

WGSD Curriculum – English Language Arts

4th Grade

Reading

High Priority Standards (MLS)

- 4.R.1.A.a – Develop and demonstrate reading skills in response to text by: drawing conclusions, inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.
- 4.R.1.A.b - Develop and demonstrate reading skills in response to text by: drawing conclusions by providing textual evidence of what the text says explicitly.
- 4.R.1.A.c - Develop and demonstrate reading skills in response to text by: monitoring comprehension and making corrections and adjustments when understanding breaks down.
- 4.R.1.B.a – Develop an understanding of vocabulary by: determining the meaning of academic English words derived from Latin, Greek, or other linguistic roots, prefixes, and suffixes.
- 4.R.1.B.b - Develop an understanding of vocabulary by: using the context of the sentence to determine the meaning of unfamiliar words or multiple meaning words.
- 4.R.1.B.c - Develop an understanding of vocabulary by: completing analogies.
- 4.R.1.B.e - Develop an understanding of vocabulary by: using a dictionary or glossary to determine the meanings, syllabication, and pronunciation or unknown words.
- 4.R.1.D.a – Read independently for multiple purposes over sustained periods of time by: reading text that is developmentally appropriate.
- 4.R.1.D.b - Read independently for multiple purposes over sustained periods of time by: producing evidence of reading.
- 4.R.2.A.a – Read, infer, analyze, and draw conclusions to: summarize and sequence the events/plot, and explain how past events impact future events, and identify the theme.
- 4.R.2.A.b - Read, infer, analyze, and draw conclusions to: describe the personality traits of characters from the thoughts, words, and actions.
- 4.R.2.A.c - Read, infer, analyze, and draw conclusions to: describe the interaction of characters including their relationships and how they change.
- 4.R.2.C.a - Read, infer and draw conclusions to: analyze how characters change from the beginning to the end of a play or film.
- 4.R.3.A.b - Read, infer and draw conclusions to: describe the sequence of events, ideas, concepts or steps needed to carry out a procedure.
- 4.R.3.C.b - Read, infer and draw conclusions to: explain explicit and implicit relationships among ideas in texts.
- 4.RF.3.A.a-b - Know and apply grade-level phonics and word analysis skills in decoding words.
- 4.RF.4.A.a - Read with sufficient accuracy and fluency to support comprehension.

Learning Goal

Students will be able to read with understanding.

Proficiency Scale

Innovating: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- demonstrating knowledge of grade appropriate ways to solve words.
- determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate texts.
- determining the theme or main idea of a text and explaining how it is conveyed through key details.
- describing in depth a character, setting, or event in a story or drama, drawing on specific details in

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the text (e.g., a character’s thoughts, words, or actions).

- summarizing content of reading material explaining events, procedures, ideas or concepts.
- using textual evidence to support analysis and interpretation.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - applying ways to solve words (using vowel patterns, phonogram patterns, affixes, and other word parts) and understanding their meanings.
 - asking and answering questions to demonstrate understanding of a text, referring to the text as the basis for the answers.
 - determining the central message, lesson, or moral and explaining how it is conveyed through key details in text.
 - determining the main idea of a text and how the key details support the main idea.
- recognizing and recalling specific vocabulary, such as: predicting, inferring, visualizing, connecting, monitoring comprehension, cause and effect, sequencing, supporting details, evidence, summarize, similes, metaphors, idioms, adages, proverbs, antonyms, and synonyms.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Phonics/Word Analysis

Students will:

- take apart and recognize multi-syllable words to decode .
- understand words with several syllables (mis-rep-re-sen-ta-tion).
- change words to make a full range of plurals, including plurals that require spelling changes (city, cities), irregular plurals (child, children) and irregular plurals that require spelling changes (foot/feet, shelf/shelves, quiz/quizzes, octopus/octopi).
- work flexibly with base words taking apart and making new words by changing letters (found/sound) and adding and removing prefixes and suffixes (merry/marry/marrying/remarry).
- add, delete, change letter clusters to make or take apart words (appear, disappear, disappearance, appearance).
- take apart and read words with a vowel an *r* (hairy, poor, dare).
- use base words, prefixes, and suffixes in the process of deriving word meaning.
- recognize words in which several different letters or clusters represent a single sound (/f/ = gh in rough, ff in fluff, f in finish).
- use known words and word parts to take apart new words (triangular/tri-angle).

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- use what is known about words to read new words (part, partner, partnership).
- recognize and understand words that have multiple meanings (bank, bank), homographs (look the same, sound different: excuse, excuse), and homophones (sound the same, look different: presence, presents).
- take apart and read words using open (ending in a vowel: cli-mate) and closed (ending in a consonant: lev-el) syllables.
- take apart and read words with complex phonograms and long vowel patterns including those with *r*: VVCe (release), VVCC (faith), VCCe (barge), VCCC (crunch), VVCCC (health).
- take apart more complex compound words and discuss how the parts are related to meaning (out-line, tail-gate).
- take apart words with frequently appearing syllable patterns in multi-syllable words (-en in enter, adventure; -o- in ago, omen).

Fluency

Students will:

- demonstrate phrased, fluent oral reading.
- read dialogue with phrasing and expression that reflects understanding of character and events.
- demonstrate awareness of the function of the full range of punctuation.
- demonstrate appropriate stress on words, pausing and phrasing, intonation, use of punctuation and size of font, bold, and italics.
- use multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing.
- quickly and automatically solve most words in the text in a way that supports fluency.
- read silently and orally at an appropriate rate, not too fast or too slow.
- slow down to search for information and resume normal pace of reading again.
- demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing prefixes and suffixes).
- solve words with three or more syllables, many words with inflectional endings and complex letter-sound relationships.
- solve content-specific words, using graphics and definitions embedded in the text as well as background knowledge.
- solve some undefined words using background knowledge.
- read words that are hyphenated across lines and across pages.
- apply problem-solving strategies to technical words or proper nouns that are challenging.
- continue to monitor accuracy and understanding, self-correcting when errors detract from meaning.
- demonstrate different ways of reading fiction and nonfiction texts.
- demonstrate different way of reading related to genre, including simple biographies, fantasy, and historical fiction.
- sometimes adjust reading within texts to accommodate hybrid texts that combine genres.
- adjust reading to process texts with difficult and complex layout.
- slow down or reread to solve words, search for information, or think about meaning and resume good rate of reading.

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Vocabulary

Students will:

- determine the meaning of domain-specific words and phrases.
- identify why author’s chose precise words and phrases to convey ideas.
- use common, grade-appropriate Greek and Latin affixes to determine meanings of words.
- use context as a clue to the meaning of words or phrases.
- use common grade-level appropriate affixes and roots as clues to the meaning of the word.
- explain the meaning of simple similes and metaphors.
- recognize and explain the meaning of common idioms, adages, and proverbs.
- demonstrate an understanding of words by relating them to their antonyms and synonyms.
- use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar words.

Comprehension

Students will:

- read a variety of genres.
- self-monitor to recognize when meaning breaks down, and use comprehension strategies to build understanding. (reworded for clarification)
- utilize and integrate a variety of comprehension strategies (predicting, making connections, questioning, synthesizing, summarizing, inferring) to make meaning of the text.
- refer to details and examples in the text (textual evidence) to support inferences, theme and main idea (reworded – was stated as “explain explicit details and inferences based on details in the text.”)
- determine theme(s) in literary, drama, and poetry text(s).
- determine main idea(s) and explain how it is supported by details in the text.
- interpret and explain information presented in informational text.
- explain events, procedure, ideas or concepts based on specific information in text (historical, scientific, and technical texts).
- summarize text using important events or ideas (beginning, middle, end in literature and main ideas with supporting details in informational text).
- integrate information from two texts on the same topic in order to write or speak about the subject.
- compare information texts on the same topic to determine common main idea(s).
- compare literature texts on the same topic determine common theme(s).
- compare and contrast theme(s) and topics in stories, myths, and traditional literature from different cultures.

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Text Elements and Structure

High Priority Standards (MLS)

- 4.R.1.B.d - Develop an understanding of vocabulary by: identifying the meaning of common idioms and figurative language.
- 4.R.1.C.a – Explain relevant connections between: text to text (ideas and information in various fiction and nonfiction words, compare and contrast).
- 4.R.1.C.b - Explain relevant connections between: text to world (text ideas and the world by demonstrating an awareness that literature reflects a culture and historic time frame).
- 4.R.2.A.d - Read, infer, analyze, and draw conclusions to: compare and contrast the adventures or exploits of characters and their roles.
- 4.R.2.A.e - Read, infer, analyze, and draw conclusions to: compare and contrast the point of view from which stories are narrated, explain whether the narrator or speaker of a story is first or third person.
- 4.R.2.B.a - Read, infer and draw conclusions to: explain structural elements of poetry.
- 4.R.2.C.b - Read, infer and draw conclusions to: explain structural elements of dramatic literature.
- 4.R.3.A.a - Read, infer and draw conclusions to: use multiple text features to locate information and gain an overview of the contents of text.
- 4.R.3.A.c - Read, infer and draw conclusions to: interpret and explain factual information presented graphically.
- 4.R.3.B.a - Read, infer and draw conclusions to: explain similarities and differences between the events and characters’ experiences in a fictional work and the actual events and experiences described in an author’s biography or autobiography.
- 4.R.3.B.b - Read, infer and draw conclusions to: analyze, make inferences, and draw conclusions about persuasive text and use evidence from the text to explain the author’s purpose and support the analysis.
- 4.R.3.B.c - Read, infer and draw conclusions to: explain how an author uses language to present information to influence what the reader thinks or does.
- 4.R.3.C.a - Read, infer and draw conclusions to: distinguish fact from opinion in a text and explain how to verify what is a fact.
- 4.R.3.C.c - Read, infer and draw conclusions to: explain author’s purpose.
- 4.R.3.C.d - Read, infer and draw conclusions to: compare and contrast a firsthand and secondhand account of the same event or topic.
- 4.R.4.A.a – Read to develop an understanding of media and its components by: explaining the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior.
- 4.R.4.A.b - Read to develop an understanding of media and its components by: explaining how various design techniques used in media influence the message.
- 4.R.4.A.c - Read to develop an understanding of media and its components by: comparing various written conventions used for digital media.
- 4.R.4.A.d - Read to develop an understanding of media and its components by: explaining text structures and graphic features of a web page and how they help readers to comprehend text.

Learning Goal

Students will be able to analyze what they read.

Proficiency Scale

- Innovating: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.
- Meeting: Student demonstrates mastery with the learning goal as evidenced by:
- explaining the overall structure and primary organizational structures of a text (description, comparison, sequence, problem/solution, cause/effect).
 - recognizing and explaining an author’s use of figurative or descriptive language and explaining how it

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adds to the quality (enjoyment and understanding) of a text.

- comparing and contrasting the content, point of view, and organization of selections.
- interpreting how illustrations, text features, and text work together to contribute to understanding.
- relating stories and their characters, settings, and plots to current and historical events and people.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - distinguishing different point of view (narrator, characters, author, and his/her own).
 - describing major differences between poems, drama, and prose relating character, setting and plot to real-life situations.
 - explaining how authors and illustrators use text and art to express their ideas.
- recognizing and recalling specific vocabulary, such as: evidence, summarize, first person, third person, verse, rhythm, meter, stage directions, time lines, animations, interactive elements, prose.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- explain explicit details and inferences based on details in the text.
- determine theme(s) in literary, drama, and poetry text(s).
- determine main idea(s) and explain how it is supported in the text.
- integrate information from two texts on the same topic in order to write or speak about the subject.
- interpret and explain information presented in informational text.
- explain events, procedure, ideas or concepts based on specific information in text (historical, scientific, and technical texts).
- summarize determining the important ideas in text (beginning, middle, end in literature and main ideas with supporting details in informational text).
- describe the differences and information provided by comparing and contrasting a firsthand and secondhand account of the same event or topic.
- make connections between the text of a story or drama and a visual or oral presentation of the text.
- recognize similarities and differences in the patterns of events in stories, myths, and traditional literature from different cultures.
- recognize similarities and differences in similar theme(s) and topics.
- recognize similarities and differences between poems, drama, and literature.
- provide evidence from the text to support theme.

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- provide evidence from the text to support main idea(s).
- decide which of the “big ideas” would be most suitable fit to a text.
- compare information texts on the same topic to determine common theme(s)/main idea(s).
- compare literature texts on the same topic determine common theme(s)/main idea(s).
- compare and contrast theme(s) and topics in stories, myths, and traditional literature from different cultures.
- use illustrations and details in the story to identify and explain main ideas and supporting details.
- draw inferences citing text evidence to support thinking.
- analyze author’s craft; why authors’ make certain decisions.
- use illustrations and text-based details to infer the author’s purpose.
- refer to elements of poems (e.g., verse, rhythm, meter).
- refer to elements of drama (e.g., casts of characters, setting, descriptions, dialogue, stage directions).
- identify and describe overall structure (e.g., chronology, comparison, cause/effect, problem/solution).
- identify why author’s chose precise words and phrases to convey ideas.
- explain how an author uses reasons and evidence at specific points in the text .
- notice most of the characters and their different perspectives are shown by what they say, think, and do and what others say about them.
- recognize characters change throughout the text (e.g. a character’s thoughts, words, or actions).
- interpret charts, graphs, time lines, animations, etc. and explain how they contribute to understanding of text.

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Writing

High Priority Standards (MLS)

- 4.W.2.A.a-g - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 4.W.2.B.a-c, e-g - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 4.W.2.B.d – Write informative/explanatory texts that contain information using student’s original language, except when using direct quotations from a source.
- 4.W.2.C.a-d - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- 4.W.1.A. a-d & 4.W.1.B.a-d - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- 4.W.1.A.d & 4.W.1.C.a- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards.)
- 4.W.2.A.e - 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.
- 4.W.1.C.b - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 4.W.1.D.a – With assistance from adults/peers use technology, including the Internet, to produce and publish writing.
- 4.W.1.D.b – With assistance from adults/peers demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally, in a single sitting
- 4.L.1.A.a-i – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 4.L.1.B.a-h – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 4.W.2.C.e - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Learning Goal

Students will be able to write to communicate for a variety of purposes and audiences.

Proficiency Scale

- Innovating: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.
- Meeting: Student demonstrates mastery with the learning goal as evidenced by:
- composing and organizing writing for specific purposes and audiences.
 - creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language).
 - modifying word choices using resources and reference materials (e.g., dictionary, thesaurus).
 - using developmentally appropriate grammar, spelling, punctuation, capitalization and structure.
- Approaching: Student demonstrates he/she is nearing proficiency by:
- performing basic processes such as:
 - recognizing or recalling formats and the appropriate audience.
 - demonstrating focus and organization in written compositions.
 - using correct capitalization, grammar, spelling, punctuation and capitalization in isolation.

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Writing

- recognizing and recalling specific vocabulary, such as: audience, purpose, reasons, evidence, author’s purpose, source, subject, coordinating conjunction, pronoun, prepositional phrases.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Writing Process

Students will:

- write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two).
- write a lead that engages audience.
- write paragraphs with a topic sentence and supporting details.
- use concrete words and phrases and sensory details to convey experiences and events.
- develop and strengthen writing by planning, revising, and editing with guidance and support from peers and adults.
- use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others with some guidance and support from adults; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- understand author’s purpose (PIE—persuade, inform, entertain).

Narrative

Students will:

- produce a narrative in which the development and organization are appropriate to purpose and audience.
- provide an introduction that establishes the situation by introducing a narrator and/or characters and providing a few details about the setting.
- use dialogue and description to develop experiences or show the responses of characters to situations.
- organize an event sequence that unfolds naturally using a variety of transitional (for instance, in order, in addition to) words and phrases.
- provide a satisfying conclusion.

Informational/Expository

Students will:

- distinguish between fact and opinion.
- evaluate various resources for evidence and facts.
- produce an informative/explanatory piece in which the development and organization are appropriate to purpose and audience.
- provide an introduction that introduces the topic clearly.
- organize the content by grouping related information in paragraphs and sections.
- include nonfiction text features to supplement content.

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Writing

- use domain specific vocabulary.
- develop the topic with facts, definitions, concrete details, quotations, or other information.
- recall and paraphrase relevant information from a print or digital resource.
- provide a satisfying conclusion related to the information/explanation.
- provide a list of sources.

Opinion/Argument

Students will:

- distinguish between fact and opinion.
- evaluate various resources for evidence and facts.
- produce an opinion piece in which the development and organization are appropriate to purpose and audience.
- provide an introduction that establishes an opinion/argument.
- use evidence, facts, and details to support opinion.
- develop the topic with facts, definitions, concrete details, quotations, or other information.
- recall and paraphrase relevant information from a print or digital resource.
- organize the content by grouping related information in paragraphs and sections.
- provide a satisfying conclusion related to the opinion

Grammar (L.1.A)

Students will:

- use the “be” helping verbs with “ing” verbs
- use and order adjectives within sentences to conventional patterns
- use progressive verbs to show past, present, and future
- use adverbs in writing
- use subject/verb agreement with 1st, 2nd, and 3rd person pronouns
- use prepositions
- recognize the difference between and use coordinating conjunctions and subordinating conjunctions
- produce and expand the complete, simple and compound four types of sentences
- correct sentence fragments and run-on sentences in writing

Punctuation, Capitalization, Spelling (L.1.B)

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Writing

Students will:

- write legibly
- punctuate a dialogue between two or more characters
- insert a comma before a coordinating conjunction in a compound sentence
- capitalize proper adjectives
- use correct capitalization
- spell words with suffixes by dropping or leaving the final 'e'
- spell words ending in the long 'e' sound
- alphabetize reference sources

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Research

High Priority Standards (MLS)

- 4.W.3.A.a – Apply research process to: generate a list of subject appropriate topics.
- 4.W.3.A.b – Apply research process to: create a research question to address relevant to a chosen topic.
- 4.W.3.A.c – Apply research process to: identify a variety of relevant sources, literary and informational.
- 4.W.3.A.d – Apply research process to: use organizational features of print and digital sources efficiently to locate information.
- 4.W.3.A.e – Apply research process to: convert graphic/visual data into written notes.
- 4.W.3.A.f – Apply research process to: determine the accuracy of the information gathered.
- 4.W.3.A.g – Apply research process to: differentiate between paraphrasing and plagiarism when using ideas of others.
- 4.W.3.A.h – Apply research process to: record bibliographic information from sources according to a standard format.
- 4.W.3.A.i – Apply research process to: present and evaluate how completely, accurately, and efficiently the research questions was explored or answered using previously established teacher/student criteria.

Learning Goal

Students will be able to acquire, assess and communicate information.

Proficiency Scale

Innovating: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- forming questions to explore and locating sources for information about a topic.
- using notes to record and categorize information.
- identifying and selecting only the information that is appropriate to the topic, noting the difference between opinions and facts.
- listing sources of information.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - identifying questions and gathering information.
 - taking notes or making sketches to help recall information.
 - using text features to locate information.
- recognizing and recalling specific vocabulary, such as: database, summarize, paraphrase, evidence, analysis, reflection.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

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Research

Students will:

- generate a research question.
- use search terms in a database.
- conduct short research projects to build knowledge of a topic.
- take notes and categorize information from print and digital resources.
- provide a list of sources.
- draw evidence from literary or informational texts to support analysis, reflection, and research.

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Speaking and Listening

High Priority Standards (MLS)

- 4.R.1.B.f - Develop an understanding of vocabulary by: using conversational, general academic, and domain specific words and phrases.
- 4.SL.1.A.a – Develop and apply effective listening skills and strategies in formal and informal settings by: following, generating, and justifying classroom listening rules.
- 4.SL.1.A.b - Develop and apply effective listening skills and strategies in formal and informal settings by: posing and responding to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- 4.SL.1.A.c - Develop and apply effective listening skills and strategies in formal and informal settings by: following and restating multi-step instructions that involve a short related sequence of actions, according to classroom expectations.
- 4.SL.2.A.a – Develop and apply effective listening skills and strategies in formal and informal settings by: generating and following active listening rules, according to classroom expectations.
- 4.SL.3.A.a – Speak clearly and to the point, using conventions of language when presenting individually or with a group by: contributing to discussion after listening to others’ ideas, according to classroom expectations.
- 4.SL.3.A.b - Speak clearly and to the point, using conventions of language when presenting individually or with a group by: expressing opinions of read-alouds and independent reading and relating opinion to others.
- 4.SL.4.A.a – Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: paraphrasing portions of a read aloud or information presented in diverse media and formats.
- 4.SL.4.A.b Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: using efficient presentation skills with available resources.
- 4.SL.4.A.c - Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: incorporating descriptive and sequential details in a student designed or teacher assigned topic.
- 4.SL.4.A.d - Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: giving a formal presentation to classmates, using a variety of media.
- 4.SL.4.A.e - Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: speaking with expression and fluency.
- 4.SL.4.A.f - Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: adjusting formal/informal language according to context and topic.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to share their thoughts with others by speaking and listening.</p>	<p>Innovating: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.</p> <p>Meeting: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> ● identifying and paraphrasing the reasons and evidence a speaker provides to support particular points. ● reporting on a topic or text, telling a story, or recounting an experience using appropriate facts and

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Speaking and Listening

details for the intended purpose and message in an organized manner.

- expressing a complete thought at an understandable pace with grade level-appropriate language and vocabulary to the message, situation and audience.
- using multimedia when appropriate to enhance the development of main ideas or themes.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - answering who, what, where, and when questions about key points.
 - asking questions to improve understanding.
 - describing a topic, text, experience with limited facts and relevant, descriptive details.
 - creating visuals to clarify meaning.
- recognizing and recalling specific vocabulary, such as: point of view, formal and informal English, active listening, paraphrase, evidence.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- listen to the speaker.
- prepare for discussions.
- ask and answer questions to clarify thinking and link it to the remarks of others.
- explain own ideas and understanding.
- stay on topic and link comments to the remarks of others.
- identify speaker's point of view and the reasons and evidence speaker provides to support point.
- differentiate between formal or informal English.
- comment on discussion and add new thinking to discussion.
- acquire and use grade level-appropriate general academic and domain – specific words.
- self-monitor listening comprehension.
- ask and answer questions to clarify and gather additional information.
- take notes on oral and other media formats.
- paraphrase portions of a text read aloud.

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Speaking and Listening

- paraphrase main idea(s) and supporting details presented in diverse media and formats (visually, quantitatively, orally).
- identify evidence a speaker provides to support particular points.
- identify the reasons a speaker provides particular points.
- report on a specific topic or text.
- use appropriate, descriptive, and relevant facts that supports the main idea(s) or theme(s).
- organize information into logical manner.
- speak with appropriate rate, volume, and tone.
- be aware of audience (where to stand, how to hold visuals, eye contact, posture, and confidence).
- use audio recordings and visual displays to enhance main idea(s) and theme(s).
- use formal English when appropriate to task and situation.