

| Week / Day | Topic | SPI # | State Performance Indicator |
|-------------------|--------------|--------------|--|
| | Vocabulary | 4.1.11 | Recognize and use grade appropriate vocabulary within text. |
| | Vocabulary | 4.1.27 | Choose a logical word to complete an analogy using synonyms and antonyms. |
| | Research | 4.2.14 | Supply a missing piece of information in a simple outline. |
| | Writing | 4.2.3 | Identify the purpose for writing (i.e., to entertain, to inform, to share experiences). |
| | Writing | 4.2.6 | Complete a graphic organizer (e.g., clustering, listing, mapping, webbing) to group ideas for writing. |
| | Grammar | 4.3.1 | Identify the correct use of nouns(i.e., common and proper, plurals, possessives), verbs(i.e., agreement, tenses, action, and linking), and adjectives. |
| | Grammar | 4.3.2 | Identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks. |
| | Grammar | 4.3.5 | Identify the correct use of commas (i.e., series, dates, addresses, friendly letters, introductory words, compound sentences) within context. |
| | Grammar | 4.3.8 | Choose the correct formation of plurals, contractions, and possessives within context. |
| | Research | 4.1.15 | Use available text features(e.g., graphics, glossaries, and illustrations) to make meaning from text. |
| | Research | 4.1.23 | Select sources from which to gather information on a given topic. |
| | Vocabulary | 4.3.7 | Identify correctly or incorrectly spelled words in context. |
| | Vocabulary | 4.1.7 | Identify grade level compound words, contractions, and common abbreviations within context. |
| | Vocabulary | 4.1.10 | Determine the meaning of unfamiliar words /multiple meaning words using context clues, dictionaries, and glossaries. |
| | Writing | 4.2.1 | Choose a topic sentence for a paragraph. |
| | Writing | 4.2.2 | Rearrange sentences to form a sequential, coherent paragraph. |
| | Writing | 4.2.4 | Rearrange events in a sequential or chronological order in a writing selection. |
| | Writing | 4.2.5 | Select the best title for a text. |

| Week / Day | Topic | SPI # | State Performance Indicator |
|------------|---------|--------|--|
| | Writing | 4.2.7 | Select appropriate time-order or transitional words to enhance the flow of a writing sample |
| | Writing | 4.2.11 | Choose the supporting sentence that best develops a topic sentence. |
| | Grammar | 4.1.1 | Identify correctly used capital letter with names, dates, and addresses, and at the beginning of sentences within context. |
| | Writing | 4.2.9 | Select the best way to combine sentences to provide syntactic variety within context. |
| | Writing | 4.2.12 | Choose the supporting sentence that best fits the context and flow of ideas in a paragraph. |
| | Writing | 4.2.13 | Identify sentences irrelevant to a paragraph's theme or flow. |
| | Writing | 4.3.3 | Select the best way to correct incomplete sentences within context. |

2nd Nine Weeks

Instructional Units

Reading Units 2 &3

Language Arts Units 2&3

Assessments

Reading Units 2 & 3

Language Arts Units 2 & 3

| Week / Day | Topic | SPI # | State Performance Indicator |
|-------------------|---------------|--------------|--|
| | Comprehension | 4.1.4 | Recognize plot features of fairy tales, folk tales, fables, and myths. |
| | Comprehension | 4.1.19 | Identify different forms of text (e.g., poems, drama, fiction, non-fiction). |
| | Comprehension | 4.1.17 | Make predictions about text. |
| | Comprehension | 4.1.18 | Select questions to clarify thinking. |
| | Comprehension | 4.1.22 | Determine appropriate inferences and draw conclusions from text. |
| | Research | 4.1.8 | Use headings, graphics, and captions to make meaning from text. |
| | Research | 4.1.14 | Interpret information using a chart, map, or timeline. |
| | Research | 4.1.15 | Use available text features(e.g., graphics, glossaries, and illustrations) to make meaning from text. |
| | Comprehension | 4.1.21 | Identify similes and metaphors. |
| | Research | 4.1.23 | Select sources from which to gather information on a given topic. |
| | Research | 4.1.24 | Locate information to support opinions, predictions, and conclusions. |
| | Comprehension | 4.1.26 | Recognize the sounds of language (i.e., alliteration/rhyme, and repetition) |
| | Research | 4.2.8 | Identify the most reliable sources of information for preparing a report. |
| | Vocabulary | 4.3.7 | Identify correctly or incorrectly spelled words in context. |
| | Vocabulary | 4.1.9 | Select appropriate synonyms, antonyms, and homonyms within context. |
| | Vocabulary | 4.1.10 | Determine the meaning of unfamiliar words /multiple meaning words using context clues, dictionaries, and glossaries. |
| | Vocabulary | 4.1.11 | Recognize and use grade appropriate vocabulary within text. |

| Week / Day | Topic | SPI # | State Performance Indicator |
|-------------------|--------------|--------------|--|
| | Vocabulary | 4.1.27 | Choose a logical word to complete an analogy using synonyms and antonyms. |
| | Writing | 4.2.3 | Identify the purpose for writing (i.e., to entertain, to inform, to share experiences). |
| | Writing | 4.2.6 | Complete a graphic organizer (e.g., clustering, listing, mapping, webbing) to group ideas for writing. |
| | Grammar | 4.3.1 | Identify the correct use of nouns(i.e., common and proper, plurals, possessives), verbs(i.e., agreement, tenses, action, and linking), and adjectives. |
| | Grammar | 4.3.5 | Identify the correct use of commas (i.e., series, dates, addresses, friendly letters, introductory words, compound sentences) within context. |
| | Grammar | 4.3.8 | Choose the correct formation of plurals, contractions, and possessives within context. |
| | Grammar | 4.3.10 | Identify the sentence with correct subject-verb agreement (person and number). |
| | Vocabulary | 4.1.3 | Use prefixes, suffixes, and root words as aids in determining meaning within context. |
| | Vocabulary | 4.1.7 | Identify grade level compound words, contractions, and common abbreviations within context. |
| | Writing | 4.2.10 | Select details that support a topic sentence. |
| | Writing | 4.2.16 | Select an appropriate concluding sentence for well-developed paragraph. |
| | Writing | 4.2.6 | Complete a graphic organizer (e.g., clustering, listing, mapping, webbing) to group ideas for writing. |

3rd Nine Weeks

Instructional Units Reading Units 4 & 5 Language Arts Units 4 & 5

Assessments DIBELS
 Reading Units 4 Language Arts Unit 4

| Week / Day | Topic | SPI # | State Performance Indicator |
|-------------------|---------------|--------------|--|
| | Comprehension | 4.1.4 | Recognize plot features of fairy tales, folk tales, fables, and myths. |
| | Comprehension | 4.1.5 | Identify characters, setting, and plot in passage. |
| | Comprehension | 4.1.6 | Determine the problem of a story and recognize its solution. |
| | Comprehension | 4.1.19 | Identify different forms of text (e.g., poems, drama, fiction, non-fiction). |
| | Comprehension | 4.2.8 | Identify the most reliable sources of information for preparing a report. |
| | Comprehension | 4.3.7 | Identify correctly or incorrectly spelled words in context. |
| | Vocabulary | 4.1.9 | Select appropriate synonyms, antonyms, and homonyms within context. |
| | Vocabulary | 4.1.11 | Recognize and use grade appropriate vocabulary within text. |
| | Vocabulary | 4.1.27 | Choose a logical word to complete an analogy using synonyms and antonyms. |
| | Writing | 4.2.3 | Identify the purpose for writing (i.e., to entertain, to inform, to share experiences). |
| | Writing | 4.2.6 | Complete a graphic organizer (e.g., clustering, listing, mapping, webbing) to group ideas for writing. |

| Week / Day | Topic | SPI # | State Performance Indicator |
|-------------------|--------------|--------------|--|
| | Grammar | 4.3.1 | Identify the correct use of nouns(i.e., common and proper, plurals, possessives), verbs(i.e., agreement, tenses, action, and linking), and adjectives. |
| | Grammar | 4.3.4 | Identify the correct use of pronouns (i.e., subject, object, and agreement, and adverbs (i.e., comparison forms and negatives) within context. |
| | Grammar | 4.3.6 | Recognize usage errors occurring within the text (i.e., double negatives, troublesome words: to, two, too; their, there, they're; its, it's). |
| | Grammar | 4.3.9 | Choose the correct use of quotation marks and commas in direct quotations. |
| | Research | 4.1.15 | Use available text features(e.g., graphics, glossaries, and illustrations) to make meaning from text. |
| | Research | 4.1.23 | Identify correctly or incorrectly spelled words in context. |
| | Vocabulary | 4.1.10 | Determine the meaning of unfamiliar words /multiple meaning words using context clues, dictionaries, and glossaries. |
| | Vocabulary | 4.1.27 | Choose a logical word to complete an analogy using synonyms and antonyms. |
| | Writing | 4.2.12 | Choose the supporting sentence that best fits the context and flow of ideas in a paragraph. |
| | Writing | 4.3.3 | Select the best way to correct incomplete sentences within context. |

4th Nine Weeks

Instructional Units Reading Units 5 & 6 Language Arts Units 5 &6

Assessments Running Record End of Year Test
DIBELS
Reading Units 5 & 6 Language Arts Units 5 & 6

| Week / Day | Topic | SPI # | State Performance Indicator |
|-------------------|---------------|--------------|--|
| | Comprehension | 4.1.19 | Identify different forms of text (e.g., poems, drama, fiction, non-fiction). |
| | Comprehension | 4.1.25 | Identify the author's purpose (to entertain, to inform, to persuade, to share feelings). |
| | Comprehension | 4.3.7 | Identify correctly or incorrectly spelled words in context. |
| | Vocabulary | 4.1.9 | Select appropriate synonyms, antonyms, and homonyms within context. |
| | Vocabulary | 4.1.10 | Determine the meaning of unfamiliar words /multiple meaning words using context clues, dictionaries, and glossaries. |
| | Vocabulary | 4.1.11 | Recognize and use grade appropriate vocabulary within text. |
| | Vocabulary | 4.1.27 | Choose a logical word to complete an analogy using synonyms and antonyms. |
| | Writing | 4.2.3 | Identify the purpose for writing (i.e., to entertain, to inform, to share experiences). |
| | Writing | 4.2.6 | Complete a graphic organizer (e.g., clustering, listing, mapping, webbing) to group ideas for writing. |

| Week / Day | Topic | SPI # | State Performance Indicator |
|-------------------|---------------|--------------|--|
| | Grammar | 4.3.4 | Identify the correct use of pronouns (i.e., subject, object, and agreement, and adverbs (i.e., comparison forms and negatives) within context. |
| | Grammar | 4.3.6 | Recognize usage errors occurring within the text (i.e., double negatives, troublesome words: to, two, too; their, there, they're; its, it's). |
| | Research | 4.1.15 | Use available text features(e.g., graphics, glossaries, and illustrations) to make meaning from text. |
| | Research | 4.1.23 | Select sources from which to gather information on a given topic. |
| | Vocabulary | 4.3.7 | Identify correctly or incorrectly spelled words in context. |
| | Vocabulary | 4.1.3 | Use prefixes, suffixes, and root words as aids in determining meaning within context. |
| | Vocabulary | 4.1.10 | Determine the meaning of unfamiliar words /multiple meaning words using context clues, dictionaries, and glossaries. |
| | Comprehension | 4.2.14 | Supply a missing piece of information in a simple outline. |
| | Writing | 4.2.6 | Complete a graphic organizer (e.g., clustering, listing, mapping, webbing) to group ideas for writing. |
| | Writing | 4.3.3 | Select the best way to correct incomplete sentences within context. |

4th Grade Texts / Materials

Scott Foresman Reading Series

Scott Foresman Spelling Series

McGraw Hill Language Arts Series

Mountain Language

Time Line

Scott Foresman Reading Series

For each 4 to 5 day school week a story should be completed.

Unit 1 will consist of completing each story and skill lesson. The Unit 1 Review and Test should be given on the 6th week.

Units 2-6 will consist of completing all skill lessons and omitting one story per unit. Units 2-6 Review and Tests should be given on the 5th Week.

Scott Foresman Spelling Series

Spelling Units should be completed each week.

McGraw Hill Language Arts

Units 1-6 should be completed including all subtopics, study skills, and writing portions. Each unit should be completed in approximately 6 weeks.

Mountain Language

Mountain Language should be completed daily.

Unit Tests Completion Dates

| | Reading | Language Arts |
|----------------------------------|----------------|----------------------|
| 1st Nine Weeks | 1 | 1 |
| 2nd Nine Weeks | 2, 3 | 2, 3 |
| 3rd Nine Weeks | 4 | 4 |
| 4th Nine Weeks | 5, 6 | 5, 6 |

Rubrics

4th Grade Tennessee Learning Objectives / Curriculum Standards

Divided by the nine weeks skills, this rubric contains the following format.

- Instructional Units
- Assessments
- Week Day
- Topic
- SPI # & State Performance Indicator

TCAP Achievement State Performance Indicators

This rubric matches the state performance standards to the tested information in our Reading, Spelling, Language Arts, and Mountain Language components. The rubric shows which unit(s) tests correspond with the performance indicator.

Scott Foresman Reading & Spelling Series

The rubric shows the skills reviewed and tested including: comprehension, vocabulary, spelling / phonics, grammar, research skills, and literary devices.

McGraw Hill Language Arts Series

The rubric illustrates skills reviewed and tested including: subtopics, study skills, writing lessons, and project file materials.

Additional Information

Scott Foreman Reading Placement Test

A copy of this test is included. The Placement Test should be given at the beginning of the academic year.

Scott Foresman Reading Unit Tests

A copy of each unit test and individual evaluation chart is included.

Scott Foresman End of the Year Test

A copy of this is included and should be given at the end of the academic year.

Scott Foresman Running Record

A copy of the individual reading inventory is included. This should be given twice each academic year.

DIBELS

Copies of the DIBELS testing forms are included. This should be given three times each year.

McGraw Hill Language Arts Unit Tests

A copy of each unit test and student record chart is included.

Mountain Language

A copy of the Mountain Language sheet is included.