)</li> <li>Provide reasons supported by facts. (W.4.1.b)</li> <li>Link ideas with words and phrases. (W.4.1.c)</li> <li>(Spiral: W.4.4, W.4.5, W.4.6, W.4.10, SL.4.5, SL.4.4)</li> </ul>
<b>UNIT 5</b>	<ul style="list-style-type: none"> <li>Develop a logical sequence of events. (W.4.3.a)</li> <li>Use dialogue and description to develop experiences. (W.4.3.b)</li> <li>Use concrete words and phrases. (W.4.3.d)</li> <li>Use sensory details. (W.4.3.d)</li> <li>Vary sentence type and punctuation. (L.4.3.b)</li> <li>Provide a sense of closure. (W.4.3.e)</li> <li>(Spiral: W.4.4, W.4.5, W.4.6, W.4.10)</li> </ul>	<ul style="list-style-type: none"> <li>Research and take notes on a topic, grouping related information together. (W.4.7, W.4.8, W.4.2.a)</li> <li>Use notes to complete single-paragraph outlines. (W.4.2.a)</li> <li>Develop a topic with facts, definitions, and details. (W.4.2.b, W.4.2.d)</li> <li>Use transition words to link ideas. (W.4.2.c)</li> <li>Provide a concluding statement or section. (W.4.2.e)</li> <li>(Spiral: W.4.4, W.4.5, W.4.6, W.4.10, SL.4.5, SL.4.4)</li> </ul>	N/A
<b>UNIT 6</b>	N/A	N/A	N/A



## SPEAKING AND LISTENING FOCUS AREAS

All Fishtank ELA units require students to use discussions and oral discourse as a way of deepening content understandings. Learning how to have productive discussions, either in small groups, partners, or as a whole class, is something students need to be taught. All Fishtank Literature and Science and Social Studies units include Speaking and Listening Focus Areas that progress and build from unit to unit. More guidance on the different Speaking and Listening Focus Areas can be found in our Guide to Academic Discourse.

### LITERATURE AND SCIENCE AND SOCIAL STUDIES

<b>UNIT 1</b>	<ul style="list-style-type: none"> <li>• Prepare for a discussion. (SL.4.1.a, SL.4.1.b)</li> <li>• Elaborate to support ideas. Provide evidence or examples to justify and defend a point clearly. (SL.4.1.c, SL.4.2)</li> <li>• Use specific vocabulary. Use vocabulary that is specific to the subject and task to clarify and share thoughts. (L.4.6, L.4.3)</li> </ul>
<b>UNIT 2</b>	<ul style="list-style-type: none"> <li>• Elaborate to support ideas. Provide evidence or examples to justify and defend a point clearly. (SL.4.1.c, SL.4.2)</li> <li>• Use specific vocabulary. Use vocabulary that is specific to the subject and task to clarify and share thoughts. (L.4.6, L.4.3)</li> </ul>
<b>UNIT 3</b>	<ul style="list-style-type: none"> <li>• Elaborate to support ideas. Provide evidence or examples to justify and defend a point clearly. (SL.4.1.c, SL.4.2)</li> <li>• Use specific vocabulary. Use vocabulary that is specific to the subject and task to clarify and share thoughts. (L.4.6, L.4.3)</li> <li>• Build on to partner's ideas. Seek to genuinely understand what peers are saying, and then build on. (SL.4.1.d)</li> </ul>
<b>UNIT 4</b>	<ul style="list-style-type: none"> <li>• Build on to partner's ideas. Seek to genuinely understand what peers are saying, and then build on. (SL.4.1.d, SL.4.1.c)</li> <li>• Paraphrase to make meaning. Paraphrase what others are saying in order to keep track of key ideas in a discussion. (SL.4.1.d, SL.4.1.c)</li> <li>• Question and clarify. Seek to clarify a particular point a peer makes by asking follow-up questions. (SL.4.1.c, SL.4.1.d, SL.4.3)</li> </ul>
<b>UNIT 5</b>	<ul style="list-style-type: none"> <li>• Question and clarify to build understanding. Seek to clarify a particular point a peer makes by asking follow-up questions. (SL.4.1.d, SL.4.1.c, SL.4.3)</li> <li>• Build on and challenge partner's ideas. (SL.4.1.d, SL.4.1.c)</li> <li>• Synthesize to build deeper meaning. Synthesize everything from the discussion into a coherent statement at the end of the discussion. (SL.4.1.d, SL.4.1.c)</li> </ul>
<b>UNIT 6</b>	<ul style="list-style-type: none"> <li>• Question and clarify to build understanding. Seek to clarify a particular point a peer makes by asking follow-up questions. (SL.4.1.d, SL.4.1.c, SL.4.3)</li> <li>• Build on and challenge partner's ideas. (SL.4.1.d, SL.4.1.c)</li> <li>• Synthesize to build deeper meaning. Synthesize everything from the discussion into a coherent statement at the end of the discussion. (SL.4.1.d, SL.4.1.c)</li> </ul>

## FLUENCY FOCUS AREAS

Reading fluency is essential for reading comprehension. All Fishtank Literature units include targeted Fluency Focus Areas. Guidance on how to model and reinforce the Fluency Focus Areas is included in the Enhanced Lesson Plans and the Fluency Package of each unit.

### LITERATURE

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| <b>UNIT 1</b> | <ul style="list-style-type: none"><li>• Read with expression and volume to match interpretation of the passage. (RF.4.4.a)</li><li>• Use proper intonation to show interpretation of the passage. (RF.4.4.b)</li><li>• Use dialect with smoothness and accuracy. (RF.4.4.b)</li><li>• Read with a rate appropriate to task and purpose. (RF.4.4.b)</li></ul> |
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| <b>UNIT 2</b> | <ul style="list-style-type: none"><li>• Self-correct when reading difficult words and sentence structures. (RF.4.4.c, RF.4.3.a)</li><li>• Read smoothly and with accuracy. (RF.4.3.a, RF.4.4.b)</li><li>• Use proper intonation to show interpretation of the passage. (RF.4.4.a)</li><li>• Read with a rate appropriate to task and purpose. (RF.4.4.b)</li></ul> |
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| <b>UNIT 3</b> | <ul style="list-style-type: none"><li>• Read with proper intonation and expression to show understanding of a text. (RF.4.4.b)</li><li>• Read verse with rhythm and flow. (RF.4.4.b)</li><li>• Self-correct when reading difficult words and sentence structures. (RF.4.4.c, RF.4.3.a)</li><li>• Read with a rate appropriate to task and purpose. (RF.4.4.b)</li></ul> |
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| <b>UNIT 4</b> | <ul style="list-style-type: none"><li>• Read with good expression and enthusiasm throughout the text. (RF.4.4.a)</li><li>• Read in a way that sounds like natural language. (RF.4.4.a)</li><li>• Vary expression and volume to match interpretation of the passage. (RF.4.4.a)</li><li>• Read smoothly. (RF.4.4.c, RF.4.3.a)</li><li>• Read with a rate appropriate to task and purpose. (RF.4.4.b)</li></ul> |
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| <b>UNIT 5</b> | <ul style="list-style-type: none"><li>• Self-correct when reading difficult words and sentence structures. (RF.4.4.c, RF.4.3.a)</li><li>• Read smoothly and with accuracy. (RF.4.4.c, RF.4.3.a)</li><li>• Use proper intonation to show interpretation of the passage. (RF.4.4.a)</li><li>• Read with a rate appropriate to task and purpose. (RF.4.4.b)</li></ul> |
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| <b>UNIT 6</b> | <ul style="list-style-type: none"><li>• Self-correct when reading difficult words and sentence structures. (RF.4.4.c, RF.4.3.a)</li><li>• Read smoothly and with accuracy. (RF.4.4.c, RF.4.3.a)</li><li>• Use proper intonation to show interpretation of the passage. (RF.4.4.a)</li><li>• Read with a rate appropriate to task and purpose. (RF.4.4.b)</li></ul> |
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## VOCABULARY FOCUS AREAS

Vocabulary development is an essential part of all Fishtank ELA units. The vocabulary focus of a unit varies depending on the vocabulary demands of the particular text(s). We do not identify priority focus areas for vocabulary in each unit; all of the following vocabulary focus areas are spiraled across all Fishtank ELA units.

### LITERATURE AND SCIENCE AND SOCIAL STUDIES

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**ALL  
UNITS**

- Determine the meaning of words and phrases as they are used in a text (RL.4.4, RI.4.4)
- Use context as a clue to the meaning of a word or phrase (L.4.4.a)
- Use common Greek and Latin affixes and roots to determine the meaning of a word (L.4.4.b)
- Consult reference materials to determine and clarify the meaning of words (L.4.4.c)
- Explain the meaning of figurative language in context. (L.4.5.a, L.4.5.b)
- Demonstrate understanding of words by determining antonyms and synonyms. (L.4.5.c)
- Use acquired vocabulary when speaking and writing about a text. (L.4.6)