

Bermudian Springs Pennsylvania Core Standards
English Language Arts
Fourth Grade



INTRODUCTION

The Pennsylvania Core Standards call for students in grade 4 to continue to build their stamina and skill to proficiently read challenging, grade-appropriate complex literature and informational text (RL/RI.4.10) such that they can draw on or infer specific details and examples from the text (RL/RI.4.1). Students perform specific tasks targeted in the standards, from describing how focusing on different details affects a text to summarizing both the main and supporting ideas, explaining what happened and why, and recognizing allusions to significant characters found in mythology. They are expected to offer reasons and evidence to support particular points being made in a single text and integrate information from two texts on the same topic or theme (including traditional literature from different cultures). Additional Standards for Reading Literature (RL.4.2-9) and Standards for Reading Informational Text (RI.4.2-9) offer detailed expectations for student academic performance in preparation for college and careers.

When participating in class, students should both paraphrase accurately and respond effectively with information during discussions in ways elaborated in the Standards for Speaking and Listening. Reading complex texts that range across literature, history, the arts, and the sciences will also build the vocabulary skills of students as well as improve their fluency and confidence, leading to success in later grades.

PARCC (<http://www.parcconline.org>)

English/Language Arts - Long Term Transfer Goals

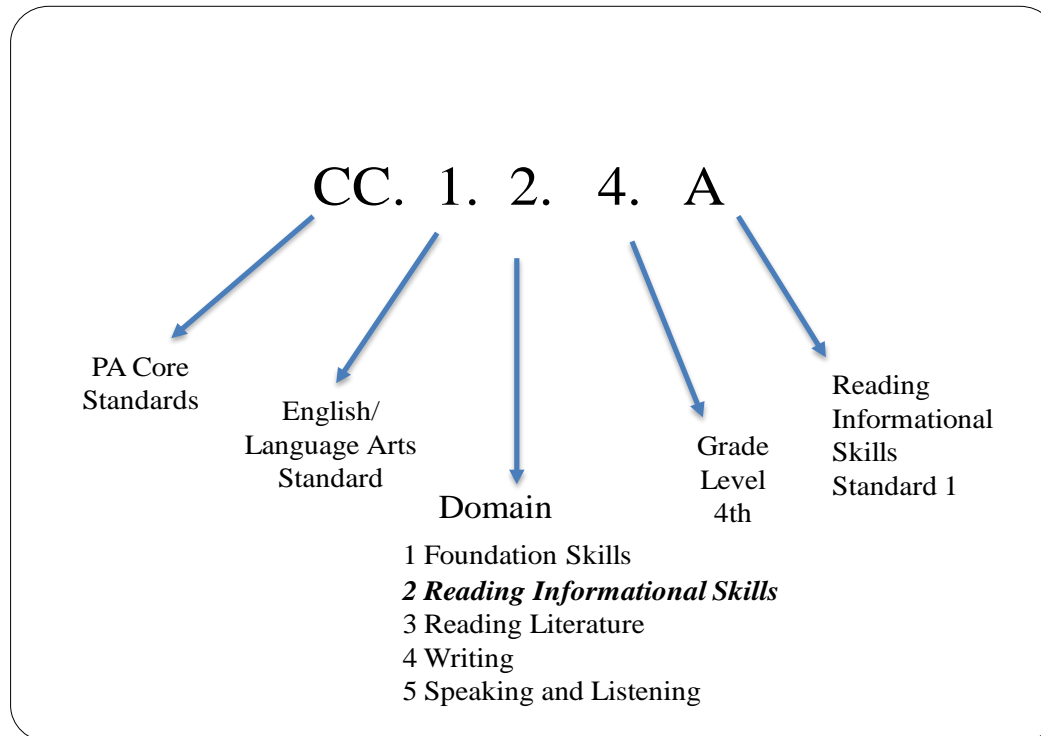
Bermudian Springs School District has adopted Pennsylvania Department of Education's five essential transfer goals that highlight the effective use of understanding, knowledge, and skills in order to prepare students to be college and or career ready. The overarching goals focus specifically on what we want students to be able to do when they confront new challenges both in and outside of school.

Students will be able to independently use their learning to:

1. Comprehend and evaluate complex texts across a range of types and disciplines.
2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures
3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
4. Communicate effectively for varied purposes and audiences.
5. Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

Adapted from: commoncore.org, 2013; parconline.org, 2013; pdesas.org, 2013

English/Language Arts Standard Taxonomy



1.1 Foundational Skills	
Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.	
DOMAIN: <i>Phonics and Word Recognition</i>	
STANDARD: CC.1.1.4.D Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.	
Anchor Descriptor: None Eligible Content: None	
Key Concepts	Key Vocabulary
Know letter-sound associations; Identify patterns in syllabication; Decode unknown words.	phonics, word analysis, decoding, letter-sound, syllables, patterns
Competencies	
<i>Describe what students should be able to do (key skills) as a result of this instruction.</i>	
<ul style="list-style-type: none"> • Read and respond to various types of real world texts. • Decode unfamiliar words or texts using phonetic skills. • Comprehend and evaluate complex texts across a range of types of disciplines. 	

1.1 Foundational Skills	
Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.	
DOMAIN: <i>Fluency</i>	
STANDARD: CC.1.1.4.E Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self- correct word recognition and understanding, rereading as necessary.	
Anchor Descriptor: None Eligible Content: None	
Key Concepts	Key Vocabulary
Read and understand grade level text; Read with accuracy; Read with appropriate rate; Read with expression; Self-correct reading and understanding.	accuracy, fluency, comprehension, purpose, rate, expression, context, confirm, self-correct, monitor/clarify
Competencies	
<i>Describe what students should be able to do (key skills) as a result of this instruction.</i>	
<ul style="list-style-type: none"> • Read and respond to various types of real world texts. • Decode unfamiliar words or texts using phonetic skills. • Comprehend and evaluate complex texts across a range of types of disciplines. 	

<p>1.2 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>DOMAIN: <i>Key Ideas and Details Main Idea</i></p>	
<p>STANDARD: CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text..</p>	
<p>Anchor Descriptor: E04.B-K.1.1</p>	
<p>Eligible Content:</p> <ul style="list-style-type: none"> Determine the main idea of a text and explain how it is supported by key details; summarize the text. 	
<p>Key Concepts</p>	<p>Key Vocabulary</p>
<p>Distinguish main idea. Support main idea with details from text. Summarize the text as a whole.</p>	<p>main idea, key details, summarize</p>
<p>Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> Identify the main idea in a variety of informational texts. Explain how relevant details support the explicit or implicit main idea. Summarize key information from within the text. Include evidence from within the text to draw inferences. 	

1.2 Reading Informational Text	
Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Key Ideas and Details Text Analysis</i>	
STANDARD: CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.	
Anchor Descriptor: E04.B-K.1.1	
Eligible Content:	
<ul style="list-style-type: none"> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 	
Key Concepts	Key Vocabulary
Support ideas with details and examples from text. Make inferences using text-based evidence.	details, explicit, inferences (infer, inferring)
Competencies	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> Identify the main idea in a variety of informational texts. Explain how relevant details support the explicit or implicit main idea. Summarize key information from within the text. Include evidence from within the text to draw inferences. 	

1.2 Reading Informational Text	
Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Key Ideas and Details, Text Analysis</i>	
STANDARD: CC.1.2.4.C Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.	
Anchor Descriptor: E04.B-K.1.1	
Eligible Content:	
<ul style="list-style-type: none"> Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. 	
Key Concepts	Key Vocabulary
Summarize text based on specific details.	events, procedures, ideas, concepts, steps, historical, scientific, technical
Competencies	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> Identify the main idea in a variety of informational texts (historical, scientific, technical, etc.). Explain events from the text using relevant details. Summarize key information from within the text. Include evidence from within the text to support understanding. Use domain specific words and phrases from within the text. 	

<p>1.2 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>DOMAIN: <i>Craft and Structure, Point of View</i> STANDARD: CC.1.2.4.D Compare and contrast an event or topic told from two different points of view.</p>	
<p>Anchor Descriptor: E04.B-C.2.1 Eligible Content:</p> <ul style="list-style-type: none"> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. 	
<p>Key Concepts</p>	<p>Key Vocabulary</p>
<p>Determine the point-of-view; Compare/Contrast accounts of events; Assess the differences in focus.</p>	<p>compare, contrast, point of view, first-person, third-person, focus</p>
<p>Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> Describe the differences in focus and content within an informational text. Formulate own point of view on a topic after analyzing the text. Demonstrate understanding of the text through the use of a graphic organizer. Analyze the point of view within the text and share in class discussion. 	

1.2 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Craft and Structure, Text Structure</i> STANDARD: CC.1.2.4.E Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).	
Anchor Descriptor: E04.B-C.2.1 Eligible Content: <ul style="list-style-type: none"> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or features in a text or part of a text. 	
Key Concepts Use text structure; Interpret information; Describe the structure.	Key Vocabulary chronological order, comparison, cause, effect, problem, solution
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i> <ul style="list-style-type: none"> Read , understand and analyze content within the text. Explain the main points of a text. Identify key words associated with text structure. Explain how pieces of information within the text are related to each other and the whole. 	

<p>1.2 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>DOMAIN: <i>Craft and Structure, Vocabulary</i></p>	
<p>STANDARD: CC.1.2.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p>	
<p>Anchor Descriptor: E04.B-V.4.1</p> <p>Eligible Content:</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, autograph</i>). c. Determine the meaning of general academic and domain phrases used in a text. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Explain the meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms. 	
Key Concepts	Key Vocabulary
Determine the meaning of words and phrases; Clarify the meaning of unknown an multiple meaning words and phrases; Determine the meaning of figurative language, word relationships and word meanings.	figurative language, multiple-meaning word, affixes, prefixes, suffixes, roots, simile, metaphor, idiom, adage, proverb, antonym, synonym, homophones, personification, alliteration
<p>Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> • Apply word analysis skills to understand unknown words. • Use context clues to determine word meanings. • Identify figurative language in text. • Interpret meaning of similes, metaphors, idioms, adages and proverbs. 	

1.2 Reading Informational Text	
Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Integration of Knowledge and Ideas, Diverse Media</i>	
STANDARD: CC.1.2.4.G Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.	
Anchor Descriptor: E04.B-C.3.1	
Eligible Content:	
<ul style="list-style-type: none"> • Interpret text features (e.g., heading, charts, timelines, diagrams) and/or make connections between text and features text in which it appears. 	
Key Concepts	Key Vocabulary
Interpret information in a text or digital source. Explain how information contributes to understanding.	presentation, text features, table of contents, index, glossary,
Competencies	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Interpret information presented within digital text and other sources. • Explain information found within digital text and other sources. • Analyze text features within digital text and other sources. • Compare text features between digital text and other sources. 	

<p>1.2 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>DOMAIN: <i>Integration of Knowledge and Ideas, Evaluating Arguments</i></p>	
<p>STANDARD: CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.</p>	
<p>Anchor Descriptor: E04.B-C.3.1</p>	
<p>Eligible Content:</p> <ul style="list-style-type: none"> Explain how an author uses reasons and to support particular points in a text. 	
<p>Key Concepts</p>	<p>Key Vocabulary</p>
<p>Cite the evidence an author uses; Explain the reasons to support points.</p>	<p>Reasons, evidence, text</p>
<p>Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> Summarize main point of text. Explain methods used by the author to create evidence about a topic. Analyze difference between relevant and irrelevant details. Evaluate how effectively an author supports his/her point with evidence. 	

<p>1.2 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>DOMAIN: Integration of Knowledge and Ideas, Analysis Across Texts</p>	
<p>STANDARD: CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic.</p>	
<p>Anchor Descriptor: E04.B-C.3.1</p> <p>Eligible Content:</p> <ul style="list-style-type: none"> • Integrate information from two texts on the same topic in order to demonstrate subject knowledge. • Interpret text features (e.g., headings, charts, timelines, and diagrams) and/or make connections between text and features text in which it appears. 	
<p>Key Concepts</p>	<p>Key Vocabulary</p>
<p>Integrate information from two texts on the same topic; Determine the understanding of that topic.</p>	<p>Integrate, text features, connections</p>
<p>Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> • Identify the main idea within texts. • Synthesize information between texts. • Integrate information within various texts. • Interpret text features within text including charts, timelines, and diagrams. 	

1.2 Reading Informational Text	
Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Vocabulary Acquisition and Use</i>	
STANDARD: CC.1.2.4.J Acquire and use accurately grade- appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	
Anchor Descriptor: E04.B-V.4.1	
Eligible Content:	
<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>autograph</i>). c. Determine the meaning of general academic and domain phrases used in a text. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Explain the meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms . 	
Key Concepts	Key Vocabulary
Acquire grade level academic and domain specific words and phrases.	Conversational, precise actions, precise emotions, state of being.
Competencies	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Identify the meaning of academic and domain specific words and phrases. • Use accurately grade level academic and domain specific words and phrases. • Use context clues to determine word meanings. • Identify figurative language in text. • Interpret meaning of similes, metaphors, idioms, adages and proverbs. 	

1.2 Reading Informational Text	
Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Vocabulary Acquisition and Use</i>	
STANDARD: CC.1.2.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	
Anchor Descriptor: E04.B-V.4.1	
Eligible Content:	
<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>autograph</i>). c. Determine the meaning of general academic and domain phrases used in a text. 	
Key Concepts	Key Vocabulary
Determine the meaning of unknown and multiple meaning words and phrase; Clarify the meaning of unknown and multiple meaning words.	Clarify, multiple meaning phrases
Competencies	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Determine the meaning of words and phrases within the text. • Clarify word meaning of words within the text. • Apply affixes and word roots to new words. 	

1.2 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Range of Reading</i> STANDARD: CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	
Anchor Descriptor: None Eligible Content: None	
Key Concepts	Key Vocabulary
Read literary nonfiction text; Comprehend literary non-fiction text.	Independently, proficiently
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Identify the meaning of academic and domain specific words and phrases. • Use accurately grade level academic and domain specific words and phrases. • Use context clues to determine word meanings. • Identify figurative language in text. • Interpret meaning of similes, metaphors, idioms, adages and proverbs. 	

1.3 Reading Literature	
Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Key Ideas and Details, Theme</i>	
STANDARD: CC.1.3.4.A Determine a theme of a text from details in the text; summarize the text.	
Anchor Descriptor: E04.A-K.1.1	
Eligible Content:	
<ul style="list-style-type: none"> Determine a theme of a story, drama, or poem from details in the text; summarize the text. 	
Key Concepts	Key Vocabulary
Determine theme of a text.	Theme, drama, poem
Competencies	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> Use main ideas from the text to summarize. Determine the theme of various texts. Categorize texts based on common themes. Identify details that support the theme of the text. 	

<p>1.3 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>DOMAIN: <i>Key Ideas and Details, Text Analysis</i></p>	
<p>STANDARD: CC.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences.</p>	
<p>Anchor Descriptor: E04.A-K.1.1 Eligible Content:</p> <ul style="list-style-type: none"> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 	
<p>Key Concepts</p>	<p>Key Vocabulary</p>
<p>Cite relevant detail from the text; Draw inferences.</p>	<p>Relevant, inferences, implicit, explicit</p>
<p>Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> Explain how relevant details support the explicit or implicit main idea. Summarize key information from within the text. Include evidence from within the text to draw inferences. Evaluate the relevancy of details. 	

1.3 Reading Literature	
Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Key Ideas and Details, Literary Elements</i>	
STANDARD: CC.1.3.4.C Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text.	
Anchor Descriptor: E04.A-K.1.1	
Eligible Content:	
<ul style="list-style-type: none"> Describe in depth a character, setting, or story, drama, or poem, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). 	
Key Concepts	Key Vocabulary
Describe literary elements in a story and drama; Draw specific details in the text.	Literary elements, drama, poem
Competencies	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> Use specific details (character’s thoughts, words and actions) from the text to describe a character, setting, and story event. Use specific details from the text to infer characters’ thoughts, words, and actions. Explain how characters’ thoughts, words, and actions relate to the setting and story events. 	

<p>1.3 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>DOMAIN: <i>Craft and Structure, Point of View</i> STANDARD: CC.1.3.4.D Compare and contrast an event or topic told from two different points of view.</p>	
<p>Anchor Descriptor: E04.A-C.2.1 Eligible Content:</p> <ul style="list-style-type: none"> • Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third narrations. • Note: “Stories” means narration of events told through the text types of stories, dramas, or poem. 	
<p>Key Concepts</p>	<p>Key Vocabulary</p>
<p>Compare and contrast an event or topic; Determine point of view.</p>	<p>Point of view, narrative, narration</p>
<p>Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> • Identify key words that indicate the narrator’s point of view. • Explain how various points of view affect one’s understanding of story events, characters’ motives, etc. 	

1.3 Reading Literature	
Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Craft and Structure, Text Structure</i>	
STANDARD: CC.1.3.4.E Explain major differences between poems, drama and prose and refer to the structural elements of each when writing or speaking about a text.	
Anchor Descriptor: None Eligible Content: None	
Key Concepts	Key Vocabulary
Explain differences between text; Refer to elements of structure.	Poems, drama, prose, structure, elements
Competencies	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Use textual evidence to explain differences between types of text. • Describe content/structural differences between genres; supported with evidence. 	

<p>1.3 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>DOMAIN: <i>Craft and Structure , Vocabulary</i></p>	
<p>STANDARD: CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p>	
<p>Anchor Descriptor: E04.A-V.4.1</p> <p>Eligible Content:</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., <i>Herculean effort</i>). b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, autograph</i>). • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Explain the meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms. 	
Key Concepts	Key Vocabulary
Determine the meaning of words and phrases; Clarify the meaning of unknown an multiple meaning words and phrases; Determine the meaning of figurative language, word relationships and word meanings.	figurative language, multiple-meaning word, affixes, prefixes, suffixes, roots, simile, metaphor, idiom, adage, proverb, antonym, synonym, homophones, personification, alliteration
<p>Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> • Apply word analysis skills to understand unknown words. • Use context clues to determine word meanings. • Identify figurative language in text. • Interpret meaning of similes, metaphors, idioms, adages and proverbs. 	

1.3 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Integration of Knowledge, and Ideas, Sources of Information</i>	
STANDARD: CC.1.3.4.G 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.	
Anchor Descriptor: None Eligible Content: None	
Key Concepts	Key Vocabulary
Make connections between texts; Identify reflection of details between texts.	Story, drama, visual, oral presentation
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Use key details in the text to make connections. • Use textual evidence between multiple texts to make connections. 	

1.3 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Integration of Knowledge and Ideas, Text Analysis</i> STANDARD: CC.1.3.4.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.	
Anchor Descriptor: E04.A-C.3.1 Eligible Content: <ul style="list-style-type: none"> Compare and contrast the treatment of similar themes and topics (e.g., opposition of evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. Note: “Stories” means narration of events told through the text types of stories, dramas, or poems. 	
Key Concepts Compare and contrasts themes, topics, and patterns in text.	Key Vocabulary Theme, pattern of events, culture, myth, traditional literature
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i> <ul style="list-style-type: none"> Identify various themes in the text using key evidence. Identify patterns of events in the text using key evidence. Compare and contrast identified themes using evidence from the text. 	

<p>1.3 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>DOMAIN: <i>Vocabulary Acquisition and Use, Strategies</i></p>	
<p>STANDARD: CC.1.3.4.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p>	
<p>Anchor Descriptor: E04.A-V.4.1</p>	
<p>Eligible Content:</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., <i>Herculean effort</i>). b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, autograph</i>). 	
Key Concepts	Key Vocabulary
Determine and clarify meaning of unknown words; Use context clues to determine meaning of unknown words; Use root words to determine the meaning of unknown words.	Multiple-meaning words, context clues, literature, common words, root words
<p>Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> • Apply word analysis skills to understand unknown words. • Use context clues to determine word meanings. • Identify figurative language in text. • Interpret meaning of similes, metaphors, idioms, adages and proverbs. 	

1.3 Reading Literature

Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Vocabulary Acquisition and Use*

STANDARD: CC.1.3.4.J Acquire and use accurately grade- appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

Anchor Descriptor: E04.A-V.4.1

Eligible Content:

- 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.
 - a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., *Herculean effort*).
 - b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, autograph*).
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Explain the meaning of similes and metaphors in context.
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- Demonstrate understanding of words by relating them to their antonyms and synonyms.

Key Concepts	Key Vocabulary
Determine or clarify the meaning of words and phrases; Demonstrate understanding of figurative language.	Multiple-meaning words, similes, metaphors, idioms, adages, proverbs, antonyms, synonyms, Latin affixes

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Apply word analysis skills to understand unknown words.
- Use context clues to determine word meanings.
- Identify figurative language in text.
- Interpret meaning of similes, metaphors, idioms, adages and proverbs.

1.3 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Range of Reading</i>	
STANDARD: CC.1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	
Anchor Descriptor: None Eligible Content: None	
Key Concepts	Key Vocabulary
Read and comprehend literary fiction on grade level.	Literary fiction
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Identify the meaning of academic and domain specific words and phrases. • Use accurately grade level academic and domain specific words and phrases. • Use context clues to determine word meanings. • Identify figurative language in text. • Interpret meaning of similes, metaphors, idioms, adages and proverbs. 	

1.4 Writing	
Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Informative/Explanatory</i>	
STANDARD: CC.1.4.4.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
Anchor Descriptor: None	
Eligible Content: None	
Key Concepts	Key Vocabulary
Write informative/explanatory texts to examine a topic; Convey ideas and information clearly when writing.	informative, explanatory, topic, convey, ideas, information, clearly
Competencies	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Create a writing piece following a specific topic and/or idea. • Use proper conventions and voice to convey ideas clearly. • Incorporate ideas with clear, key details. 	

1.4 Writing Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Informative/Explanatory, Focus</i> STANDARD: CC.1.4.4.B Identify and introduce the topic clearly.	
Anchor Descriptor: E.04.C.1.1 Eligible Content: <ul style="list-style-type: none"> • Introduce a topic for the intended audience group related information in paragraphs and sections to support the writer’s purpose. • Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which related ideas are logically grouped the writer’s purpose. 	
Key Concepts	Key Vocabulary
Introduce a topic for intended audience. Group information in paragraphs.	topic, audience, paragraphs, writer’s purpose, organizational structure
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Create a piece with a focus towards a specific audience. • Include paragraphs that support the author’s purpose. • Stay on a specific topic. • Create an organized, structured piece. 	

1.4 Writing	
Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Informative/Explanatory, Content</i>	
STANDARD: CC.1.4.4.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.	
Anchor Descriptor: E.04.C.1.1	
Eligible Content:	
<ul style="list-style-type: none"> • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • Develop the analysis using from text(s) to support claims, opinions, and inferences. 	
Key Concepts	Key Vocabulary
Create well developed topics; create an analysis from various texts.	multimedia, quotations, concrete details, claims, opinions, analysis
Competencies	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Include key information to support your topic (facts, definitions, etc.). • Develop and use an analysis from various outlets to support the written piece. 	

1.4 Writing	
Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: Informative/Explanatory, Organization	
STANDARD: CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.	
Anchor Descriptor: E.04.C.1.1; E.04.E.1.1	
Eligible Content:	
<ul style="list-style-type: none"> • Introduce a topic for the intended audience group related information in paragraphs and sections to support the writer’s purpose. • Link ideas within categories of information using words and phrases (e.g., <i>another because</i>). • Provide a concluding statement or section the information or explanation concluding statement or section; include formatting when useful to aiding domain-specific vocabulary to inform about or explain the topic. • Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which related ideas are logically grouped the writer’s purpose. • Link ideas within categories of information using words and phrases (e.g., <i>another for example, also because</i>). • Provide a concluding statement or section related to the analysis presented. 	
Key Concepts	Key Vocabulary
Create a well-organized writing piece using paragraphs, introductions, and a conclusion.	paragraphs, sections, linking words, concluding statement, formatting, audience, topic, organizational structure
Competencies	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Display the use of transition words and their impact on writing. • Organize relevant details that support topic sentences. • Create well-written, grade level sentences with structure and proper conventions. 	

1.4 Writing	
Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Informative/Explanatory, Style</i>	
STANDARD: CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.	
Anchor Descriptor: E.04.C.1.1; E.04.D.1.1; E.04.E.1.1	
Eligible Content:	
<ul style="list-style-type: none"> • Use precise language and domain specific vocabulary to inform about or explain the topic. • Choose words and phrases to convey ideas precisely. • Choose punctuation for effect. • Choose words and phrases for effect. • Use precise language and domain vocabulary to inform about or explain the topic. 	
Key Concepts	Key Vocabulary
Use specific language related to the content; use proper conventions and grammar.	specific vocabulary, precise language, domain vocabulary, punctuation, words, phrases
Competencies	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Create writing pieces with proper conventions, capitalization, and punctuation. • Use expressive language. • Use specific language related to the content and topic. 	

<p>1.4 Writing Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>DOMAIN: <i>Informative/Explanatory, Conventions of Language</i></p>	
<p>STANDARD: CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	
<p>Anchor Descriptor: E.04.D.1.1; E.04.D.1.2 Eligible Content:</p> <ul style="list-style-type: none"> • Use relative pronouns (e.g. <i>which, that</i>) and relative adverbs (<i>why</i>). • Form and use the progressive (e.g. <i>am walking; I will be walking</i>). • Use modal auxiliaries (e.g., convey various conditions). • Order adjectives within sentences according conventional patterns (e.g., <i>than a red small bag</i>). • Form and use prepositional phrases. • Produce complete sentences, recognizing correcting inappropriate fragments and sentences. • Correctly use frequently confused words (e.g., <i>too, two; there, their, they're</i>). • Ensure subject-verb and pronoun agreement.* conventions of standard English grammar, usage, informational texts to support analysis, reflection, and research, applying grade. • Use correct capitalization. • Use commas and quotation marks to mark speech and quotations from a text. • Use a comma before a coordinating compound sentence. • Spell grade-appropriate words correctly. 	
<p>Key Concepts</p>	<p>Key Vocabulary</p>
<p>Use proper language; correctly use frequently spelled words; use proper grammar and conventions.</p>	<p>Conventions, grammar, pronoun, adverbs, usage, capitalization, punctuation, spelling, adjectives, prepositional phrases, fragments, sentences, subject-verb agreement, pronoun agreement, commas, quotation marks, compound sentences</p>
<p>Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> • Create writing pieces with proper conventions, capitalization, and punctuation. • Use expressive language. • Use specific language related to the content and topic. • Spell grade-appropriate words with accuracy. 	

1.4 Writing	
Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Opinion/Argumentative</i>	
STANDARD: CC.1.4.4.G Write opinion pieces on topics or texts.	
Anchor Descriptor: None	
Eligible Content: None	
Key Concepts	Key Vocabulary
Create an opinion piece.	opinion, topic
Competencies	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Demonstrate an ability to write an opinion piece using supportive reasoning and remaining on a specific topic. • Include paragraphs that support the author’s purpose. • Stay on a specific topic. • Create an organized, structured piece. 	

<p>1.4 Writing Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>DOMAIN: <i>Opinion/Argumentative, Focus</i> STANDARD: CC.1.4.4.H Introduce the topic and state an opinion on the topic.</p>	
<p>Anchor Descriptor: E.04.C.1.1; E.04.E.1.1 Eligible Content:</p> <ul style="list-style-type: none"> • Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. • Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which related ideas are logically grouped the writer’s purpose. 	
<p>Key Concepts</p> <p>Introduce a topic for a specific audience; organize ideas to relate to and support main topic; write in a logical sequence.</p>	<p>Key Vocabulary</p> <p>topic, paragraphs, sections, concluding statement, audience, organizational structure</p>
<p>Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p> <ul style="list-style-type: none"> • Clearly introduce a topic intended for a specific audience. • Write using supportive details/reasoning to support the main idea. • Write using a logical sequence of events/details. 	

1.4 Writing	
Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Opinion/Argumentative, Content</i>	
STANDARD: CC.1.4.4.I Provide reasons that are supported by facts and details.	
Anchor Descriptor: E.04.C.1.1; E.04.E.1.1	
Eligible Content:	
<ul style="list-style-type: none"> • Provide reasons that are supported by facts and details. • Develop the analysis using from text(s) to support claims, opinions, and inferences. 	
Key Concepts	Key Vocabulary
Provide clear reasons that are supported by facts; develop an analysis.	reasons, facts, details, claims, opinions, inferences
Competencies	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Include reasons/opinions in writing that are supported by facts/details. • Use a variety of texts to support claims, opinions, and inferences through analysis. 	

<p>1.4 Writing Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>DOMAIN: <i>Opinion/Argumentative, Organization</i></p>	
<p>STANDARD: CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer’s purpose and linked in a logical order with a concluding statement or section related to the opinion.</p>	
<p>Anchor Descriptor: E.04.C.1.1; E.04.E.1.1</p> <p>Eligible Content:</p> <ul style="list-style-type: none"> • Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. • Link an opinion and reasons using words and phrases (<i>e.g., for instance, in order to, in addition</i>). • Provide a concluding statement or section related to the opinion presented. • Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which related ideas are logically grouped the writer’s purpose. • Link ideas within categories of information using words and phrases (<i>e.g., another for example, also because</i>). • Provide a concluding statement or section related to the analysis presented. 	
<p>Key Concepts</p>	<p>Key Vocabulary</p>
<p>Write to an intended audience, link an opinion to supportive facts; include an introduction and conclusion; use transitional phrases.</p>	<p>organizational structure, intended audience, writer’s purpose, logical order, link, concluding statement</p>
<p>Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> • Create an organizer to assist in structuring thoughts and ideas. • Clearly introduce a topic. • Write to an intended audience. • Use transitional words and phrases to clearly link thoughts and ideas. • Write in an organized, logical manner – including a concluding statement. 	

1.4 Writing	
Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Opinion/Argumentative, Style</i>	
STANDARD: CC.1.4.4.K Choose words and phrases to convey ideas precisely.	
Anchor Descriptor: E.04.D.2.1; E.04.E.1.1	
Eligible Content:	
<ul style="list-style-type: none"> • Choose words and phrases to convey ideas precisely. • Choose punctuation for effect. • Choose words and phrases for effect. • Use precise language and domain vocabulary to inform about or explain the topic. 	
Key Concepts	Key Vocabulary
Choose proper words and punctuation; use language that is specific to the topic/content.	words, phrases, convey, punctuation, precise language, domain vocabulary
Competencies	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Write with words, phrases, and punctuation that add to the quality of the piece. • Including language specific to the topic/content. 	

<p>1.4 Writing Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>DOMAIN: <i>Opinion/Argumentative, Conventions of Language</i></p>	
<p>STANDARD: CC.1.4.4.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	
<p>Anchor Descriptor: E.04.D. 1.2; E.04.D.1.1</p>	
<p>Eligible Content:</p> <ul style="list-style-type: none"> • Use relative pronouns (e.g. <i>which, that</i>) and relative adverbs (<i>why</i>). • Form and use the progressive (e.g. <i>am walking; I will be walking</i>). • Use modal auxiliaries (e.g., convey various conditions). • Order adjectives within sentences according conventional patterns (e.g., <i>than a red small bag</i>). • Form and use prepositional phrases. • Produce complete sentences, recognizing correcting inappropriate fragments and sentences. • Correctly use frequently confused words (e.g., <i>too, two; there, their, they're</i>) • Ensure subject-verb and pronoun agreement. Conventions of standard English grammar, usage, informational texts to support analysis, reflection, and research, applying grade. • Use correct capitalization. • Use commas and quotation marks to mark speech and quotations from a text. • Use a comma before a coordinating compound sentence. • Spell grade-appropriate words correctly. 	
<p>Key Concepts</p>	<p>Key Vocabulary</p>
<p>Use, form, and produce conventions that are on grade level; spell with grade-appropriate accuracy.</p>	<p>conventions, grammar, pronoun, adverbs, usage, capitalization, punctuation, spelling, adjectives, prepositional phrases, fragments, sentences, subject-verb agreement, pronoun agreement, commas, quotation marks, compound sentences,</p>
<p>Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> • Show an understanding of standard English grammar by using, forming, ordering, and producing conventions. • Use proper capitalization, punctuation, and accurately spelled words. 	

1.4 Writing	
Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Narrative</i>	
STANDARD: CC.1.4.4.M Write narratives to develop real or imagined experiences or events.	
Anchor Descriptor: None	
Eligible Content: None	
Key Concepts	Key Vocabulary
Create narratives using real or imagined experiences.	narrative, experiences, events
Competencies	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Create a narrative piece using clear, vivid details. • Create a narrative including either real or imagined events. 	

1.4 Writing Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Narrative, Focus</i>	
STANDARD: CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.	
Anchor Descriptor: E.04.C.1.3 Eligible Content: <ul style="list-style-type: none"> • Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer’s purpose; establish a controlling point. 	
Key Concepts	Key Vocabulary
Orient reader by establishing a situation; Introduce narrator and/or characters; Sequence events in a natural order to support writer’s purpose; Establish a controlling point.	orient, situation, narrator, characters, event sequence, controlling point
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Construct sequential events that are in a logical order. • Distinguish a controlling point in response. • Create situations that the read is familiar with. • Introduce and develop narrator and/or characters. 	

1.4 Writing	
Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Narrative, Content</i>	
STANDARD: CC.1.4.4.O Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.	
Anchor Descriptor: E.04.C.1.3	
Eligible Content:	
<ul style="list-style-type: none"> • Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations. • Use concrete words and phrases and sensory details to convey experiences and events precisely. 	
Key Concepts	Key Vocabulary
Develop experiences and events using dialogue and descriptions; show responses of characters to situations using dialogue; include concrete words/phrases and sensory details.	dialogue, develop, responses, concrete words, sensory details, convey
Competencies	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Include dialogue in created pieces in order to show character development. • Use clear language to depict events and experiences in a written piece. 	

<p>1.4 Writing Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>DOMAIN: <i>Narrative, Organization</i></p>	
<p>STANDARD: CC.1.4.4.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.</p>	
<p>Anchor Descriptor: E.04.C.1.3 Eligible Content:</p> <ul style="list-style-type: none"> • Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer’s purpose; establish a controlling point. • Use a variety of transitional words and phrases to manage the sequence of events. • Provide a conclusion that follows from the narrated experiences or events. 	
<p>Key Concepts</p>	<p>Key Vocabulary</p>
<p>Sequence events so they unfold naturally; use transitional words and phrases; provide a conclusion .</p>	<p>sequence, transitional words/phrases, sequence, conclusion, narrated experiences</p>
<p>Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> • Create an organized, logical written piece using sequence of events. • Include key organizational components, such as introduction, body, and conclusion. • Write using transitional words and phrases. 	

<p>1.4 Writing Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>DOMAIN: <i>Narrative, Style</i></p>	
<p>STANDARD: CC.1.4.4.Q Choose words and phrases to convey ideas precisely.</p>	
<p>Anchor Descriptor: E.04.C.1.3; E.04.D.1.2</p> <p>Eligible Content:</p> <ul style="list-style-type: none"> • Use concrete words and phrases and sensory details to convey experiences and events precisely. • Choose words and phrases to convey ideas precisely. • Choose punctuation for effect. • Choose words and phrases for effect. 	
<p>Key Concepts</p> <p>Choose appropriate words and phrases.</p>	<p>Key Vocabulary</p> <p>words, phrases, convey, punctuation, precise language, domain vocabulary</p>
<p>Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p> <ul style="list-style-type: none"> • Write using clear words and phrases to convey events. • Write using proper punctuation. • Write using descriptive words and phrases, as well as words and phrases that depict a specific writer’s voice. 	

<p>1.4 Writing Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>DOMAIN: <i>Narrative, Conventions of Language</i></p>	
<p>STANDARD: CC.1.4.4.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	
<p>Anchor Descriptor: E.04.D.1.1; E.04.D.1.2; E.04.D.2.1</p> <p>Eligible Content:</p> <ul style="list-style-type: none"> • Use relative pronouns (e.g. <i>which, that</i>) and relative adverbs (<i>why</i>). • Form and use the progressive (e.g. <i>am walking; I will be walking</i>). • Use modal auxiliaries (e.g., convey various conditions). • Order adjectives within sentences according conventional patterns (e.g., <i>than a red small bag</i>). • Form and use prepositional phrases. • Produce complete sentences, recognizing correcting inappropriate fragments and sentences. • Correctly use frequently confused words (e.g., <i>too, two; there, their, they're</i>). • Ensure subject-verb and pronoun agreement.* conventions of standard English grammar, usage, informational texts to support analysis, reflection, and research, applying grade. • Use correct capitalization. • Use commas and quotation marks to mark speech and quotations from a text. • Use a comma before a coordinating compound sentence. • Spell grade-appropriate words correctly. 	
Key Concepts	Key Vocabulary
Use, form, and produce conventions that are on grade level; spell with grade-appropriate accuracy.	conventions, grammar, pronoun, adverbs, usage, capitalization, punctuation, spelling, adjectives, prepositional phrases, fragments, sentences, subject-verb agreement, pronoun agreement, commas, quotation marks, compound sentences
<p>Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> • Show an understanding of standard English grammar by using, forming, ordering, and producing conventions. • Use proper capitalization, punctuation, and accurately spelled words. 	

1.4 Writing	
Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Response to Literature</i>	
STANDARD: CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.	
Anchor Descriptor: None	
Eligible Content: None	
Key Concepts	Key Vocabulary
Use evidence from texts to support reasoning; write following grade-level standards.	draw evidence, literary text, informational text, analysis, reflection, research, applying standards
Competencies	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Use textual evidence to support your reasoning (analysis, reflection, research). 	

1.4 Writing Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Production and Distribution of Writing, Writing Process</i>	
STANDARD: CC.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	
Anchor Descriptor: None Eligible Content: None	
Key Concepts	Key Vocabulary
Develop and strengthen writing through the steps of the writing process.	develop, planning, writing, revising editing
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Plan and organize writing. • Revise own work and peers’ work. • Edit own work and peers’ work. 	

<p>1.4 Writing Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>DOMAIN: <i>Technology and Publication</i></p>	
<p>STANDARD: CC.1.4.4.U With some guidance and support, 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.</p>	
<p>Anchor Descriptor: None Eligible Content: None</p>	
<p>Key Concepts</p>	<p>Key Vocabulary</p>
<p>Use technology to produce and publish work; collaborate with peers; demonstrate keyboarding skills.</p>	<p>technology, produce, publish, interact, collaborate, keyboarding skills, single setting</p>
<p>Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> • Create and publish work using technology. • Demonstrate the ability to interact and collaborate with others. • Demonstrate keyboarding skills up to one page of single spaced typing. 	

1.4 Writing	
Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Conducting Research</i>	
STANDARD: CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.	
Anchor Descriptor: None Eligible Content: None	
Key Concepts	Key Vocabulary
Research to build knowledge through investigations of a topic.	conduct, research projects, investigation
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Conduct research through investigation. • Choose a topic and research to build background knowledge. • Research multiple/different aspects of a topic. 	

1.4 Writing	
Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Credibility, Reliability, and Validity of Sources</i>	
STANDARD: CC.1.4.4.W 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.	
Anchor Descriptor: None Eligible Content: None	
Key Concepts	Key Vocabulary
Recall information from experiences; gather information from sources; take notes; categorize information; provide a resource list.	relevant information, print/digital sources, note taking, sources
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Support writing with personal experiences. • Collect information from sources, print and digital. • Collect and categorize information. • Develop a list of sources. 	

1.4 Writing	
Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Range of Writing</i>	
STANDARD: CC.1.4.4.X 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, purposes and audiences.	
Anchor Descriptor: None Eligible Content: None	
Key Concepts	Key Vocabulary
Complete routine writing activities (long and short term); Use writing appropriate for task, purpose and audience.	routinely, discipline-specific (task, purpose and audience)
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Conduct research to collect information. • Develop a written product in response to reading. • Revise writing. • Write for a specific purpose and audience. • Respond to a range of discipline-specific tasks in writing. 	

1.5 Speaking and Listening	
Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
DOMAIN: <i>Comprehension and Collaboration, Collaborative Discussion</i>	
STANDARD: CC.1.5.4.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.	
Anchor Descriptor: None	
Eligible Content: None	
Key Concepts	Key Vocabulary
Participate in collaborative discussions; Express ideas clearly; Listen to others; Expand on others' ideas.	collaborative discussion
Competencies	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Engage in collaborative discussion. • Expand on others' thoughts and ideas. • Develop and express own ideas clearly. • Ask and answer questions about information from a speaker. 	

1.5 Speaking and Listening	
Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
DOMAIN: <i>Comprehension and Collaboration, Critical Thinking</i>	
STANDARD: CC.1.5.4.B Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
Anchor Descriptor: None Eligible Content: None	
Key Concepts	Key Vocabulary
Paraphrase text or presented information.	paraphrase, diverse media/formats, visually, quantitatively, orally
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Summarize a section of text read aloud. • Paraphrase information presented visually, quantitatively and orally. • Summarize information in own words. 	

1.5 Speaking and Listening	
Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
DOMAIN: <i>Comprehension and Collaboration, Evaluating Information</i>	
STANDARD: CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.	
Anchor Descriptor: None Eligible Content: None	
Key Concepts	Key Vocabulary
Identify reasons and evidence that supports points in a speech.	reasons, evidence, support
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Determine the main idea of a speech. • Summarize supporting information. • Identify reasons and evidence provided by the speaker. 	

1.5 Speaking and Listening	
Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
DOMAIN: <i>Presentation of Knowledge and Ideas, Purpose, Audience, and Task</i>	
STANDARD: CC.1.5.4.D 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 with adequate volume, appropriate pacing, and clear pronunciation.	
Anchor Descriptor: None Eligible Content: None	
Key Concepts	Key Vocabulary
Report on a topic or text; Tell a story; Recount an experiment.	report, recount, facts, details, main idea, theme, adequate volume, pacing, pronunciation
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Develop a speech to report on a topic, tell a story or recount an experience. • Recall appropriate facts and details to support main idea or theme. • Speak with adequate volume for audience. • Use appropriate pacing and clear pronunciation. 	

1.5 Speaking and Listening	
Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
DOMAIN: <i>Integration of Knowledge and Ideas, Context</i>	
STANDARD: CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.	
Anchor Descriptor: None	
Eligible Content: None	
Key Concepts	Key Vocabulary
Differentiate between formal and informal speaking situations.	differentiate, formal English, informal
Competencies	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Identify speaking situation. • Differentiate between formal English and informal situations. • Classify a situation as formal or informal. 	

1.5 Speaking and Listening	
Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
DOMAIN: <i>Integration of Knowledge and Ideas, Multimedia</i>	
STANDARD: CC.1.5.4.F Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	
Anchor Descriptor: None	
Eligible Content: None	
Key Concepts	Key Vocabulary
Add audio recordings to presentations; Include visual displays in presentations; Develop main idea and theme using multimedia.	audio recordings, visual displays, enhance
Competencies	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Design visual displays to support presentation. • Use audio recordings to enhance presentation. • Develop main idea or theme using various forms of multi-media. 	

1.5 Speaking and Listening	
Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
DOMAIN: <i>Conventions of Standard Language</i>	
Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.	
Anchor Descriptor: None	
Eligible Content: None	
Key Concepts	Key Vocabulary
Demonstrate command of proper 4 th grade conventions when speaking.	conventions, standard English
Competencies	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Speak in complete sentences. • Speak using correct grammar and phrasing. 	