



English/Language Arts

Grade: 4

Preparation of Kentucky's students for the demands of the 21st Century requires districts and schools to prepare every student for successful transition to post-secondary education, work and the community. The Kentucky Academic Standards help ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. This document provides administrators, teachers, parents and other stakeholders with access to the standards, the progression of skills taught, and supporting information. These learning goals outline what a student should know and be able to do at the end of the current grade.

This document is best used in conjunction with the Boyd County Public School District's Writing Plan.

Curriculum Framework Key:

I=New Standard Introduced

O= Ongoing

M=Mastery

Speaking and Listening Standards

*The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. **The skills and applications of these Speaking and Listening standards are integrated throughout the year and opportunities are provided for students to demonstrate mastery of these standards in Reading and Writing ELA instruction.***

LDC Resources that address multiple standards in this cluster

Whole Group Text Talk: Informational Texts Deconstructed Teaching Task with "I Will ..." statements Outlining Opinion Essays Using Graphic Organizers Introduction to Identifying Character Traits	Comparing Theme in Folktales from Different Cultures The Meaning and Message of Greek Myths Character in the novel Because of Winn Dixie
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Achieve the Core Resources that address multiple standards in this cluster

Because of Winn Dixie - Includes Sample Writing Task Lou Gehrig: The Luckiest Man - Includes Sample Writing Task	Escape (Excerpt from Charlotte's Web)
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Speaking and Listening Standards	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
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Comprehension and Collaboration

SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.	I	O	O	M	Pre-Writing Discussion with Informational Text Introduction to Identifying Character Traits Close Reading - First Read (Narrative Text) Close Reading- Second Read (Asking Questions) Coming to America: A Nation of Immigrants (1820-Present)
SL4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	I	O	O	M	Coming to America: A Nation of Immigrants (1820-Present)
SL4.1.b.	Follow agreed-upon rules for discussions and	I	O	O	M	

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	carry out assigned roles.					
SL.4.1.c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	I	O	O	M	
SL4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	I	O	O	M	
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	I	O	O	M	Partner Retelling of Narrative Text Pre-Writing Discussion with Informational Text Pre-Writing Discussion with Informational Text
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.	I	O	O	M	
Presentation of Knowledge and Ideas						
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	-	I	O	M	Partner Retelling of Narrative Text Read Aloud Voice (Oral Presentation) Introduction to Identifying Character Traits
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	-	-	I	M	
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)	I	O	O	M	Read Aloud Voice (Oral Presentation) Close Reading - First Read (Narrative Text)

Reading Standards: Foundational Skills (K-5)

*These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. **These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.** Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.*

LDC Resources that address multiple standards in this cluster

Achieve the Core Resources that address multiple standards in this cluster

[Because of Winn Dixie - Includes Sample Writing Task](#)
[Lou Gehrig: The Luckiest Man - Includes Sample Writing Task](#)

[Escape \(Excerpt from Charlotte’s Web\)](#)

Reading Standards: Foundational Skills (K-5)		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
Phonics and Word Recognition						
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.	I	O	O	M	
RF.4.3.a	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.	-	I	O	M	
Fluency						
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	I	O	O	M	Fluency Chart Fluency Packet for the 4 - 5 Grade Band

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RF.4.4.a	Read grade-level text with purpose and understanding.	I	O	O	M	Picking a "Just Right" Book for Independent Reading
RF.4.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	I	O	O	M	
RF.4.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	I	O	O	M	

Reading: Informational Text

LDC Resources that address multiple standards in this cluster

Achieve the Core Resources that address multiple standards in this cluster

[Coming to America: A Nation of Immigrants \(1820-Present\)](#)

[African Savanna](#)
[How Movies and Television Programs are Made](#)

Reading Standards: Informational Text (K-5)		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
Key Ideas and Details						
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	I	O	O	M	Directed Reading-Thinking Activity (DRTA) Whole Group Text Talk: Informational Texts Pre-Writing Discussion with Informational Text Close Reading - First Read (Narrative Text) Deconstructed Teaching Task with "I Will ... " statements Recycling: Is it Worth It?
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	I	O	O	M	Active Reading Bookmark Theme Sort Determining Theme Vs. Main Idea

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RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	I	O	O	M	Directed Reading-Thinking Activity (DRTA) Close Reading- Second Read (Asking Questions)
Craft and Structure						
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	I	O	O	M	Close Reading - First Read (Narrative Text) Writing a Student Report: How Word Choice Affects Tone Revising Word Choice in Sample Texts Writing a Student Report: How Word Choice Affects Tone Creating a Vocabulary Book or Glossary for a Nonfiction Text
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	I	O	O	M	
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	-	I	O	M	
Integration of Knowledge and Ideas						
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	I	O	O	M	Prepositions and New Vocabulary Through Observing and Discussing Art (for English Language Learners)
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	-	I	O	M	Whole Group Text Talk: Informational Texts
RI.4.9	Integrate information from two texts on the	-	I	O	M	Theme Sort

	same topic in order to write or speak about the subject knowledgeably.					Determining Theme Vs. Main Idea Recycling: Is it Worth It?
Range of Reading and Level of Text Complexity						
RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I	O	O	M	Active Reading Bookmark Essential Vocabulary Worksheets Picking a "Just Right" Book for Independent Reading

Reading: Literature

LDC Resources that address multiple standards in this cluster						
The Sun is a Flower: The Use of Simile and Metaphor in Ray Bradbury's "All Summer in a Day" Tableaux: Dramatic Interpretations of Poetry Tableaux: Dramatic Interpretations of Poetry (with UDL Supports)			Prove It: Identifying Evidence in Narrative Texts Comparing Theme in Folktales from Different Cultures The Meaning and Message of Greek Myths			
Achieve the Core Resources that address multiple standards in this cluster						
Because of Winn Dixie - Includes Sample Writing Task Escape (Excerpt from Charlotte's Web)			By the Shores of Silver Lake			
Reading Standards for Literature		1st 9 weeks	2nd 9 weeks	3rd 9 weeks	4th 9 weeks	Resources
Key Ideas and Details:						
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	I	O	O	M	Deconstructed Teaching Task with "I Will ... " statements Directed Reading-Thinking Activity (DRTA) The Sun is a Flower: The Use of Simile and Metaphor in Ray Bradbury's "All Summer in a Day" Character in the novel Because of Winn Dixie

RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	-	-	I	M	Active Reading Bookmark Theme Sort Determining Theme Determining Theme Vs. Main Idea Theme Scheme: Analyzing Theme in Narrative Analyzing How Character Traits Develop Theme in "Fox", by Margaret Wild The Spider and the Fly: Analysis between Story Elements and Theme
RL.4.3	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).	I	O	O	M	Tracking Character Development Directed Reading-Thinking Activity (DRTA) How Writers Use Language to Develop Character Analyzing How Character Traits Develop Theme in "Fox", by Margaret Wild The Spider and the Fly: Analysis between Story Elements and Theme Character in the novel Because of Winn Dixie
Craft and Structure:						
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	-	-	I	M	Revising Word Choice in Sample Texts Possible Sentences Tracking Character Development Writing a Student Report: How Word Choice Affects Tone Examining Word Choice in Children's Literature
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings,	-	-	I	M	Identifying Explanatory Text Features

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	descriptions, dialogue, stage directions) when writing or speaking about a text.					
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	-	-	I	M	First Person vs. Third Person Point of View Point of View in Fiction Identifying Character Point of View
Integration of Knowledge and Ideas:						
RL.4.7	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.	-	-	I	M	
RL.4.8	(RL.4.8 not applicable to literature)	-	-	-	-	
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	-	-	I	M	Theme Sort Determining Theme Determining Theme Vs. Main Idea
Range of Reading and Level of Text Complexity:						
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I	O	O	M	Active Reading Bookmark Previewing Historical Fiction Essential Vocabulary Worksheets Picking a "Just Right" Book for Independent Reading

Writing Standards

*The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C. **Standards listed below are to be integrated in all forms of writing instruction – informational, opinion, and narrative. Students will have multiple opportunities throughout the school year to demonstrate the skills and knowledge incorporated in these writing standards.***

LDC Resources that address multiple standards in this cluster

[Writing Informed Opinions](#)

Achieve the Core Resources that address multiple standards in this cluster

[Because of Winn Dixie - Includes Sample Writing Task](#)
[Lou Gehrig: The Luckiest Man - Includes Sample Writing Task](#)
[Coming to America: A Nation of Immigrants \(1820-Present\)](#)

[The Sun is a Flower: The Use of Simile and Metaphor in Ray Bradbury's "All Summer in a Day"](#)
[By the Shores of Silver Lake](#)
[Escape \(Excerpt from Charlotte's Web\)](#)

Writing Standards		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
W.4.4	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.)	I	O	O	M	Composing Personalities for Narrative Fiction (with UDL Supports) Writing a Student Report: How Word Choice Affects Tone Revising Word Choice in Sample Texts Identifying Character Point of View Character in the novel Because of Winn Dixie
W.4.5	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	I	O	O	M	Writing Descriptions Revising Word Choice in Sample Texts Composing Personalities for Narrative Fiction (with UDL Supports) The Meaning and Message of Greek Myths

	including grade 4 here.)					Character in the novel Because of Winn Dixie The Meaning and Message of Greek Myths
W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	I	O	O	M	
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	I	O	O	M	
W.4.8	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.	I	O	O	M	
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	I	O	O	M	
W.4.9.a	Apply <i>grade 4 Reading standards</i> to literature (e.g., "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].").	-	-	I	M	
W.4.9.b	Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	I	O	O	M	
W.4.10	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,	I	O	O	M	

purposes, and audiences.					
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Language Standards

The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. The skills and applications of these standards are integrated throughout the year and opportunities are provided for students to demonstrate mastery of these standards in all components of ELA instruction – Speaking and Listening, Reading and Writing.

LDC Resources that address multiple standards in this cluster

Writing a Student Report: How Word Choice Affects Tone Revising Word Choice in Sample Texts Semantic Gradient Examining Word Choice in Children's Literature Creating a Vocabulary Book or Glossary for a Nonfiction Text	Prepositions and New Vocabulary Through Observing and Discussing Art (for English Language Learners) How Writers Use Language to Develop Character The Meaning and Message of Greek Myths
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Achieve the Core Resources that address multiple standards in this cluster

Because of Winn Dixie - Includes Sample Writing Task Blue Willow Lou Gehrig: The Luckiest Man - Includes Sample Writing Task The Sun is a Flower: The Use of Simile and Metaphor in Ray Bradbury's "All Summer in a Day"	Coming to America: A Nation of Immigrants (1820-Present) Escape (Excerpt from Charlotte's Web)
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Language Standards		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
Conventions of Standard English						
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I	O	O	M	Prepositions and New Vocabulary Through Observing and Discussing Art (for English Language Learners)
L.4.1.a	Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	I	O	O	M	

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L.4.1.b	Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.	I	O	O	M	
L.4.1.c	Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.	I	O	O	M	
L.4.1.d	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	I	O	O	M	
L.4.1.e	Form and use prepositional phrases.	I	O	O	M	
L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	I	O	O	M	Simple/Complex Sentences (converted from simple sentences)
L.4.1.g	Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*	I	O	O	M	
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I	O	O	M	
L.4.2.a	Use correct capitalization.	I	O	O	M	
L.4.2.b	Use commas and quotation marks to mark direct speech and quotations from a text.	I	O	O	M	
L.4.2.c	Use a comma before a coordinating conjunction in a compound sentence.	-	I	O	M	
L.4.2.d	Spell grade-appropriate words correctly, consulting references as needed.	-	I	O	M	
Knowledge of Language						
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	-	I	O	M	Prepositions and New Vocabulary Through Observing and Discussing Art (for English Language Learners)
L.4.3.a	Choose words and phrases to convey ideas precisely.*	-	I	O	M	Examining Word Choice in Children's Literature

L.4.3.b	Choose punctuation for effect.*	-	I	O	M	
L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	-	-	I	M	
Vocabulary Acquisition and Use						
L.4.4	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.	-	I	O	M	Close Reading - First Read (Narrative Text)
L.4.4.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	-	I	O	M	
L.4.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).	-	I	O	M	
L.4.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.	I	O	O	M	
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	-	-	I	M	Close Reading - First Read (Narrative Text) Examining Word Choice in Children's Literature
L.4.5.a	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	-	-	I	M	
L.4.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.	-	-	I	M	

L.4.5.c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	-	-	I	M	
L.4.6	Acquire and use accurately 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., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	I	O	O	M	Prepositions and New Vocabulary Through Observing and Discussing Art (for English Language Learners)

Writing: Informative/Explanatory

Writing Standard 2: Informative/Explanatory (W.4.2)

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

LDC Resources that address multiple standards in this cluster						
Writing Descriptions Identifying Explanatory Text Features Writing an Opinion How Writers Use Language to Develop Character Analyzing How Character Traits Develop Theme in "Fox", by Margaret Wild			Comparing Theme in Folktales from Different Cultures The Spider and the Fly: Analysis between Story Elements and Theme The Meaning and Message of Greek Myths Character in the novel Because of Winn Dixie			
Achieve the Core Resources that address multiple standards in this cluster						
Because of Winn Dixie - Includes Sample Writing Task Lou Gehrig: The Luckiest Man - Includes Sample Writing Task			By the Shores of Silver Lake Escape (Excerpt from Charlotte's Web)			
Writing Informative/Explanatory Standards		1st 9 weeks	2nd 9 weeks	3rd 9 weeks	4th 9 weeks	Resources
W.4.2	Write informative/explanatory texts to examine	I	O	O	M	

	a topic and convey ideas and information clearly.					
W.4.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	I	O	O	M	
W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	I	O	O	M	
W.4.2.c	Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).	I	O	O	M	
W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	I	O	O	M	
W.4.2.e	Provide a concluding statement or section related to the information or explanation presented.	I	O	O	M	

Writing: Opinion

Writing Standard 1: Opinion (W.4.1)

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

LDC Resources that address multiple standards in this cluster

Outlining Opinion Essays Using Graphic Organizers Writing an Opinion	Writing a Persuasive Argument Recycling: Is it Worth It?
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Achieve the Core Resources that address multiple standards in this cluster						
Opinion Writing Standards		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	-	I	O	M	
W.4.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	-	I	O	M	
W.4.1.b	Provide reasons that are supported by facts and details.	-	I	O	M	
W.4.1.c	Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).	-	I	O	M	
W.4.1.d	Provide a concluding statement or section related to the opinion presented.	-	I	O	M	

Writing: Narrative

Writing Standard 3: Narrative (W.4.3)

Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

LDC Resources that address multiple standards in this cluster	
Writing Descriptions Composing Personalities for Narrative Fiction	Composing Personalities for Narrative Fiction (with UDL Supports) Identifying Character Point of View

Achieve the Core Resources that address multiple standards in this cluster						
Narrative Writing Standards		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	-	-	I	M	
W.4.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	-	-	I	M	
W.4.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	-	-	I	M	
W.4.3.c	Use a variety of transitional words and phrases to manage the sequence of events.	-	-	I	M	
W.4.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	-	-	I	M	
W.4.3.e	Provide a conclusion that follows from the narrated experiences or events.	-	-	I	M	