

**English Language Arts – 4th Grade  
2018-19**

Essential Standards				
<b>4_R_1</b> The student will apply the structure of the workshop model.	<b>4_R_2</b> The student will read with sufficient accuracy and fluency to support comprehension.	<b>4_R_3</b> The student will develop vocabulary and determine the meaning of words and phrases as they are used in text.	<b>4_R_4</b> The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade-level literature.	<b>4_R_5</b> The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade-level informational text.
Learning Targets				
<p><b>4_R_1_A:</b> Explain and demonstrate the work of a reader.</p> <p><b>4_R_1_B:</b> Identify the purpose of the three components within the workshop model: crafting, composing, reflecting.</p> <p><b>4_R_1_C:</b> Distinguish between the role of the teacher and student within the workshop model: crafting, composing, reflecting.</p> <p><b>4_R_1_D:</b> Select a variety of appropriate text based on interest, purpose and reading level and keep a record of reading. (4.R.1.D.b)</p> <p><b>4_R_1_E:</b> Understand and demonstrate the procedures and routines during Reader’s Workshop.</p> <p><b>4_R_1_F:</b> Communicate about reading in a variety of ways. (4.R.1.D.b)</p> <p><b>4_R_1_G:</b> Select appropriate personal goals as a reader to monitor progress.</p> <p><b>Independent Text</b>  <b>4_R_1_H:</b> Read independently for multiple purposes over sustained periods of time. (4.R.1.D.a) (CCSS RL.4.10 RI.4.10)</p>	<p><b>Fluency</b>  <b>4_R_2_A:</b> Read grade level text orally with accuracy, appropriate rate, phrasing and expression. (4.RF.4.A) (CCSS RF.4.4)</p> <p><b>4_R_2_B:</b> Use context to confirm or self correct word recognition and understanding. (4.RF.4.A.a) (CCSS RF.4.4.a RF.4.4.b RF.4.4.c)</p>	<p><b>Vocabulary</b>  <b>4_R_3_A:</b> Determine the meaning of academic English words derived from Latin, Greek, or other linguistic roots ,prefixes , and suffixes. (4.R.1.B.a) (CCSS L.4.4 RL.4.4 L.4.4.b)</p> <p><b>4_R_3_B:</b> Use the context of the sentence to determine the meaning of unfamiliar words or multiple meaning words. (4.R.1.B.b) (CCSS L.4.4.a)</p> <p><b>4_R_3_C:</b> Identifying the meaning of common idioms and figurative language. (4.R.1.B.d) (CCSS L.4.5 L.4.5.a L.4.5.b)</p> <p><b>4_R_3_D:</b> Use conversational, general academic, and domain specific words and phrases. (4.R.1.B.f) ( CCSS L.4.6)</p>	<p><b>Comprehension</b>  <b>4_R_4_A:</b> Draw conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text [LITERATURE]. (4.R.1.A.a 4.R.1.A.b) (CCSS RL.4.1.)</p> <p><b>4_R_4_B:</b> Monitor comprehension and making corrections and adjustments when understanding breaks down [LITERATURE]. (4.R.1.A.c) (CCSS RF.4.4c)</p> <p><b>4_R_4_C:</b> Ask and respond to relevant questions to deepen understanding [LITERATURE].</p> <p><b>4_R_4_D:</b> Seek clarification and support answers with evidence from text [LITERATURE].</p> <p><b>Making Connections</b>  <b>Explain relevant connections between:</b></p> <p><b>4_R_4_E:</b> Make and explain text to text connections [LITERATURE]. (4.R.1.C.a) (CCSS RL.4.9)</p> <p><b>4_R_4_F:</b> Make and explain text to world connections [LITERATURE] (text ideas and the world by demonstrating an awareness that literature reflects a culture and historic time frame) (4.R.1.C.b)</p> <p><b>Reading Fiction</b>  <b>Read, infer, analyze, and draw conclusions to:</b></p> <p><b>4_R_4_G:</b> Summarize and sequence the events/ plot, explain how past events impact future events, and identify the theme. (4.R.2.A.a) (CCSS RL.4.2.)</p> <p><b>4_R_4_H:</b> Describe the personality traits of characters from their thoughts, words, and actions. (4.R.2.A.b) (CCSS RL.4.3)</p> <p><b>4_R_4_I:</b> Describe the interaction of characters including their relationships and how they change. (4.R.2.A.c) (CCSS RL.4.3)</p> <p><b>4_R_4_J:</b> Compare and contrast the adventures or exploits of characters and their roles. (4.R.2.A.d) (CCSS RL.4.9)</p> <p><b>4_R_4_K:</b> Compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of a story is first or third person. (4.R.2.A.e) (CCSS RL.4.6)</p> <p><b>Poetry</b>  <b>Read, infer, and draw conclusions to:</b></p> <p><b>4_R_4_L:</b> Explain structural elements of poetry. (4.R.2.B.a) (CCSS RL.4.5)</p> <p><b>Drama</b>  <b>Read, infer, and draw conclusions to:</b></p>	<p><b>Comprehension</b>  <b>4_R_5_A:</b> Draw conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text [INFORMATIONAL TEXT]. (4.R.1.A.a 4.R.1.A.b) (CCSS RI.4.1)</p> <p><b>4_R_5_B:</b> Monitor comprehension and making corrections and adjustments when understanding breaks down [INFORMATIONAL TEXT]. (4.R.1.A.c) (CCSS RF.4.4c)</p> <p><b>4_R_5_C:</b> Ask and respond to relevant questions to deepen understanding [INFORMATIONAL TEXT].</p> <p><b>4_R_5_D:</b> Seek clarification and support answers with evidence from text [INFORMATIONAL TEXT].</p> <p><b>Making Connections</b>  <b>Explain relevant connections between:</b></p> <p><b>4_R_5_E:</b> Make and explain text to text connections [INFORMATIONAL TEXT]. (4.R.1.C.a) (CCSS RI.4.9)</p> <p><b>4_R_5_F:</b> Make and explain text to world connections [INFORMATIONAL TEXT] (text ideas and the world by demonstrating an awareness that literature reflects a culture and historic time frame) (4.R.1.C.b)</p> <p><b>Text Features</b>  <b>Read, infer, and draw conclusions to:</b></p> <p><b>4_R_5_G:</b> Use multiple text features to locate information and gain an overview of the contents of text. (4.R.3.A.a) (CCSS RI.3.5)</p> <p><b>4_R_5_H:</b> Describe the sequence of events, ideas, concepts or steps needed to carry out a procedure. (4.R.3.A.b) (CCSS RI.3.3 RI.4.3)</p> <p><b>4_R_5_I:</b> Interpret and explain factual information presented graphically. (4.R.3.A.c) (RI.4.7)</p> <p><b>Literary Techniques</b>  <b>Read, infer, and draw conclusions to:</b></p> <p><b>4_R_5_J:</b> Explain similarities and differences between the events and characters’ experiences in a fictional work and the actual events and experiences described in an author’s biography or autobiography. (4.R.3.B.a)</p> <p><b>4_R_5_K:</b> Analyze, make inferences, and draw conclusions about persuasive text and use evidence from the text to explain the author’s purpose and support the analysis. (4.R.3.B.b) (CCSS RI.4.8 RI.4.1)</p> <p><b>4_R_5_L:</b> Explain how an author uses language to present information to influence what the reader thinks or does. (4.R.3.B.c) (CCSS RI.4.5 RI.4.8)</p>

			<p><b>4_R_4_M:</b> Analyze how characters change from the beginning to the end of a play or film. (4.R.2.C.a) (CCSS RL.4.3)</p> <p><b>4_R_4_N:</b> Explain structural elements of dramatic literature. (4.R.2.C.b) (CCSS RL.4.5)</p>	<p><b><i>Text Structures</i></b>  <b><i>Read, infer, and draw conclusions to:</i></b></p> <p><b>4_R_5_M:</b> Distinguish fact from opinion in a text and explain how to verify what is a fact. (4.R.3.C.a)</p> <p><b>4_R_5_N:</b> Explain explicit and implicit relationships among ideas in texts. (4.R.3.C.b) (CCSS RI.4.3)</p> <p><b>4_R_5_O:</b> Explain author’s purpose. (4.R.3.C.c) (CCSS RI.4.8)</p> <p><b>4_R_5_P:</b> Compare and contrast a firsthand and secondhand account of the same event or topic. (4.R.3.C.d) (CCSS RI.4.6)</p> <p><b><i>Digital and Media Literacy</i></b></p> <p><b>4_R_5_Q:</b> Explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior. (4.R.4.A.a)</p> <p><b>4_R_5_R:</b> Explain how various design techniques used in media influence the message. (4.R.4.A.b)</p> <p><b>4_R_5_S:</b> Compare various written conventions used for digital media. (4.R.4.A.c)</p> <p><b>4_R_5_T:</b> Explain text structures and graphics features of a web page and how they help readers to comprehend text. (4.R.4.A.d) (RI.4.7)</p>
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Essential Standards				
<b>4_W_1</b> The student will apply the structure of the workshop model.	<b>4_W_2</b> The student will compose an appropriate type of writing for a variety of purposes and audiences.	<b>4_W_3</b> The student will apply the conventions of Standard English grammar and usage in writing.	<b>RM_4</b> The student will plan for research, gather and use relevant information from a variety of sources.	<b>4_SL_1</b> The student will speak and listen effectively in multiple contexts.
Learning Targets				
<p><b>4_W_1_A:</b> Identify the purpose of the three components within the workshop model: crafting, composing, reflecting</p> <p><b>4_W_1_B:</b> Distinguish between the role of the teacher and student within the workshop model: crafting, composing, reflecting</p> <p><b>4_W_1_C:</b> Understand and demonstrate the procedures and routines during Writer’s Workshop</p> <p><b>4_W_1_D:</b> Use a writer’s notebook (i.e. folder, binder, composition notebook)</p> <p><b>4_W_1_E:</b> Explain and demonstrate the work of a writer</p> <p><b>4_W_1_F:</b> Identify the ways that writers get their ideas.</p> <p><b>4_W_1_G:</b> Identify the resources that writers use.</p> <p><b>4_W_1_H:</b> Communicate about writing in a variety of ways</p> <p><b>4_W_1_I:</b> Recognize steps in the writing process</p> <p><b>4_W_1_J:</b> Select appropriate personal goals as a writer to monitor progress</p> <p><b>4_W_1_K:</b> Write routinely over extended time frames and shorter time frames (CCSS W.4.10)</p>	<p><b>4_W_2_A:</b> Follow a writing process to plan writing, write a draft, strengthen writing by revising and editing, produce and publish writing. (4.W.1.A 4.W.1.B 4.W.1.C 4.W.1.D) (CCSS W.4.4 W.4.5)</p> <p><b><u>Opinion/Argumentative</u></b> <b>4_W_2_B: Write opinion texts that:</b></p> <p><b>4_W_2_B1:</b> introduce a topic or text being studied, using an introductory paragraph. (4.W.2.A.a) (CCSS W.4.1.a)</p> <p><b>4_W_2_B2:</b> state an opinion or establish a position and provide reasons for the opinion/position supported by facts and details. (4.W.2.A.b) (CCSS W.4.1.a W.4.1.b)</p> <p><b>4_W_2_B3:</b> use specific and accurate words that are related to the topic, audience and purpose. (4.W.2.A.c) (CCSS L.4.3.a)</p> <p><b>4_W_2_B4:</b> contain information using student’s original language except when using direct quotation from a source. (4.W.2.A.d) (CCSS W.5.8)</p> <p><b>4_W_2_B5:</b> reference the name of the author(s) or name of the source used for details or facts included in the text. (4.W.2.A.e) (CCSS W.4.8)</p> <p><b>4_W_2_B6:</b> use transitions to connect opinion and reason. (4.W.2.A.f) (CCSS W.4.1.c)</p> <p><b>4_W_2_B7:</b> organize the supporting details/reasons into introductory, supporting, and concluding paragraphs. (4.W.2.A.g) (CCSS W.4.1.d)</p> <p><b><u>Informative/Explanatory</u></b> <b>4_W_2_C: Write informative/explanatory texts that:</b></p> <p><b>4_W_2_C1:</b> introduce a topic using a topic sentence in an introductory paragraph. (4.W.2.B.a) (CCSS W.4.2.a)</p> <p><b>4_W_2_C2:</b> develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations. (4.W.2.B.b) (CCSS W.4.2.b)</p> <p><b>4_W_2_C3:</b> use specific, relevant, and accurate words that are suited to the topic, audience, and purpose. (4.W.2.B.c) (CCSS W.4.2.d L.4.3.a)</p> <p><b>4_W_2_C4:</b> contain information using student’s original language except when using direct quotations from a source. (4.W.2.B.d) (CCSS SL.4.2 W.5.8)</p> <p><b>4_W_2_C5:</b> use transitions to connect categories of information. (4.W.2.B.e) (CCSS W.4.2.c)</p> <p><b>4_W_2_C6:</b> use text features when useful. (4.W.2.B.f) (CCSS W.4.2.a)</p> <p><b>4_W_2_C7:</b> create a concluding paragraph related to the information. (4.W.2.B.g) (CCSS W.4.2.e)</p>	<p><b><u>Spelling &amp; Usage</u></b> <b>4_W_3_A:</b> Spell words with suffixes by dropping or leaving the final e. (4.L.1.B.f)</p> <p><b>4_W_3_B:</b> Spell words ending in the long e. (4.L.1.B.g) (K.L.1.B.h)</p> <p><b>4_W_3_D:</b> Independently spell and use grade level words correctly, including commonly confused words.</p> <p><b>4_W_3_E:</b> Consult reference materials to check and correct spellings. (3.L.1.B.k)</p> <p><b><u>Parts of Speech</u></b> <b>4_W_3_F:</b> Eliminate helping verbs in writing to improve clarity and increase interest. (4.L.1.A.a)</p> <p><b>4_W_3_G:</b> Recognize and correct vague and ambiguous pronouns.</p> <p><b>4_W_3_H:</b> Use prepositions to improve clarity and specificity in writing. (4.L.1.A.f)</p> <p><b><u>Sentences</u></b> <b>4_W_3_I:</b> Use sentence variety including simple and compound sentences to improve writing. (3.L.1.A.f)</p> <p><b>4_W_3_J:</b> Correct run-on sentences in writing. (4.L.1.A.i)</p> <p><b><u>Capitalization</u></b> <b>4_W_3_K:</b> Capitalize dialogue correctly. (3.L.1.B.d)</p> <p><b><u>Punctuation</u></b> <b>4_W_3_L:</b> Use commas and quotations marks in dialogue. (3.L.1.B.c)</p>	<p><b><u>Inquiry Process:</u></b> <b>RM_4_A:</b> Follow a modeled inquiry process. (W.3.A)</p> <p><b><u>Using Schema:</u></b> <b>RM_4_B:</b> Predict answers to inquiry questions based on background knowledge and beginning observation or experience.</p> <p><b><u>Questioning and Topic Development:</u></b> <b>RM_4_C:</b> Formulate and assess questions to determine which can be answered by simple facts, which cannot be answered, and which will lead to an interesting inquiry. (4.W.3.A.a 4.W.3.A.b)</p> <p><b><u>Keyword Searching:</u></b> <b>RM_4_D:</b> Generate a list of keywords (including synonyms) for research with teacher guidance, evaluating their effectiveness. (4.W.3.A.d)</p> <p><b><u>Using and Evaluating Sources:</u></b> <b>RM_4_E:</b> Use approved sources to find appropriate information. (4.W.3.A.c, 4.W.3.A.d)</p> <p><b><u>Note Taking:</u></b> <b>RM_4_F:</b> Identify and utilize effective note taking strategies to summarize and paraphrase information.(4.W.A.e)</p> <p><b><u>Drawing Conclusions:</u></b> <b>RM_4_G:</b> Form opinions and use evidence from text to support a conclusion.</p> <p><b><u>Organizing Information:</u></b> <b>RM_4_H:</b> Use a compare/contrast organizational pattern to organize information.</p> <p><b><u>Citing Sources:</u></b> <b>RM_4_I:</b> Understand what plagiarism is and how to avoid it. (4.W.3.A.g)</p> <p><b>RM_4_J:</b> Cite title and author for all print sources and article title, website and date accessed for electronic sources used. (4.W.3.A.h)</p>	<p><b><u>Collaborative Discussions</u></b> <b>Speak clearly and to the point, using conventions of language when presenting individually or with a group</b></p> <p><b>4_SL_1_A:</b> Contribute to discussion after listening to others’ ideas, according to classroom expectations. (4.SL.3.A.a) (CCSS SL.4.1.b SL.4.1.c SL.4.1.d)</p> <p><b>4_SL_1_B:</b> Express opinions of read-alouds and independent reading and relating opinion to others. (4.SL.3.A.b)</p> <p><b><u>Presenting</u></b> <b>Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group</b></p> <p><b>4_SL_1_C:</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats. (4.SL.4.A.a) (CCSS SL.4.2)</p> <p><b>4_SL_1_D:</b> Use efficient presentation skills with available resources. (4.SL.4.A.b) (CCSS SL.4.5)</p> <p><b>4_SL_1_E:</b> Incorporate descriptive and sequential details in a student designed or teacher-assigned topic. (4.SL.4.A.c) (CCSS SL.4.4)</p> <p><b>4_SL_1_F:</b> Give a formal presentation to classmates, using a variety of media. (4.SL.4.A.d) (CCSS SL.4.4 SL.4.5)</p> <p><b>4_SL_1_G:</b> Speak with expression and fluency. (4.SL.4.A.e) (CCSS SL.4.6)</p> <p><b>4_SL_1_I:</b> Adjust formal/informal language according to context and topic. (4.SL.4.A.f) (CCSS.4.6)</p>

	<p><b><i>Narrative/Literary</i></b>  <b>4_W_2_D:</b> <i>Write fiction or non-fiction narratives and poems that:</i></p> <p><b>4_W_2_D1:</b> establish a setting and situation/topic and introduce a narrator and/or characters. (4.W.2.C.a) (CCSS W.4.3.a)</p> <p><b>4_W_2_D2:</b> use narrative techniques, such as dialogue, motivation, and descriptions. (4.W.2.C.b) (CCSS W.4.3.b)</p> <p><b>4_W_2_D3:</b> organize an event sequence that unfolds naturally to establish a beginning/middle/ end. (4.W.2.C.c) (CCSS W.4.3.e)</p> <p><b>4_W_2_D4:</b> use a variety of transitions to manage the sequence of events . (4.W.2.C.d) (CCSS W.4.3.c)</p> <p><b>4_W_2_D5:</b> use specific, relevant, and accurate words that are suited to the topic, audience, and purpose. (4.W.2.C.e) (CCSS W.4.3.d L.4.3.a)</p>		<p><b><i>Presentation:</i></b>  <b>RM_4_K:</b> Organize and present facts and draw conclusions to answer questions in a variety of ways. (4.W.3.A.i)</p> <p><b><i>Reflection During and After:</i></b>  <b>RM_4_L:</b> Identify and evaluate the important features for a good product, assessing and revising own work with guidance. (4.W.3.A.i)</p> <p><b>RM_4_M:</b> Identify own strengths and set goals for improvement. (4.W.3.A.i)</p>	
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