	Reading Foundational Skills – Grade 4		Interdisciplinary Literacy Practices
	Print Concepts		
25.4.4		1	Recognize that text is anything that communicates a message.
RF.4.1	No Reading Foundational standard 1 for grade 4.	2	Employ, develop and refine schema to understand and create text.
	Phonological Awareness		View literacy experiences as transac-
			tional, interdisciplinary and transfor- mational.
RF.4.2			Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	Phonics and Word Recognition		Apply strategic practices, with
	 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic words. 		scaffolding and then independently, to approach new literacy tasks.
RF.4.3			Collaborate with others to create new meaning.
	Fluency		Utilize digital resources to learn and
	Fluency	7	share with others.
	Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension.		Engage in specialized, discipline- specific literacy practices.
RF.4.4	 a. Read grade-level text with purpose and understanding. b. Fluently read grade-level prose and poetry orally on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	9	Apply high level cognitive processes to think deeply and critically about text.
			Develop a literacy identity that pro- motes lifelong learning.
			HOME

	Reading Literature Standards — Grade 4		Interdisciplinary Literacy Practices
	Key Ideas and Details		,
<u>RL.4.1</u>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1	Recognize that text is anything that communicates a message.
<u>RL.4.2</u>	Analyze how the theme is reflected, and cite relevant implicit and explicit evidence from the text, in- cluding but not limited to poems, stories and dramas.	2	Employ, develop and refine schema to understand and create text.
<u>RL.4.3</u>	Describe in depth a character's thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor-
	Craft and Structure		mational.
<u>RL.4.4</u>	Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
<u>RL.4.5</u>	Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dra- mas, including but not limited to linear, nonlinear and circular structures.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>RL.4.6</u>	Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		
<u>RL.4.7</u>	Make connections between the text of a story or drama and a visual or oral presentation, including making connections with what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	7	Utilize digital resources to learn and share with others.
<u>RL.4.8</u>	(Not applicable to literature)	8	Engage in specialized, discipline- specific literacy practices.
<u>RL.4.9</u>	Compare/contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures.	9	Apply high level cognitive processes to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		
<u>RL.4.10</u>	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor- ing, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-	10	Develop a literacy identity that pro- motes lifelong learning.
portance) to read, comprehend and analyze grade-level appropriate, complex literary texts inde- pendently and proficiently.		HOME	

()	GUIDING 1. Students will read closely to ences from it; cite specific text		Interdisciplinary Literacy Practices		
		PROGRESSION			Recognize that text is anything that
	RL.3.1	RL.4.1	RL.5.1	1	communicates a message.
	Ask and answer questions, and make and support logical infer- ences to construct meaning from the text.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the	Quote accurately from a text when explaining what the text says explicit- ly and when drawing inferences from the text.	2	Employ, develop and refine schema to understand and create text.
		text.		3	View literacy experiences as transac- tional, interdisciplinary and transfor-
		MULTIDIMENSIONALITY - RL.4.1			mational.
J	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT REFER TO DETAILS AND EXAMPLES in a text when <i>explaining what the text says explicitly</i> and when drawing inferences from the text.				Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	GUIDING PRINCIPLE FOR READING LITERATURE				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	2. Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.			6	Collaborate with others to create new meaning.
		PROGRESSION			Utilize digital resources to learn and
	RL.3.2 Identify and cite relevant im-	RL.4.2 Analyze how the theme is re-	RL.5.2 Analyze how the theme is reflected	7	share with others.
	plicit and explicit information from a summary to determine the theme, lesson learned	flected, and cite relevant implicit and explicit evidence from the text, including but not limited to	in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evi-	8	Engage in specialized, discipline- specific literacy practices.
	and/or moral, including but not limited to fables, folktales and myths from diverse cul- tures.	poems, stories and dramas.	dence to support thinking.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.4.2				
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Analyze how the THEME is reflected, and <i>cite</i> relevant implicit and <i>explicit</i> evidence from the text, includ-			10	Develop a literacy identity that pro- motes lifelong learning.
	ing but not limited to poems, stories and dramas.				HOME

GUIDING PRINCIPLE FOR READING LITERATURE



3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

				-	
	PROGRESSION				Recognize that text is anything that
	RL.3.3	RL.4.3	RL.5.3	1	communicates a message.
	Describe characters in a story, including but not limited to their traits, motivations actions, or feelings, and how they affect	Describe in depth a character's thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific de-	Compare/contrast characters, settings, or events in a story or dra- ma, using specific details to analyze their interaction over the course of	2	Employ, develop and refine schema to understand and create text.
	the plot.	tails to analyze their interaction over the course of the text.	the text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	MULTIDIMENSIONALITY - RL.4.3				Utilize receptive and expressive lan-
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Describe in depth a CHARACTER'S THOUGHTS, WORDS and/or ACTIONS, the SETTING or EVENT(S) IN A STO-				guage arts to better understand self, others and the world.
	RY OR DRAMA, drawing on specif	ic details to analyze their interaction of	over the course of the text.		Apply strategic practices, with
		6 PRINCIPLE FOR READING LITERA		5	scaffolding and then independently,
				to approach new literacy tasks.	
P	4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.				Collaborate with others to create new meaning.
		PROGRESSION			
	RL.3.4 Determine the meaning of	RL.4.4 Determine the meaning of words	RL.5.4 Determine the meaning of words	7	Utilize digital resources to learn and share with others.
	words and phrases as they are	and phrases as they are used in a	and phrases as they are used in a		
	used in a text, distinguishing literal from nonliteral language, including but not limited to idi-	text, including but not limited to figurative language such as meta- phors and similes, and describe	text, including but not limited to allusions found in mythology, and analyze how those words and	8	Engage in specialized, discipline- specific literacy practices.
•	oms and hyperboles, and de- scribe how those words and phrases shape meaning.	and explain how those words and phrases shape meaning. MULTIDIMENSIONALITY - RL.4.4	phrases shape meaning.	9	Apply high level cognitive processes to think deeply and critically about text.
_	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Determine the meaning of words and phrases as they are used in a text, including but not limited to FIG-			10	Develop a literacy identity that pro- motes lifelong learning.
	URATIVE LANGUAGE such as METAPHORS and SIMILES, and describe and explain how those words and phrases shape meaning.				HOME

	GUIDIN		Interdisciplinary		
P	5. Students will analyze the stru tions of the text relate to each o		ic sentences, paragraphs and larger por-		Literacy Practices
		PROGRESSION		1	Recognize that text is anything that
	RL.3.5	RL.4.5	RL.5.5	1	communicates a message.
	Describe and provide evi- dence for how parts of the text contribute to the overall structure of poems, stories	Analyze the overall structure, in a text or part of the text, the author uses in poems, stories, and dramas, including but not	Analyze and explain the overall struc- ture of poems, stories, and dramas in two or more texts including but not limited to linear, nonlinear and circu-	2	Employ, develop and refine schema to understand and create text.
	and dramas, including but not limited to linear, nonlinear and circular structures.	limited to linear, nonlinear and circular structures.	lar structures.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
					Utilize receptive and expressive lan-
		MULTIDIIMENSIONALITY - RL.4.		4	guage arts to better understand self, others and the world.
J	Analyze the overall STRUCTURE DRAMAS, including but not limit	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
		G PRINCIPLE FOR READING LITE		6	Collaborate with others to create new meaning.
	6. Students will analyze how poi	nt of view, perspective and purpose	e shape the content and style of a text.		Utilize digital resources to learn and
		PROGRESSION		7	share with others.
	RL.3.6	RL.4.6	RL.5.6		Engage in specialized, discipline-
	Distinguish their own perspec- tive from that of the narrator or those of the characters,	Compare/contrast the point of view of first and third person narrators and the effect they	Describe how a narrator's or speaker's perspective influences how events are described.	8	specific literacy practices.
-	and describe how various per- spectives shape the content of the text.	have on the reader.	ueschbeu.	9	Apply high level cognitive processes to think deeply and critically about text.
		MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.	
	Compare/contrast the POINT O				

HOME

Compare/contrast the POINT OF VIEW of first and third person narrators and the effect they have on the reader.

GUIDING PRINCIPLE FOR READING LITERATURE

7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

PROGRESSION			1	Recognize that text is anything that	
	RL.3.7	RL.4.7	RL.5.7	1	communicates a message.
	Explain how the specific as- pects of a text's illustrations contribute to an effect, in-	Make connections between the text of a story or drama and a visual or oral presentation, in-	Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts.	2	Employ, develop and refine schema to understand and create text.
	cluding but not limited to cre- ating mood, character and setting.	cluding making connections with what they "see" and "hear" when reading the text to		3	View literacy experiences as transa tional, interdisciplinary and transfo mational.
		what they perceive when they listen or watch.		4	Utilize receptive and expressive lan guage arts to better understand se others and the world.
		MULTIDIMENSIONALITY - RL.4.7	7		Apply strategic practices, with
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Make connections between the TEXT OF A STORY OR DRAMA AND A VISUAL OR ORAL PRESENTATION,				5	scaffolding and then independently to approach new literacy tasks.
including making connections with what they "see" and "hear" when reading the text to what they per- ceive when they listen or watch.			6	Collaborate with others to create new meaning.	
	GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE	7	Utilize digital resources to learn an
				ŕ	share with others.
1	validity, reasoning, relevance ar		ns and evidence in a text, assessing the		Engage in specialized, discipline-
		PROGRESSION		8	specific literacy practices.
	RL.3.8	RL.4.8	RL.5.8		Apply high level cognitive processe
	(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)	9	to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.4.8	R		Develop a literacy identity that pro
		prehension Purple (bold) = Analysis		10	motes lifelong learning.
	(Not applicable to literature)				HOME

GUIDING PRINCIPLE FOR READING LITERATURE

9. Students will analyze how two or more texts address similar themes or topics in order to build

knowledge or to compare the approaches the authors take.

	•				
	PROGRESSION		1		
RL.3.9	RL.4.9	RL.5.9	-		
Compare/contrast the themes, settings and plots of stories written by the same author about the same or	Compare/contrast themes, top- ics and patterns of events in stories, myths and traditional literature from different cul-	Compare/contrast stories in the same genre on their approaches to similar themes and topics.	2		
similar characters.	tures.				
 	MULTIDIMENSIONALITY - RL.4.		3		
 Green (italic) = Comp	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT			
Compare/contrast THEMES, TOPICS AND PATTERNS OF EVENTS in STORIES, MYTHS AND TRADITIONAL LITERATURE FROM DIFFERENT CULTURES.					
GUIDIN	G PRINCIPLE FOR READING LITE	RATURE			
 Students will read, comprehend and analyze complex literary texts independently and proficiently. 					
	PROGRESSION				
RL.3.10	RL.4.10	RL.5.10	6		
By the end of the year, flexibly use a variety of comprehen- sion strategies (i.e., question- ing, monitoring, visualizing,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, infer-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualiz- ing, inferencing, summarizing, synthe-	7		
inferencing, summarizing, us- ing prior knowledge, deter- mining importance) to read, comprehend and analyze grade-level appropriate, com-	encing, summarizing, synthesiz- ing, using prior knowledge, de- termining importance) to read, comprehend and analyze grade- level appropriate, complex liter-	sizing, using prior knowledge, deter- mining importance) to read, compre- hend and analyze grade-level appro- priate, complex literary texts inde- pendently and proficiently.	8		
Sidde level appropriate, com	iever appropriate, complex liter	pendentiy and pronoicitity.			

Interdisciplinary Literacy Practices

he same		Recognize that text is anything that communicates a message.			
he same similar	2	Employ, develop and refine schema to understand and create text.			
	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.			
ONAL 4		Utilize receptive and expressive lan- guage arts to better understand self, others and the world.			
ntly.		Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.			
	6	Collaborate with others to create new meaning.			
y use a itegies visualiz- , synthe-	7	Utilize digital resources to learn and share with others.			
deter- ompre- appro- inde-	8	Engage in specialized, discipline- specific literacy practices.			
	9	Apply high level cognitive processes to think deeply and critically about text.			
oring, e) to	10	Develop a literacy identity that pro- motes lifelong learning.			
ently		HOME			

proficiently.

plex literary texts inde-

pendently and proficiently.

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

By the end of the year, flexibly use a variety of comprehension strategies (*i.e.*, questioning, monitoring visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze GRADE-LEVEL APPROPRIATE, COMPLEX LITERARY TEXTS independently and proficiently.

MULTIDIMENSIONALITY - RL.4.10

ary texts independently and

	Reading Standards for Informational Texts - Grade 4		Interdisciplinary Literacy Practices
	Key Ideas and Details		
<u>RI.4.1</u>	Refer to details and examples in a text when explaining what the text says explicitly and when draw- ing inferences from the text.	1	Recognize that text is anything that communicates a message.
<u>RI.4.2</u>	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.	2	Employ, develop and refine schema to understand and create text.
<u>RI.4.3</u>	Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RI.4.4</u>	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.	4	guage arts to better understand self, others and the world.
<u>RI.4.5</u>	Describe the overall structure, in a text or part of the text, the author uses to organize the events, ide- as, concepts or information.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>RI.4.6</u>	Compare/contrast a firsthand and secondhand account of the same event or topic.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		Litilize digital recourses to learn and
<u>RI.4.7</u>	Interpret information presented in print and non-print formats and explain how the information con- tributes to an understanding of the text in which it appears.	7	Utilize digital resources to learn and share with others.
<u>RI.4.8</u>	Explain how an author uses reasons and evidence to support particular claims the author makes in a text.	8	Engage in specialized, discipline- specific literacy practices.
<u>RI.4.9</u>	Integrate information from two or more texts on the same theme or topic.	9	Apply high level cognitive processes to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		
<u>RI.4.10</u>	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor- ing, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-	10	Develop a literacy identity that pro- motes lifelong learning.
portance) to read, comprehend and analyze grade-level appropriate, complex informational texts in dependently and proficiently.			HOME

					Interdisciplinary
P		determine what the text says explicities to support conclusions drawn from	itly and to make logical inferences from the text.		Literacy Practices
	RI.3.1	1	Recognize that text is anything that communicates a message.		
	Ask and answer questions, and make and support logical inferences in order to con-	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from	2	Employ, develop and refine schema to understand and create text.
	struct meaning from the text.	drawing inferences from the text.	the text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor-
		L		mational.	
–	Green (italic) = Comp REFER TO DETAILS AND EXAMPI	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
	ing inferences from the text.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
		NCIPLE FOR READING INFORMA			
2	2. Students will determine cent	ral ideas of a text and analyze their	development; cite specific textual evi-	6	Collaborate with others to create new meaning.
	dence) moldanig sammary) para			Litilize digital resources to learn	Utilize digital resources to learn and
		PROGRESSION		7	share with others.
	RI.3.2	RI.4.2	RI.5.2		
	Identify and cite relevant im- plicit and explicit information from a summary to determine	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit	Analyze how the central ideas are re- flected in a text, and cite relevant im- plicit and explicit evidence to support	8	Engage in specialized, discipline- specific literacy practices.
	the central idea of a text.	evidence from the text.	thinking.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RI.4.2	2		
_	Green (italic) = Comp Analyze how the CENTRAL IDEA	10	Develop a literacy identity that pro- motes lifelong learning.		
	Analyze how the CENTRAL IDEAS are reflected in a text, and <i>cite</i> relevant implicit <i>and explicit evidence</i> from the text.				HOME

CUIDING DDINGIDLE FOD DEADING INFORMATIONAL TEVT

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT



3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

	PROGRESSION				Recognize that text is anything that
	RI.3.3	RI.4.3	RI.5.3	1	communicates a message.
	Describe the relationship be- tween individuals, a series of historical events, scientific	Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or tech-	Explain the relationships or interac- tions between individuals, events, ide- as or concepts in a historical, scientific	2	Employ, develop and refine schema to understand and create text.
	ideas or concepts or steps in technical procedures over the course of a text.	nical text, including what hap- pened and why, based on spe- cific information over the course of a text.	or technical text based on specific in- formation over the course of a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Green (italic) = Com	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
٦	Explain the INDIVIDUALS, EVENTS, PROCEDURES, IDEAS OR CONCEPTS IN A HISTORICAL, SCIENTIFIC OR TECHNICAL TEXT, including what happened and why, based on specific information over the course of a text.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT 4. Students will interpret words and phrases as they are used in a text, including determining technical,				Collaborate with others to create new meaning.
	connotative and figurative mea	nings, and analyze how specific wor	rd choices shape meaning or tone.	7	Utilize digital resources to learn and share with others.
		PROGRESSION			
	RI.3.4 Determine the meaning of general academic words and phrases in a grade-level text,	RI.4.4 Determine the meaning of gen- eral academic and domain- specific words or phrases in a	RI.5.4 Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and	8	Engage in specialized, discipline- specific literacy practices.
	and describe how those words and phrases shape meaning.	grade-level text, and describe and explain how those words and phrases shape meaning.	analyze how those words and phrases shape meaning.	9	Apply high level cognitive processes to think deeply and critically about text.
			Develop a literacy identity that pro-		
	Green (italic) = Com	10	motes lifelong learning.		
	Determine the meaning of GENERAL ACADEMIC AND DOMAIN-SPECIFIC WORDS OR PHRASES in a GRADE- LEVEL TEXT, and describe and explain how those words and phrases shape meaning.				HOME

	GUIDING PRI		Interdisciplinary		
P	5. Students will analyze the strutions of the text relate to each o	ic sentences, paragraphs and larger por-		Literacy Practices	
		PROGRESSION		1	Recognize that text is anything that
	RI.3.5	RI.4.5	RI.5.5	-	communicates a message.
	Identify and describe informa- tional text structures, includ- ing comparison, cause/effect	Describe the overall structure, in a text or part of the text, the author uses to organize the	Compare/contrast the overall struc- ture of events, ideas, concepts or in- formation in two or more texts.	2	Employ, develop and refine schema to understand and create text.
	and problem/solution struc- tures, and describe the logical connection between particu- lar sentences and paragraphs	events, ideas, concepts or infor- mation.		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	in a text and how they con- tribute to the overall struc- ture.			4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
J	MULTIDIMENSIONALITY - RI.4.5 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Describe the overall STRUCTURE, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
					Collaborate with others to create new meaning.
12		e shape the content and style of a text.	7	Utilize digital resources to learn and share with others.	
		PROGRESSION			Engage in specialized, discipline-
	RI.3.6	RI.4.6	RI.5.6	8	specific literacy practices.
	Distinguish their own perspec- tive from that of the author of a text, and describe how vari- ous perspectives shape the content and style of a text.	Compare/contrast a firsthand and secondhand account of the same event or topic.	Analyze multiple accounts of the same event or topic, noting important simi- larities and differences in the perspec- tive they represent.	9	Apply high level cognitive processes to think deeply and critically about text.
	Content and style of a text. MULTIDIMENSIONALITY - RI.4.6 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT				Develop a literacy identity that pro- motes lifelong learning.
\Box	Compare/contrast a FIRSTHANE		HOME		

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

	PROGRESSION			1	Recognize that text is anything that communicates a message.
	RI.3.7	RI.4.7	RI.5.7		communicates a message.
	Identify and explain how spe- cific visuals, including but not limited to diagrams, graphs,	Interpret information present- ed in print and non-print for- mats, and explain how the in-	Analyze information from multiple print and non-print formats, demon- strating the ability to locate an answer	2	Employ, develop and refine schema to understand and create text.
	photographs and side bars, contribute to the meaning and clarity of a text.	formation contributes to an understanding of the text in which it appears.	to a question quickly or to solve a problem efficiently.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Green (italic) = Com	MULTIDIMENSIONALITY - RI.4. prehension Purple (bold) = Analysis		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
J	Interpret information presented in PRINT AND NON-PRINT FORMATS and explain how the information con- tributes to an understanding of the text in which it appears.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT				Collaborate with others to create new meaning.
P	8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.				Utilize digital resources to learn and
		PROGRESSION		7	share with others.
	RI.3.8 Describe how reasons and evidence support specific		RI.5.8 Explain how an author uses reasons and evidence to support particular	8	Engage in specialized, discipline- specific literacy practices.
	claims the author makes in a text.	particular claims the author makes in a text.	claims in a text, identifying which rea- sons and evidence support which claim (s).	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.4.8 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			10	Develop a literacy identity that pro- motes lifelong learning.
	Explain how an author uses REASONS and EVIDENCE to support particular CLAIMS <i>the author makes</i> in a text.			HOME	

	GUIDING PR	INCIPLE FOR READING INFORMA	TIONAL TEXT		Interdisciplinary
P	9. Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.				Literacy Practices
		PROGRESSION		1	Recognize that text is anything that
	RI.3.9	RI.4.9	RI.5.9	-	communicates a message.
	Explain the relationship be- tween information from two or more texts on the same	Integrate information from two or more texts on the same theme or topic.	Integrate information from several texts on the same theme or topic.	2	Employ, develop and refine schema to understand and create text.
	theme or topic.				View literacy experiences as transac-
		MULTIDIMENSIONALITY - RI.4.9		3	tional, interdisciplinary and transfor-
	Green (italic) = Com	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT		mational.
	Integrate information from TWO OR MORE TEXTS ON THE SAME THEME OR TOPIC.				Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	GUIDING PR	INCIPLE FOR READING INFORMA	TIONAL TEXT		Apply strategic practices, with
2	10. Students will read, comprehend and analyze complex informational texts independently and proficiently.			5	scaffolding and then independently, to approach new literacy tasks.
		PROGRESSION			Collaborate with others to create
	RI.3.10	RI.4.10	RI.5.10	6	new meaning.
_	By the end of the year, flexi- bly use a variety of compre- hension strategies (i.e., ques- tioning, monitoring, visualiz-	use a variety of compre- sion strategies (i.e., ques- ing, monitoring, visualiz-use a variety of comprehension strategies (i.e., questioning, nonitoring, visualizing, inferenc- ing, monitoring, visualizing, inferenc- izing, inferencing, summarizing, syuse a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferenc- izing, inferencing, summarizing, sy		7	Utilize digital resources to learn and share with others.
	ing, inferencing, summarizing, using prior knowledge, deter- mining importance) to read, comprehend and analyzeing, summarizing, synthesizing, using prior knowledge, deter- mining importance) to read, comprehend and analyze	thesizing, using prior knowledge, de- termining importance) to read, com- prehend and analyze grade-level ap- propriate, complex informational	8	Engage in specialized, discipline- specific literacy practices.	
	grade-level appropriate, com- plex informational texts inde- pendently.	level appropriate, complex infor- mational texts independently and proficiently.	texts independently and proficiently.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.4.10				
Ţ	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visu- alizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read,		10	Develop a literacy identity that pro- motes lifelong learning.	
	comprehend and analyze GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS independently and proficiently.				HOME

Composition – Grade 4

<u>C.4.1</u>

C.4.2

Text Types and Purposes	1	Recognize that text is anything that	
Compose opinions, using writing and digital resources, on topics or texts, supporting an author's per- spective with reasons and information.	1	communicates a message.	
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>eve-</u> <u>ry</u> writing experience must utilize those digital resources.)	2	Employ, develop and refine schema to understand and create text.	
a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	3	View literacy experiences as transac- tional, interdisciplinary and transfor-	
b. 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.		mational. Utilize receptive and expressive lan-	
c. Provide reasons that are supported by facts and details.	4	guage arts to better understand self,	
d. Use grade-appropriate transitions.		others and the world.	
e. Provide a concluding section.		Apply strategic practices, with	
f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.	5	scaffolding and then independently, to approach new literacy tasks.	
Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.	6	Collaborate with others to create new meaning.	
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not eve-			
 <u>ry</u> writing experience must utilize those digital resources.) a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. 	7	Utilize digital resources to learn and share with others.	
 b. Introduce a topic clearly, and group related information in paragraphs and sections; include for- matting, illustrations and multimedia when useful to aiding comprehension. 	8	Engage in specialized, discipline- specific literacy practices.	
c. Develop the topic with facts, definitions, concrete details, quotations or other information and ex- amples related to the topic.		Apply high level cognitive processes	
d. Use grade-appropriate conjunctions to develop text structure within sentences.	9	to think deeply and critically about text.	
e. Use grade-appropriate transitions to develop text structure across paragraphs.			
f. Use precise language and domain-specific vocabulary to inform about or explain the topic.	10	Develop a literacy identity that pro-	
g. Provide a concluding section.	10	motes lifelong learning.	
h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.			
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Composition – Grade 4

Text Types and Purposes

Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.
- C. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.
- e. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- f. Provide a conclusion that follows the narrated experiences or events.

C.4.3

g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

Production and Distribution

C.4.4 With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

Research to Build and Present Knowledge

- C.4.5 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **C.4.6** Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.

Range of Writing

C.4.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

1	Recognize that text is anything that communicates a message.				
2	Employ, develop and refine schema to understand and create text.				
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.				
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.				
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.				
6	Collaborate with others to create new meaning.				
7	Utilize digital resources to learn and share with others.				
8	Engage in specialized, discipline- specific literacy practices.				
9	9Apply high level cognitive processes to think deeply and critically about text.10Develop a literacy identity that pro- motes lifelong learning.				
10					
	HOME				

1. Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

PROGRESSION					
	C.3.1	C.4.1	C.5.1		C
	Compose opinion pieces, using a combination of writing and digi-	Compose opinions, using writing and digital resources, on topics	Compose opinion pieces, using writing and digital resources, on	2	Eı to
	tal resources, on topics or texts, with supporting reasons.	or texts, supporting an author's perspective with reasons and information.	topics or texts, supporting the writer's perspective with reasons and information.	3	V ti m
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not	4	U gu of
	not <u>every</u> writing experience must utilize those digital re- sources.)	not <u>every</u> writing experience must utilize those digital re- sources.)	<u>every</u> writing experience must uti- lize those digital resources.)	5	A so to
	 a. With guidance and support from adults, produce writing in which the development 	 Produce clear and coherent writing in which the devel- opment and organization 	 a. Produce clear and coherent writing in which the develop- ment and organization are ap- 	6	C(n
	and organization are appro- priate to task and purpose.	are appropriate to task, pur- pose and audience.	propriate to task, purpose, and audience.	7	U sł
	 b. Introduce the topic, fol- lowed by opinion statement, and create an organizational 	 b. Introduce a topic or text clearly, state an opinion and create an organizational 	 b. Introduce a topic or text clear- ly, state an opinion and create an organizational structure in 	8	Eı sp
	structure.	structure in which related ideas are grouped to sup- port the writer's purpose.	which ideas are logically grouped to support the writ- er's purpose.	9	A to te
	 Provide reasons with elabo- rate details to support the opinion 	 Provide reasons that are supported by facts and de- tails. 	 Provide logically ordered rea- sons that are supported by facts and details. 	10	D m
	opinion.	1 (1	idus dilu uetdils.		

1	Recognize that text is anything that communicates a message.			
2	Employ, develop and refine schema to understand and create text.			
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.			
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.			
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.			
6	Collaborate with others to create new meaning.			
7	Utilize digital resources to learn and share with others.			
8	Engage in specialized, discipline- specific literacy practices.			
9	Apply high level cognitive processes to think deeply and critically about text.			
10	Develop a literacy identity that pro- motes lifelong learning.			
HOME				

			Interdisciplinary		
	C.3.1	C.4.1	C.5.1		Literacy Practices
d.	Use grade-appropriate tran- sitions.	d. Use grade-appropriate tran- sitions.	d. Use grade-appropriate transi- tions.	1	Recognize that text is anything that communicates a message.
e.	Provide a concluding sec- tion.	e. Provide a concluding section.	e. Provide a concluding section.	2	Employ, develop and refine schema to understand and create text.
f.	With guidance and support from peers and adults, de- velop and strengthen	 f. With guidance and support from peers and adults, devel- op and strengthen writing as 	 f. With guidance and support from peers and adults, devel- op and strengthen writing as 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	writing as needed by plan- ning, revising and editing.	needed by planning, revising, editing and rewriting.	needed by planning, revising, editing, rewriting or trying a new approach.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
				8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

MULTIDIMENSIONALITY - C.4.1

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

Compose OPINIONS, using writing and digital resources, *on topics or texts*, **supporting an author's perspective with reasons and** *information*.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)

- a. **Produce clear and coherent writing in which the development and organization** *are appropriate to task, purpose and audience.*
- b. 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.
- c. Provide reasons that are supported by facts and details.
- d. Use grade-appropriate TRANSITIONS.
- e. Provide a concluding section.
- f. With guidance and support from peers and adults, **develop and strengthen writing as needed by plan**ning, revising, *editing* and rewriting.

1	Recognize that text is anything that communicates a message.
2	Employ, develop and refine schema to understand and create text.
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline- specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that pro- motes lifelong learning.

2

GUIDING PRINCIPLE FOR COMPOSITION

2. Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

		PROGRESSIONS		1	Recognize that text is anything that communicates a message.
	C.3.2 Compose informative and/or explanatory texts, using writing	C.4.2 Compose informative and/or explanatory texts, using writing and	C.5.2 Compose informative and/or explanatory texts, using writing and	2	Employ, develop and refine schema to understand and create text.
	and digital resources, to exam- ine a topic and provide infor- mation.	digital resources, to examine a topic and convey ideas and infor- mation clearly.	digital resources, to examine a top- ic and convey ideas and infor- mation clearly.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	(NOTE: Students must have the	(NOTE: Students must have the	(NOTE: Students must have the	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experi- ence must utilize those digital	opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital re-		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	resources.)	sources.)		6	Collaborate with others to create new meaning.
	 With guidance and support from adults, produce writing in which the devel- 	 a. Produce clear and coherent writing in which the develop- ment and organization are 	 Produce clear and coherent writing in which the develop- ment and organization are ap- 	7	Utilize digital resources to learn and share with others.
	opment and organization are appropriate to task and purpose.	appropriate to task, purpose and audience.	 propriate to task, purpose and audience. b. Introduce a topic clearly, provide a general observation and focus and group related infor- 	8	Engage in specialized, discipline- specific literacy practices.
	 b. Introduce a topic, and group related information 	 b. Introduce a topic clearly, and group related information in paragraphs and sections; in- 		9	Apply high level cognitive processes to think deeply and critically about text.
	together; include illustra- tions when useful to aiding comprehension. to aiding comprehension.	mation logically; include for- matting, illustrations and mul- timedia when useful to aiding	10	Develop a literacy identity that pro- motes lifelong learning.	
			comprehension.		HOME

	-	Interdisciplinary		
C.3.2	C.4.2	C.5.2		
 Develop the topic with facts, definitions and details. 	 c. Develop the topic with facts, definitions, concrete details, quotations or other infor- mation and examples related to the topic. 	 Develop the topic with facts, definitions, concrete details quotations, or other information and examples related to the topic. 	1	Literacy Practices Recognize that text is anything that communicates a message.
d. Use grade-appropriate	d. Use grade-appropriate con-	d. Use grade-appropriate conjunc-	2	Employ, develop and refine schema to understand and create text.
conjunctions to develop text structure within sentences.	junctions to develop text structure within sentences.	tions to develop text structure within sentences.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
e. Use grade-appropriate transitions to develop text structure across par-	e. Use grade-appropriate transi- tions to develop text struc- ture across paragraphs.	 Use grade-appropriate transitions to develop text structure across paragraphs. 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
agraphs.	 f. Use precise language and domain-specific vocabulary 	 f. Use precise language and domain -specific vocabulary to inform 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	to inform about or explain the topic.	about or explain the topic.	6	Collaborate with others to create new meaning.
 f. Provide a concluding section. 	g. Provide a concluding section.	g. Provide a concluding section.	7	Utilize digital resources to learn and share with others.
g. With guidance and sup- port from peers and adults, develop and	 With guidance and support from peers and adults, devel- op and strengthen writing as 	 With guidance and support from peers and adults, develop and strengthen writing as needed by 	8	Engage in specialized, discipline- specific literacy practices.
strengthen writing as needed by planning, re- vising and editing.	needed by planning, revising, editing and rewriting.	planning, revising, editing, re- writing or trying a new approach.	9	Apply high level cognitive processes to think deeply and critically about text.
			10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

MULTIDIMENSIONALITY- C.4.2

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

Compose INFORMATIVE AND/OR EXPLANATORY TEXTS, using writing and digital resources, **to examine a topic and convey ideas** *and information* **clearly**.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)

- a. Produce clear and coherent writing in which the development and organization *are appropriate to task, purpose and audience.*
- b. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.
- **c. Develop the topic** with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- d. Use grade-appropriate CONJUNCTIONS to develop text structure within sentences.
- e. Use grade-appropriate TRANSITIONS to develop text structure across paragraphs.
- f. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- g. Provide a concluding section.
- h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

1	Recognize that text is anything that communicates a message.				
2	Employ, develop and refine schema to understand and create text.				
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.				
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.				
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.				
6	Collaborate with others to create new meaning.				
7	Utilize digital resources to learn and share with others.				
8	Engage in specialized, discipline- specific literacy practices.				
9	Apply high level cognitive processes to think deeply and critically about text.				
10	Develop a literacy identity that pro- motes lifelong learning.				
	HOME				

R

3. Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

		4	Recognize that text is anything that		
		1	communicates a message.		
	C.3.3	C.4.3	C.5.3		Employ, doyalan and rafina schema
	Compose narratives, using writing and digital resources, to develop real or imagined	Compose narratives, using a writing and digital resources, to develop real or imagined experi-	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple	2	Employ, develop and refine schema to understand and create text.
	experiences or multiple events or ideas, using effec- tive technique, descriptive	ences or multiple events or ideas, using effective technique, descrip- tive details and clear sequences.	events or ideas, using effective tech- nique, descriptive details and clear sequences.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	details and clear sequences. NOTE: Students must have the	(NOTE: Students must have the	(NOTE: Students must have the oppor-	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	opportunity throughout the year to utilize digital re- sources, but not <u>every</u> writing experience must utilize those digital resources.)	opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must uti- lize those digital resources.)	tunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
1	 a. With guidance and sup- port from adults, produce 	 a. Produce clear and coherent writing in which the develop- 	 a. Produce clear and coherent writing in which the development 	6	Collaborate with others to create new meaning.
	writing in which the de- velopment and organiza- tion are appropriate to	ment and organization are appropriate to task, purpose and audience.	and organization are appropriate to task, purpose and audience.	7	Utilize digital resources to learn and share with others.
	task and purpose. b. Establish a situation, and	 Orient the reader by establish- ing a situation and introducing 	 Orient the reader by establishing a situation and introducing a narra- 	8	Engage in specialized, discipline- specific literacy practices.
	introduce a narrator and/ or characters; organize an event sequence that re- flects linear, nonlinear or circular structure.	a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.	tor and/or characters; organize an event sequence that reflects line- ar, nonlinear or circular structure.	9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

PROGRESSION							Interdisciplinary
	C.3.3		C.4.3		C.5.3		Literacy Practices
C.	Use dialogue and de- scriptions of actions, thoughts, and feelings to develop experiences and	C.	Use dialogue and description to develop experiences and events or show the respons- es of characters to situations.	C.	Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of	1	Recognize that text is anything that communicates a message.
	events or show the re- sponse of characters to situations.				characters to situations.	2	Employ, develop and refine schema to understand and create text.
d.		d.	, ,	d.	Use a variety of conjunctions and	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	phrases to signal event order.		and transitional words and phrases to manage the se- quence of events.		transitional words, phrases and clauses to manage the sequence of events.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
		e.	Use concrete words and phrases and sensory details	e.	Use concrete words and phrases and sensory details to convey ex-	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
			to convey experiences and events precisely.		periences and events precisely.	6	Collaborate with others to create new meaning.
e.	Create a sense of closure that follows the narrat-	f.		Provide a conclusion that follows the narrated experiences or	7	Utilize digital resources to learn and share with others.	
	ed experiences or events.		ences or events.		events.	8	Engage in specialized, discipline- specific literacy practices.
f.	With guidance and sup- port from peers and adults, develop and strengthen writing as	g.	With guidance and support from peers and adults, devel- op and strengthen writing as	g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, re-	9	Apply high level cognitive processes to think deeply and critically about text.
	needed by planning, re- vising and editing.	by planning, re- editing and rewriting.		writing or trying a new approach.		Develop a literacy identity that pro- motes lifelong learning.	
							HOME

		MULTIDIMENSIONALITY - C.4.3 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Interdisciplinary Literacy Practices
J	C.4.3	Compose NARRATIVES , using writing and digital resources, to develop real or imagined <i>experienc-</i> <i>es or multiple events or ideas</i> , using effective technique , descriptive details and clear sequences .	1	Recognize that text is anything that communicates a message.
		(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	2	Employ, develop and refine schema to understand and create text.
		 a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Orient the reader by establishing a situation and introducing a narrator and/or characters; 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		 organize an event sequence that reflects linear, nonlinear or circular structure. C. Use dialogue and description to develop experiences and events or show the responses of characters to situations. 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
		 d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		 e. Use concrete words and phrases and sensory details to convey experiences and events precisely. f. Provide a conclusion that follows the narrated experiences or events. 	6	Collaborate with others to create new meaning.
		 g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting. 	7	Utilize digital resources to learn and share with others.
			8	Engage in specialized, discipline- specific literacy practices.
			9	Apply high level cognitive processes to think deeply and critically about text.
			10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

4. Students will use digital resources to create and publish products as well as to interact and collaborate with others.

			Recognize that text is anything that		
	C.3.4	C.4.4	C.5.4	1	communicates a message.
	With some guidance and sup- port from adults, use digital re- sources to create and publish	With some guidance and sup- port from adults, use digital re- sources to create and publish	With limited guidance and support from adults, use digital resources to create and publish products as	2	Employ, develop and refine schema to understand and create text.
	products as well as to interact and collaborate with others.	products as well as to interact and collaborate with others.	well as to interact and collaborate with others.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		MULTIDIMENSIONALITY - C.4.4			Utilize receptive and expressive lan-
	Green (italic) = Comp	rehension Purple (bold) = Analysis N	IAROON (CAPS) = CONTENT	4	guage arts to better understand self, others and the world.
	With some guidance and support well as to interact and collaborate	S to create and publish products as	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	GUID		Collaborate with others to create		
	5. Students will conduct short as	6	new meaning.		
	demonstrating understanding of	-	Utilize digital resources to learn and		
	C 2 E	PROGRESSION	C.5.5	7	share with others.
	C.3.5 Conduct short research pro- jects that build knowledge	C.4.5 Conduct short research projects that build knowledge through in- vestigation of different aspects of	Conduct short research projects that use several sources to build knowledge through investigation of	8	Engage in specialized, discipline- specific literacy practices.
	about a topic.	a topic.	different aspects of a topic.	9	Apply high level cognitive processes to think deeply and critically about text.
			Develop a literacy identity that pro-		
	Green (italic) = Compr	10	motes lifelong learning.		
đ	Conduct short RESEARCH project topic.	s that build knowledge through inve	estigation of different aspects of a		HOME



6. Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

research while avoiding plagiarism. PROGRESSION					Recognize that text is anything that communicates a message.
	C.3.6	C.4.6	C.5.6		communicates a message.
	Summarize information from experiences or gather infor- mation from print and digital	Summarize relevant information from experiences, or gather rele- vant information from various print	Summarize relevant information from experiences or gather rele- vant information from multiple	2	Employ, develop and refine schema to understand and create text.
•	sources; take brief notes on information from various print/digital sources, and ana-	and digital sources; take notes, cat- egorize information and provide a list of sources.	print and digital sources; summa- rize or paraphrase applicable in- formation in notes and finished	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	lyze by sorting into appropri- ate categories.		work, and provide a list of sources.	4	Utilize receptive and expressive lan- guage arts to better understand self,
		MULTIDIMENSIONALITY - C.4.6			others and the world.
đ	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Summarize relevant information from experiences, or gather relevant information from various print and digital sources; take notes, categorize information, and provide a list of sources. GUIDING PRINCIPLE FOR COMPOSITION				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
					Collaborate with others to create new meaning.
P	 Students will compose routin and audiences. 	7	Utilize digital resources to learn and share with others.		
		PROGRESSION			share with others.
	C.3.7 Compose routinely over	C.4.7 Compose routinely over extended	C.5.7 Compose routinely over extended	8	Engage in specialized, discipline- specific literacy practices.
	shorter time frames for a	time frames and shorter time frames for a variety of tasks, purposes and audiences.	time frames and shorter time frames for a variety of tasks, pur- poses and audiences.	9	Apply high level cognitive processes to think deeply and critically about text.
		prehension Purple (bold) = Analysis M/		10	Develop a literacy identity that pro- motes lifelong learning.
	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.				HOME

Language – Grade 4

	Conventions of Standard English When writing or speaking, demonstrate command of the conventions of standard English grammar and us- age.	1	Recognize that text is anything that communicates a message.
<u>L.4.1</u>	 a. Use relative pronouns and relative adverbs. b. Use the progressive verb tenses. c. Use modal auxiliaries to convey various conditions, such as can, may and must. d. Order adjectives within sentences according to conventional patterns. 		Employ, develop and refine schema to understand and create text.
	 e. Use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Use frequently confused words, such as to, too, two; there, their, they're. 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
<u>L.4.2</u>	When writing:a. Demonstrate appropriate use of capitalization rules.b. Use commas and quotation marks to indicate direct speech and quotations for a text.		Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	 c. Use a comma before a coordinating conjunction in a compound sentence. d. Consult reference materials as needed to check and correct spellings. Knowledge of Language 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>L.4.3</u>	 Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between formal and informal discourse patterns based on context. 	6	Collaborate with others to create new meaning.
	Vocabulary Acquisition and Use	7	Utilize digital resources to learn and share with others.
	 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase. 	8	Engage in specialized, discipline- specific literacy practices.
<u>L.4.4</u>	 b. Use common affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation, and determine or clarity the precise meaning of key words and phrases. d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, 	9	Apply high level cognitive processes to think deeply and critically about text.
<u>L.4.5</u>	including those that signal precise actions and that are basic to a particular topic. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Explain the meaning of simple similes and metaphors in context.	10	Develop a literacy identity that pro- motes lifelong learning.
	 b. Recognize and explain the meaning of common idioms, adages and proverbs. c. Demonstrate understanding of words by relating them to their synonyms and antonyms. 		HOME



1. Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

	writing and speaking.		Recognize that text is anything that			
	L.3.1	L.4.1	L.5.1	1	communicates a message.	
	When writing or speaking, demon- strate command of the conven- tions of standard English grammar and usage.	When writing or speaking, demon- strate command of the conven- tions of standard English grammar and usage.	When writing or speaking, demon- strate command of the conventions of standard English grammar and usage.	2	Employ, develop and refine schema to understand and create text.	
	 a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text. b. Form and use regular and irreg- 	a. Use relative pronouns and relative adverbs.b. Use the progressive verb tens-	 Explain the function of conjunctions, prepositions and interjections in a grade-level text. 	3	View literacy experiences as transac- tional, interdisciplinary and trans- formational.	
	ular plural nouns. c. Use abstract nouns. d. Form and use regular and irreg- ular verbs.	es. c. Use modal auxiliaries to con- vey various conditions, such as can, may and must.	 b. Use the perfect verb tenses. c. Use verb tense to convey various times, sequences, states and conditions. 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
	e. Use verb tenses.f. Ensure subject-verb and pro- noun-antecedent agreement.	ereb tenses.d.Order adjectives within sen- tences according to conven- tional patterns.	 d. Produce complete sentences recognizing and correcting in- appropriate shifts in verb tense. e. Use correlative conjunctions 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	g. Form and use comparative and superlative adjectives and ad- verbs, and choose between them depending on what is to be modified.	 e. Use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and 		6	Collaborate with others to create new meaning.	
	 h. Use coordinating and subordi- nating conjunctions. i. Produce simple, compound and 	g. Use frequently confused words, such as to, too, two;		7	Utilize digital resources to learn and share with others.	
	complex sentences.	there, their, they're.		8	Engage in specialized, discipline- specific literacy practices.	
	Green (italic) = Comprese When writing or speaking, demonstr a. Use RELATIVE PRONOUNS AND R b. Use the PROGRESSIVE VERB TENS	9	Apply high level cognitive processes to think deeply and critically about text.			
P	 c. Use MODAL AUXILIARIES to conv d. Order ADJECTIVES within sentence e. Use PREPOSITIONAL PHRASES. 		10	Develop a literacy identity that pro- motes lifelong learning.		
	 f. Produce COMPLETE SENTENCES, recognizing and correcting inappropriate fragments and run-ons. g. Use FREQUENTLY CONFUSED WORDS, such as to, too, two; there, their, they're. 				HOME	



2. Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

			Recognize that text is anything that		
	L.3.2	L.4.2	L.5.2	1	communicates a message.
	 When writing: a. Capitalize appropriate words in titles. b. Use commas in addresses. 	 When writing: a. Demonstrate appropriate use of capitalization rules. b. Use commas and quotation When writing: a. Use punctuation to separate items in a series. b. Use a comma to separate an 	2	Employ, develop and refine schema to understand and create text.	
	c. Use commas and quotation marks in dialogue.d. Use possessives.	 ose commus and quotation marks to indicate direct speech and quotations for a text. c. Use a comma before a coordi- 	 c. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no, to set off a 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	 Use conventional spelling for high-frequency words where suffixes are added to base words. 	 nating conjunction in a compound sentence. d. Consult reference materials as needed to check and cor- 	tag question from the rest of the sentence and to indicate direct address.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	f. Use spelling patterns and generalizations in writing words.g. Consult reference materials	rect spellings.	 d. Use underlining, quotation marks or italics to indicate titles of works. e. Use strategies and resources 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	as needed to check and cor- rect spellings.		(print and electronic) to identify and correct spelling errors.	6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
	N	IULTIDIMENSIONALITY - L.4.2		8	Engage in specialized, discipline- specific literacy practices.
]	Green (italic) = Compre When writing: a. Demonstrate appropriate use		AROON (CAPS) = CONTENT	9	Apply high level cognitive processes to think deeply and critically about text.
	 a. Demonstrate appropriate use of CAPITALIZATION RULES. b. Use COMMAS AND QUOTATION MARKS TO INDICATE DIRECT SPEECH AND QUOTATIONS for a text. c. Use a COMMA BEFORE A COORDINATING CONJUNCTION IN A COMPOUND SENTENCE. d. Consult reference materials as needed to check and correct spellings. 				Develop a literacy identity that pro- motes lifelong learning.
					HOME



3. Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

		PROGRESSIONS			Recognize that text is anything that
	L.3.3	L.4.3	L.5.3		communicates a message.
	Use knowledge of language and its conventions when writing, speaking, reading or listening.	Use knowledge of language and its conventions when writing, speaking, reading or listening.	Use knowledge of language and its conventions when writing, speaking, reading or listening.	2	Employ, develop and refine schema to understand and create text.
	a. Choose words and phrases	a. Choose words and phrases to	a. Expand, combine and reduce	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
_	for effect.b. Recognize and observe differ- ences between the conven-	convey ideas precisely. b. Choose punctuation for effect.	 sentences for meaning, reader/ listener interest and style. b. Compare and contrast the varie- ties of English (e.g., dialects, reg- isters, slang) used in stories, dra- mas or poems. 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	tions of spoken and written Standard English.	 Differentiate between formal and informal discourse patterns based on context. 		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
	N Green (italic) = Compr	AULTIDIMENSIONALITY - L.4.3 ehension Purple (bold) = Analysis M	IAROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
J	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect.				Apply high level cognitive processes to think deeply and critically about text.
	c. Differentiate between FORMAL AND INFORMAL DISCOURSE PATTERNS based on context.			10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

4. Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

PROGRESSIONS L.3.4 L.4.4 L.5.4 Determine or clarify the mean-Determine or clarify the mean-Determine or clarify the meaning unknown and multiple-meaning ing of unknown and multipleing of unknown and multiplemeaning words and phrases meaning words and phrases words and phrases based on grade based on grade 3 reading and based on grade 4 reading and 5 reading and content, choosing content, choosing flexibly from content, choosing flexibly from flexibly from an array of strategies an array of strategies. an array of strategies. a. Use context (e.g., cause/effect a. Use context (e.g., definia. Use sentence-level context relationships and comparisons in text) as a clue to the meaning tions, examples or restateas a clue to the meaning of ments in text) as a clue to of a word or phrase. a word or phrase. the meaning of a word or b. Use common affixes and roots b. Determine the meaning of phrase. as clues to the meaning of a the new word formed when b. Use common affixes and word. a known affix is added to a roots as clues to the meanknown word. c. Consult print and digital refering of a word. ence materials to find the proc. Use a known root word as a c. Consult print and digital refnunciation and determine or clue to the meaning of an clarify the precise meaning of erence materials to find the unknown word with the pronunciation and deterkey words and phrases. same root. mine or clarify the precise d. Acquire and use accurately d. Use glossaries or beginning meaning of key words and grade-appropriate general aca dictionaries to determine or phrases. demic and domain-specific clarify the precise meaning d. Acquire and use accurately words and phrases, including of key words and phrases. grade-appropriate general those that signal contrast, add academic and domaintion and other logical relatione. Acquire and use accurately grade-appropriate converspecific words and phrases, ships. including those that signal

sational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Interdisciplinary Literacy Practices

	1	Recognize that text is anything that communicates a message.
of	2	Employ, develop and refine schema to understand and create text.
e s.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
t s ng	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
s	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
-	6	Collaborate with others to create new meaning.
;	7	Utilize digital resources to learn and share with others.
a-	8	Engage in specialized, discipline- specific literacy practices.
di- -	9	Apply high level cognitive processes to think deeply and critically about text.
	10	Develop a literacy identity that pro- motes lifelong learning.
		HOME

precise actions and that are

basic to a particular topic.

MULTIDIMENSIONALITY - L.4.4

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies.

- 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 AFFIXES AND ROOTS as clues to the meaning of a word.
- c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases.
- d. Acquire and use accurately GRADE-APPROPRIATE GENERAL ACADEMIC AND DOMAIN-SPECIFIC words and phrases, including THOSE THAT SIGNAL PRECISE ACTIONS and that are basic to a particular topic.

	Interdisciplinary Literacy Practices				
1	Recognize that text is anything that communicates a message.				
2	Employ, develop and refine schema to understand and create text.				
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.				
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.				
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.				
6	Collaborate with others to create new meaning.				
7	Utilize digital resources to learn and share with others.				
8	Engage in specialized, discipline- specific literacy practices.				
9 Apply high level cognitive proce to think deeply and critically ab text.					
10	Develop a literacy identity that pro- motes lifelong learning.				
	HOME				

5. Demonstrate understanding of word relationships and nuances in word meanings.

				1	Recognize that text is anything that communicates a message.
		PROGRESSIONS			
	L.3.5 Demonstrate understanding of	L.4.5 Demonstrate understanding of	L.5.5 Demonstrate understanding of fig-	2	Employ, develop and refine schema to understand and create text.
	word relationships and nuances in word meanings.	figurative language, word rela- tionships and nuances in word meanings.	urative language, word relation- ships and nuances in word mean- ings.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
_	 Distinguish the literal and nonliteral meanings of words and phrases in con- text. 	 a. Explain the meaning of simple similes and metaphors in context. b. Recognize and explain the 	 a. Interpret figurative language, including similes and meta- phors, in context. b. Recognize and explain the 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	 b. Demonstrate understand- ing of words by relating them to their synonyms and antonyms. 	 meaning of common idioms, adages and proverbs. c. Demonstrate understanding of words by relating them to 	 meaning of common idioms, adages and proverbs. c. Demonstrate understanding of words by relating them to their 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	c. Distinguish shades of mean- ing among related words that describe degrees of	their synonyms and anto- nyms.	synonyms and antonyms.	6	Collaborate with others to create new meaning.
	certainty.			7	Utilize digital resources to learn and share with others.
		//ULTIDIMENSIONALITY - L.4.5 ehension Purple (bold) = Analysis M	IAROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
]		igurative language, word relationshi e SIMILES AND METAPHORS in conte		9	Apply high level cognitive processes to think deeply and critically about text.
		eaning of common IDIOMS, ADAGES of words by relating them to their S		10	Develop a literacy identity that pro- motes lifelong learning.
					HOME