

Diocese of Alexandria ~ Catholic Schools

Where faith and knowledge grow



DIOCESE OF ALEXANDRIA

As the Diocese of Alexandria seeks to provide a comprehensive learning environment, we are charged to “Teach More” by showing how all learning flows from and relates to our Creator. In this way, we will give our teaching a deeper meaning and purpose than simply the content itself. With this as our goal, the Catholic Schools Office has intertwined our selected curricular standards with the Catholic Standards developed by the Cardinal Newman Society. Through the merging of these two curricula, English Language Arts, Mathematics, Science, and Social Studies, teachers will be provided a roadmap to guide student’s understanding and recognition of the relationship between learning and the connection to our God.

Thomas E. Roque, Sr.
Superintendent of Catholic Schools



DIOCESE OF ALEXANDRIA

Through comprehensive review of curricula from high performing districts throughout the United States in combination with parochial schools and Newman Cardinal Standards, the Curriculum Team for the Diocese of Alexandria has generated curricula for English Language Arts, Mathematics, Science, and Social Studies. The development of this framework is designed to guide the instructional path of teachers as they focus on the formation of their students in the areas of faith, academic excellence, responsible citizenry, and effective communication and collaboration. This process is a continuous improvement process with no defined beginning or end.

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HOW TO USE

The frameworks are guides to instruction. The frameworks assist teachers in planning and pacing instruction. Specific dates or weeks that may be included in this document are for reference. Each school and teacher must consider the make-up of their students, focusing on the needs and strengths of each child when pacing and planning instruction.

The cycles for the year help pace instruction and ensure students have consistent coverage of the content. The duration (the suggested amount of time to spend on each cycle) does not accommodate for the scheduling of special events, inclement weather or school events. Teachers, with principal guidance, should adjust pacing as needed to accommodate for these events.

RESEARCH-BASED HIGH-YIELD PRACTICES FOR INSTRUCTION

These strategies have proven effective in affecting student learning and achievement gains. As you plan daily instruction, consider how and where to integrate these strategies into the instructional sequence. Effect size is in parentheses. Please refer to the works of John Hattie for a complete description of instructional effect size.

- Classroom Discussion/Discourse (.82)
- Teacher Clarity/making the learning visible with expectations for learning (.75)
- Reciprocal Teaching (.74)
- Feedback (.73)
- Metacognitive Strategies (.69)

4th Grade – ELA



THE DIOCESE
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YEAR AT A GLANCE:

Unit	Unit Title	Unit Focus	Text Complexity
1	<u>Pushing Up the Sky</u>	Students learn that storytelling is a performance art that also transmits knowledge about cultures and life. Through reading different tales from various cultures, students are able to compare and contrast similar themes, topics, and patterns of events. Students learn that despite different cultures and backgrounds, people share common stories. These universal messages help build character and community and preserve cultures.	Readily Accessible
2	<u>The American Revolution</u>	Students read texts about the American Revolution to understand the decisions and choices colonists had to make leading up to and during the Revolutionary War. Students express their understanding of the concept of "taking sides" and how, despite having different points of view about an issue or a situation, those engaged in conflict can still share common ground.	Moderately Complex
3	<u>The Lightning Thief</u>	Students learn about traditional stories, focusing on common patterns in literature, specifically the quest. Students come to understand how literature helps us make sense of the world, and how literature from the past influences our current lives and contemporary stories.	Moderately Complex
4	<u>Hurricanes: Earth's Mightiest Storms</u>	Students learn about hurricanes and their impact on Louisiana as well as how historical accounts reflect the culture of Louisiana and give insight into historical events. This set builds on storytelling as a way to transmit knowledge. Students learn that history involves the sharing of memories and will understand the value and difference of firsthand and secondhand accounts. Students will also discover the environmental and social impacts of weather. This can connect to social studies and science.	Very Complex

Recommended anchor text selected are done so to support the teaching of targeted skills in each unit.

- 🍎 **Readily accessible text:** The language (words, sentence structure) might be at or below grade level but the content is complex and suitable for the grade level or the language is at grade level and the content is less complex.
- 🍎 **Moderately complex text:** The language is at grade level and the content is suitable for the grade level.
- 🍎 **Very complex text:** The language is at or slightly above grade level and the content is significantly complex.

Units designated as interchangeable will require teachers to choose one of the two units identified. Priority standards selected as the basis of the unit assessment for will be the same regardless of which unit is selected. When selecting the interchangeable unit, teachers should consider text complexity and student readiness.

TEACHING
Tips

Teachers must create a *free* LearnZillion account to access Guidebook 2.0 Daily Activities

Student Areas

Essential Questions

- *How does reading increase and deepen our ability to understand and respond to a variety of texts for a broad range of purposes?*
- *How can efforts to expand one's vocabulary improve written and oral communication?*
- *How does reading shape values and morals?*
- *How does reading help us understand and evaluate our place in the world?*
- *How can the skill of reading help understand God's world and His creations?*
- *How do literacy strategies assist us when reading difficult texts?*
- *How does reading enable us to access information needed to explore interests or solve problems?*

Catholic School – ELA General Standards (CS.GS)

CS.GA.1	Analyze literature that reflects the transmission of a Catholic culture and worldview.
CS.GA.2	Analyze works of fiction and non-fiction to uncover authentic Truth.
CS.GA.3	Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.
CS.GA.4	Share how literature can contribute to strengthening one's moral character.



4th Grade - Grammar

Unit 1 (1 st 9 Weeks)	Unit 2 (2 nd 9 Weeks)	Unit 3 (3 rd 9 Weeks)	Unit 4 (4 th 9 Weeks)
<ul style="list-style-type: none"> • What is a sentence? • Kinds of sentences • Quotations • Fragments and run-on sentences • Proper nouns • Verbs • Verb tenses • Progressive verb tenses • Compound and complex sentences 	<ul style="list-style-type: none"> • Pronouns • Frequently confused words • Possessive nouns • Modal auxiliaries • Participles • Irregular verbs • Adjectives • Adverbs • Prepositions • Prepositional phrases 	<ul style="list-style-type: none"> • Relative pronouns and adverbs • Abbreviations • Comparative and superlative adjectives and adverbs • Negatives • Punctuation • Commas • Proper mechanics • Making comparisons 	<ul style="list-style-type: none"> • Possessive pronouns • Correct pronouns • Pronoun contractions <p style="text-align: center;">Review any skills that students have not yet mastered.</p>

GRAMMAR GUIDE

Students should enter fourth grade being able to:

- Use parts of speech² correctly (grades K-3)
- Use correct subject/verb and pronoun/antecedent agreement (grades 1 and 3)
- Produce complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences (grades K-3)
- Use commas in a series to separate single words, contractions, and quotation marks with dialogue correctly (grades 1-3)
- Generalize learned spelling patterns and consult reference materials to check spelling (grades 2-3)
- Choose words and phrases for effect (grade 3)

Students should build on this foundation throughout fourth grade.

- (1) *Reinforce the skills students gained in earlier grades.* When conducting shared writing or displaying models of student writing, locate examples and discuss with students how those examples are formed correctly.
- (2) *Expand student skills.* Explicitly teach students how to:
 - a. Use relative pronouns, relative adverbs, and modal auxiliary verbs
 - b. Form and use prepositional phrases
 - c. Use commonly confused words correctly
 - d. Recognize and correct fragments and run-on sentences
 - e. Use commas with quotation marks and before a coordinating conjunction in a compound sentence
 - f. Choose punctuation for effect and words and phrases to convey ideas precisely
 - g. Differentiate when to use formal and informal English

4th Grade - Fluency

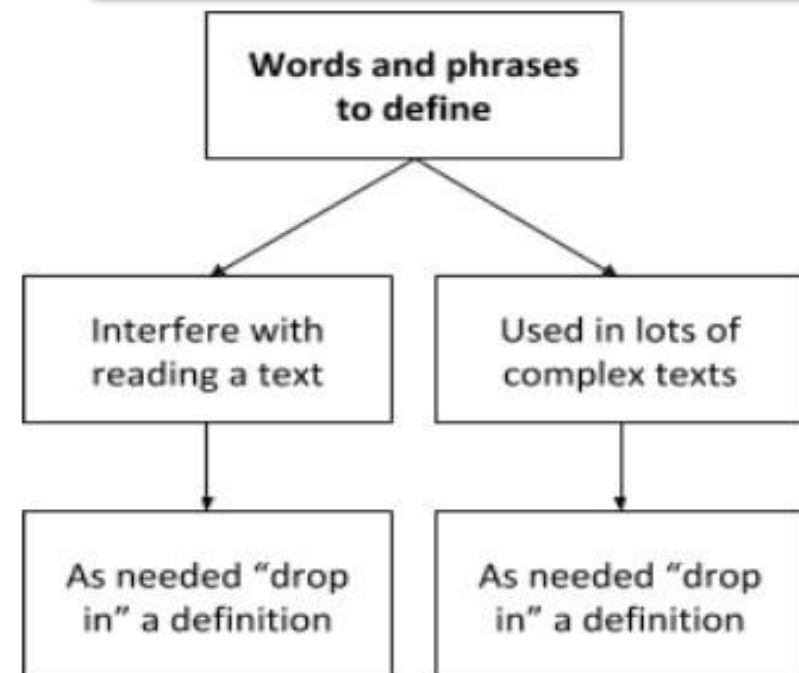
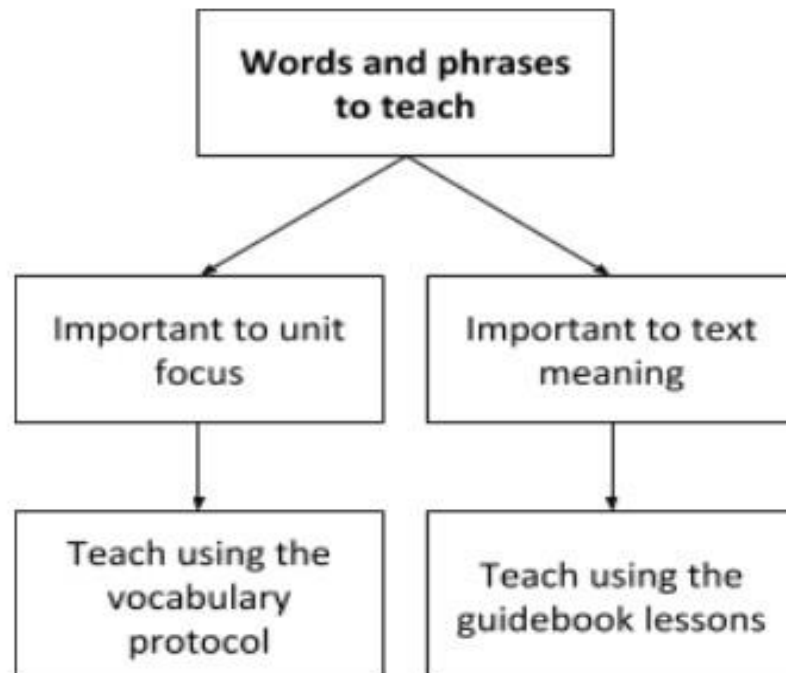
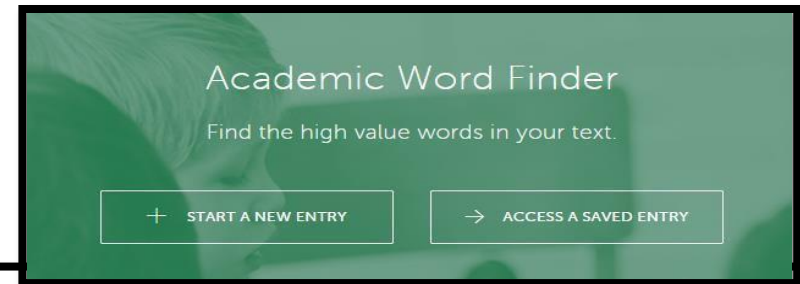


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Unit 1 (1 st 9 Weeks)	Unit 2 (2 nd 9 Weeks)	Unit 3 (3 rd 9 Weeks)	Unit 4 (4 th 9 Weeks)
<ul style="list-style-type: none">• Expression• Accuracy• Intonation• Phrasing: pauses and punctuation• Stress• Adjust rate to purpose	<ul style="list-style-type: none">• Stress• Accuracy and self-correction• Rate• Phrasing: pauses and punctuation• Expression• Intonation	<ul style="list-style-type: none">• Stress• Accuracy• Phrasing: pauses and punctuation• Rate• Expression• Accuracy and self-correction	<ul style="list-style-type: none">• Adjust rate to purpose• Expression• Stress• Accuracy

There are two sets of words and phrases in the guidebook units:

- Words and phrases to teach
- Words and phrases to define



MENTOR SENTENCES

These language links focus on the study of 4 mentor sentences from the unit texts. Each language link should take around 10-15 minutes to conduct.

Each mentor sentence is used across five language links that each have a different purpose. The same five language links are then repeated with a new mentor sentence.

1. **What does this sentence mean?**
 - a. Purpose: Students make an initial interpretation of the mentor sentence's meaning.
2. **What do I notice about this sentence?**
 - a. Purpose: Students examine the meaning and structure of the mentor sentence.
3. **What do I know this sentence means?**
 - a. Purpose: Students demonstrate their understanding of the sentence's meaning.
4. **What is the structure of this sentence?**
 - a. Purpose: Students create a sentence frame based on the mentor sentence.
5. **Can I write a quality sentence?**
 - a. Purpose: Students emulate the structure of the mentor sentence in their own sentence.



LearnZillion

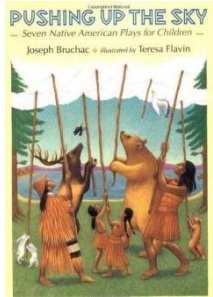


4th Grade - ELA

Guidebook 2.0 Unit 1- Pushing Up the Sky

Recommended Text

Unit 1 Goal:



In this unit, Students will learn about folktales and how they help to preserve the culture of societies that have disappeared. They will also write to compare an element in two different folktales and create a dramatic presentation from a folktale.

Anchor Text: 1 per student

What will students know and be able to do by the end of unit 1?

Each unit assessment has three parts, which together measure the following:

🍎 Culminating Writing Task

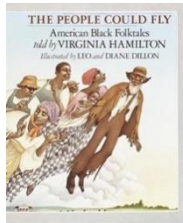
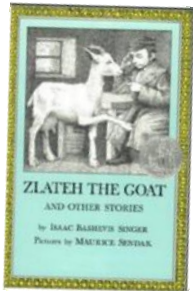
Students write a multiparagraph essay that compare and contrasts one element of two stories read in the unit. Students also determine how each story teaches a similar lesson or provides a similar message despite differences in the selected element.

🍎 Extension Task

Students work collaboratively to adapt one of the folktales read in the unit into a script that demonstrates the knowledge they have gained about folktales and how they reflect culture. Students then perform their folktale for the class, using props, visual displays, and/or audio recordings.

🍎 Cold Read Task

Students read “How Yugong Moved the Mountains.” Then, students will answer a combination of questions.



Supporting

Text: 1 per class



4th Grade - ELA

Guidebook 2.0 Unit 1- Pushing Up the Sky

Unit 1 - Diocese of Alexandria Standards

Lessons 1-4

Reading		Writing	Speaking & Listening	Language
RI.4.1	RI.4.4	W.4.2	SL.4.1	L.4.1
RI.4.2	RI.4.8	W.4.5	SL.4.3	L.4.2
RI.4.3	RI.4.10			L.4.4

Lessons 5-8

Reading		Writing	Speaking & Listening	Language
RL.4.1	RL.4.5	W.4.4	SL.4.1	L.4.1
RL.4.2	RL.4.9		SL.4.2	L.4.2
RL.4.3	RL.4.10		SL.4.4	L.4.4
RL.4.4			SL.4.6	

Lessons 9-12

Reading		Writing	Speaking & Listening	Language
RL.4.1	RL.4.9	W.4.9	SL.4.1	L.4.4
RL.4.3	RL.4.10		SL.4.2	L.4.5
RL.4.4			SL.4.4	

Lessons 13-18

Reading		Writing	Speaking & Listening	Language
RL.4.1	RI.4.2	W.4.1	SL.4.1	L.4.1
RL.4.2	RI.4.8	W.4.2	SL.4.2	L.4.2
RL.4.3		W.4.9	SL.4.4	L.4.4
RL.4.4				
RL.4.9				
RL.4.10				

Lessons 19-23

Reading		Writing	Speaking & Listening	Language
RL.4.1		W.4.3	SL.4.1	L.4.1
RL.4.2			SL.4.2	L.4.2
RL.4.3				L.4.4
RL.4.4				
RL.4.10				

Guidebook 2.0 Unit 1-Pushing Up the Sky

Unit 1 - Diocese of Alexandria Standards

Lessons 24-27

Reading		Writing	Speaking & Listening	Language
RL.4.1	RL.4.4	W.4.2	SL.4.1	L.4.1
RL.4.2	RL.4.9		SL.4.2	L.4.2
RL.4.3	RL.4.10			L.4.3

Lessons 28-32

Reading		Writing	Speaking & Listening	Language
RL.4.1		W.4.2		L.4.1
RL.4.2		W.4.4		L.4.2
RL.4.3		W.4.5		L.4.3
RL.4.8		W.4.9		
RL.4.10				

Lessons 33-34

Reading		Writing	Speaking & Listening	Language
RL.4.1	RL.4.4	W.4.3		
RL.4.2	RL.4.10			
RL.4.3				

Lessons 35-37

Reading		Writing	Speaking & Listening	Language
RL.4.1	RL.4.4	W.4.3		
RL.4.2	RL.4.10			
RL.4.3				

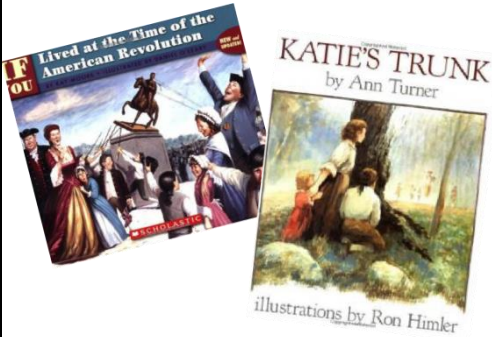
Lessons 38-42

Reading		Writing	Speaking & Listening	Language
RL.4.1	RL.4.5	W.4.3	SL.4.1	L.4.1
RL.4.2	RL.4.7		SL.4.2	L.4.2
RL.4.3	RL.4.9		SL.4.3	L.4.3
RL.4.4	RL.4.10		SL.4.4	

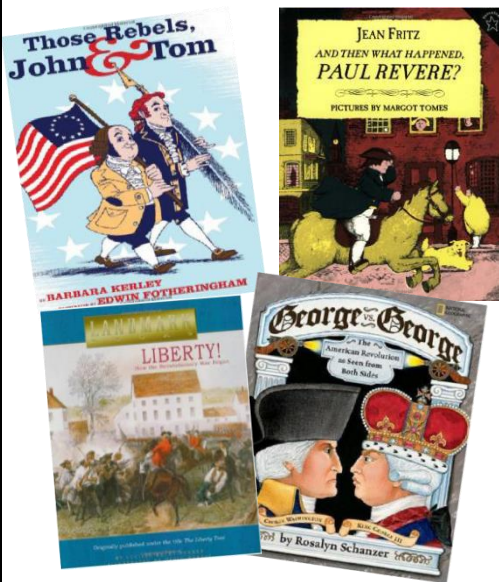
4th Grade - ELA

Guidebook 2.0 Unit 2- American Revolution

Recommended Text



Anchor Text: 1 per student



Supporting Text: 1 per class

Unit 2 Goal:

Students read texts about the American Revolution to understand the decisions and choices colonists had to make leading up to and during the Revolutionary War. Students express their understanding of the concept of "taking sides" and how, despite having different points of view about an issue or a situation, those engaged in conflict can still share common ground.

What will students know and be able to do by the end of unit 1?

Each unit assessment has three parts, which together measure the following:

🍎 Culminating Writing Task

Students write a multiparagraph essay in response to the question: Were the colonists justified in declaring their independence and fighting the Revolutionary War?

🍎 Extension Task

Students debate the following question from the point of view of a Patriot or a Loyalist: Was the Revolutionary War a war of freedom or a war of treason?

🍎 Cold Read Task

Students read "Colonization and the Revolutionary War: The Declaration of Independence" and "The Landlord's Mistake." Then students answer a combination of questions.



4th Grade - ELA

Guidebook 2.0 Unit 2- American Revolution

Unit 2- Diocese of Alexandria Standards

Lessons 1-2

Reading		Writing	Speaking & Listening	Language
RI.4.1	RI.4.7	W.4.10	SL.4.1a	L.4.4a/c
RI.4.3	RI.4.9			L.4.6
RI.4.4	RI.4.10			

Lessons 3-6

Reading		Writing	Speaking & Listening	Language
RI.4.1	RF.4.4a/c	W.4.2a/b	SL.4.1a/b	L.4.4a/c
RI.4.2		W.4.4	SL.4.2	L.4.5c
RI.4.3		W.4.9b	SL.4.3	L.4.6
RI.4.4		W.4.10	SL.4.4	
RI.4.5			SL.4.5	
RI.4.7			SL.4.6	
RI.4.8				
RI.4.9				
RI.4.10				

Lessons 7-12

Reading		Writing	Speaking & Listening	Language
RI.4.1	RF.4.4a/c	W.4.1a/b/d	SL.4.1a/c/d	L.4.1e/f
RI.4.2		W.4.5	SL.4.2	L.4.2a/b/d
RI.4.3		W.4.9b		L.4.4a/b
RI.4.4		W.4.10		L.4.5a
RI.4.5				L.4.6
RI.4.7				
RI.4.8				
RI.4.9				
RI.4.10				

Lessons 13-15

Reading		Writing	Speaking & Listening	Language
RI.4.1	RF.4.4a/c	W.4.7	SL.4.1a-d	
RI.4.3		W.4.8	SL.4.2	
RI.4.9		W.4.9b		
RI.4.10		W.4.10		



Guidebook 2.0 Unit 2- American Revolution

Unit 2- Diocese of Alexandria Standards

Lessons 16-22

Reading		Writing	Speaking & Listening	Language
RL.4.1	RI.4.1	W.4.2a-e	SL.4.1a-d	L.4.1a/e/f
RL.4.2	RI.4.3	W.4.4	SL.4.2	L.4.2a-d
RL.4.4	RI.4.9	W.4.5		L.4.4a/c
RL.4.5	RI.4.10	W.4.6		L.4.5a/c
RL.4.10	RF.4.4a-c	W.4.9a/b W.4.10		L.4.6

Lessons 23-25

Reading		Writing	Speaking & Listening	Language
RL.4.1	RL.4.6	W.4.1a/b	SL.4.1a-d	L.4.4a
RL.4.2	RL.4.10	W.4.10	SL.4.3	L.4.5a
RL.4.3	RF.4.4a-c		SL.4.6	L.4.6
RL.4.4				

Lesson 26

Reading		Writing	Speaking & Listening	Language
RI.4.1	RI.4.6	W.4.10	SL.4.2	L.4.5b
RI.4.2	RI.4.10			
RI.4.3	RF.4.4a/c			
RI.4.4				

Lessons 27-29

Reading		Writing	Speaking & Listening	Language
RI.4.1	RI.4.6	W.4.5	SL.4.1a/c	L.4.3a-c
RI.4.2	RI.4.8	W.4.9b		L.4.5a/c
RI.4.3	RI.4.9	W.4.10		L.4.6
RI.4.4	RI.4.10			
RI.4.5				

Cold-Read Task

RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.10, RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.8, RI.4.9, RI.4.10, W.4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.2e, W.4.9a, W.4.9b, W.4.10, L.4.1a, L.4.1e, L.4.1f, L.4.2a, L.4.2b, L.4.2c, L.4.2d, L.4.3a, L.4.3b, L.4.3c, L.4.4a, L.4.6

Extension Task

RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.6, RI.4.7, RI.4.10, W.4.1a, W.4.1b, W.4.7, W.4.8, W.4.9b, W.4.10, SL.4.1a, SL.4.1b, SL.4.1.c, SL.4.1d, SL.4.2, SL.4.3, SL.4.4, SL.4.6, L.4.3, L.4.5.c, L.4.6

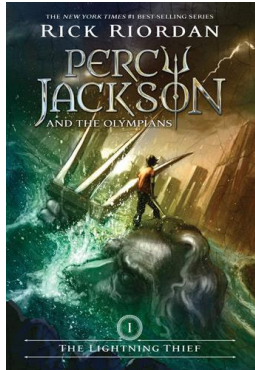
Culminating Writing Task

RL.4.1, RL.4.10, RI.4.1, RI.4.9, RI.4.10, W.4.1a, W.4.1b, W.4.1c, L.4.1a, L.4.1c, L.4.1d, L.4.1e, L.4.1f, L.4.1g, L.4.2a, L.4.2b, L.4.2c, L.4.2d, L.4.3a, L.4.3b, L.4.3c, L.4.6

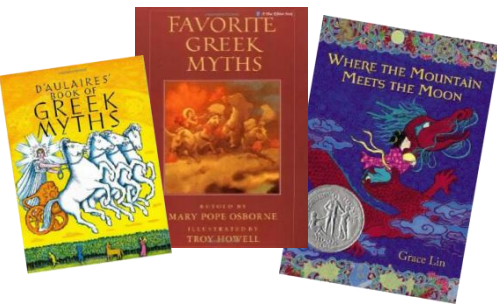


Guidebook 2.0 Unit 3- The Lightning Thief

Recommended Text



Anchor Text: 1 per student



Supporting Text: 1 per class

Unit 3 Goal:

Students read literary and informational texts to understand traditional stories that focus on common patterns in literature, specifically the quest.

Students express their understanding of how literature helps us make sense of the world, and how literature from the past influences our current lives and contemporary stories.

What will students know and be able to do by the end of unit 1?

Each unit assessment has three parts, which together measure the following:

🍎 Culminating Writing Task

Students write a multi paragraph essay in response to the prompt: Explain how the quest motif is part of *The Lightning Thief*. Describe Percy's goal, the challenges he faces, and how he changes along the way.

🍎 Extension Task

Students select a mythological character and research his or her stories. Then students write and publish an explanation of how the character is a part of our lives today and create a presentation of their findings.

🍎 Cold Read Task

Students read "Atalanta's Race." Then students answer a combination of questions.



Guidebook 2.0 Unit 3- The Lightning Thief

Unit 3- Diocese of Alexandria Standards

Lessons 1-4

Reading		Writing	Speaking & Listening	Language
RL.4.1	RF.4.4a-c	W.4.1	SL.4.1	L.4.4a-c
RL.4.2		W.4.2	SL.4.2	L.4.5a-c
RL.4.3		W.4.8		L.4.6
RL.4.4		W.4.9a		
RL.4.9				
RL.4.10				

Lessons 5-7

Reading		Writing	Speaking & Listening	Language
RL.4.1	RL.4.7	W.4.1	SL.4.1a-d	L.4.1f
RL.4.2	RL.4.9	W.4.4	SL.4.4	L.4.4a-c
RL.4.3	RL.4.10	W.4.5	SL.4.6	L.4.6
RL.4.4		W.4.8		

Lessons 8-9

Reading		Writing	Speaking & Listening	Language
RL.4.1	RL.4.6	W.4.1	SL.4.1a-d	L.4.1e-f
RL.4.2	RL.4.7	W.4.4	SL.4.4	L.4.2b
RL.4.3	RL.4.9	W.4.5	SL.4.6	L.4.3c
RL.4.4	RL.4.10	W.4.8		L.4.4a-c
		W.4.9a		L.4.6
		W.4.10		

Lessons 10-15

Reading		Writing	Speaking & Listening	Language
RL.4.1		W.4.2	SL.4.1	L.4.1e-f
RL.4.2		W.4.7		L.4.2b
RL.4.3		W.4.8		L.4.3a
RL.4.4		W.4.9a		L.4.4
RL.4.7		W.4.10		L.4.5a
RL.4.10				L.4.6



Guidebook 2.0 Unit 3- The Lightning Thief

Unit 3- Diocese of Alexandria Standards

Lessons 16-20

Reading		Writing	Speaking & Listening	Language
RL.4.1	RL.4.4	W.4.2	SL.4.1	L.4.4a
RL.4.2	RL.4.9	W.4.7		
RL.4.3	RL.4.10	W.4.8		
		W.4.9a		
		W.4.10		

Lessons 21-24

Reading	Writing		Speaking & Listening	Language
	W.4.2	W.4.7	SL.4.1	L.4.1
	W.4.4	W.4.8	SL.4.2	L.4.2
	W.4.5	W.4.9a	SL.4.4	
	W.4.6	W.4.10		

Lessons 25-29

Reading		Writing	Speaking & Listening	Language
RL.4.1	RL.4.4	W.4.1	SL.4.1	L.4.4a/c
RL.4.2	RL.4.9	W.4.2		
RL.4.3	RL.4.10			

Lessons 30-32

Reading		Writing	Speaking & Listening	Language
RL.4.1	RL.4.4	W.4.1	SL.4.1	
RL.4.2	RL.4.10	W.4.2		
RL.4.3				

Lessons 33-34

Reading		Writing	Speaking & Listening	Language
RL.4.1	RL.4.4			
RL.4.2	RL.4.10			
RL.4.3				

Lessons 33-34

Reading		Writing	Speaking & Listening	Language
RL.4.1		W.4.1	SL.4.1	L.4.1
RL.4.2		W.4.2		L.4.2
RL.4.3		W.4.4		
		W.4.5		
		W.4.9		
		W.4.10		



4th Grade - ELA

Guidebook 2.0 Unit 4- Hurricanes

Recommended Text

Unit 4 Goal:



Students read literary and informational texts to learn about hurricanes and their impact on Louisiana. Students understand of how history involves the sharing of memories and the differences between firsthand and secondhand accounts. Students express their understanding of the impact of hurricanes on Louisiana by writing a first person narrative about an experience in a hurricane based on texts that they have read.

What will students know and be able to do by the end of unit 1?

Each unit assessment has three parts, which together measure the following:

Anchor Text: 1 per student



Supporting Text: 1 per class

🍎 Culminating Writing Task

Students write a multiparagraph essay in response to the prompt: Write a narrative about a character who experiences a hurricane firsthand.

🍎 Extension Task

Students work collaboratively to research a hurricane that affected the coast of Louisiana, write a report, and create and deliver a multimedia presentation of their findings.

🍎 Cold Read Task

Students read "Some Other Famous Hurricanes" from *Hurricanes: Earth's Mightiest Storms*. Then students answer a combination of questions.



Guidebook 2.0 Unit 4- Hurricanes

Unit 4- Diocese of Alexandria Standards

Lessons 1-4

Reading	Writing	Speaking & Listening	Language
RI.4.1 RI.4.6 RI.4.7 RI.4.10	W.4.3b W.4.3d	SL.4.1a-d	L.4.3a

Lessons 5-9

Reading	Writing	Speaking & Listening	Language
RL.4.2 RL.4.3	RI.4.1 RI.4.4	W.5.2 W.5.9	SL 4.3 SL 4.4
			L.4.3a L.4.5a

Lessons 10-11

Reading	Writing	Speaking & Listening	Language
RL.4.1 RL.4.6	RI.4.1 RI.4.9	W.4.2a-e W.4.9a-b W.4.10	SL.4.1a-d SL.4.2 SL.4.3 SL.4.4 SL.4.6
			L.4.6

Lessons 12-16

Reading	Writing	Speaking & Listening	Language
RI.4.1 RI.4.2 RI.4.3	RI.4.4 RI.4.7 RI.4.10	W.4.2a-e W.4.8 W.4.9b W.4.10	SL.4.1a-d
			L.4.4a L.4.3a L.4.3c L.4.5c L.4.6



Guidebook 2.0 Unit 4- Hurricanes

Unit 4- Diocese of Alexandria Standards

Lessons 17-20

Reading		Writing	Speaking & Listening	Language
RL.4.1	RI.4.1	W.4.9a	SL.4.1a-d	L.4.1f
RL.4.2	RI.4.2		SL.4.2	L.4.4
RL.4.3	RI.4.5			L.4.4
RL.4.4	RI.4.9			L.4.4
RL.4.5	RI.4.10			L.4.6
RL.4.6	RF.4.4a			
RL.4.9	RF.4.4b			

Lessons 21-25

Reading		Writing	Speaking & Listening	Language
RL.4.1	RI.4.1	W.4.9a-b	SL.4.1a-d	L.4.3c
RL.4.2	RI.4.6		SL.4.4	
RL.4.3	RI.4.7		SL.4.6	
RL.4.4	RI.4.10		SL.4.3	
RL.4.5				
RL.4.6				
RL.4.10				

Culminating Writing Task

RI.4.2, RI.4.3, RI.4.7, RL.4.2, RL.4.3, W.4.6, W.4.4, W.4.5, W.4.8, W.4.9b, SL.4.4, SL.4.5, SL.4.6, L.4.1 a-g, L.4.2a-d, W.4.3a-e, L.4.6, L.4.3a-b

Cold-Read Task

RI.4.1, RI.4.2, RI.4.8, RI.4.9, W.4.1a-d, W.4.2 a-e, W.4.4, W.4.6, W.4.7, W.4.8, W.4.9b, W.4.10, L.4.6

Extension Task

RI.4.9, W.4.2 a-e, W.4.6, W.4.7, W.4.8, W.4.9b, W.4.10, L.4.