

## Grade Four ELA / Reading: Foundational Skills

Anchor Standard <i>None</i>	
Strand <i>Reading: Foundational Skills</i>	
Topic <i>Phonics and Word Recognition</i>	<b>Pacing</b> <i>All year and based on individual student need</i>
<b>Standard Statement</b>  <b>3. Know and apply grade-level phonics and word analysis skills in decoding words.</b> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can identify and apply my knowledge of consonant blends, word structure, and letter and sound combinations to help me decode unfamiliar multisyllabic words.</li> </ul>	<b>Content Elaborations</b>  The focus of the Phonics and Word Recognition topic is decoding text and understanding word parts to determine word meaning and to improve fluid reading and increased comprehension. Continuing to learn specific strategies for decoding and spelling is beneficial, even at the upper grades. Because a large number of words in English derive from Latin and Greek origins, teachers' frequent use of Latin and Greek word roots and affixes enhances not only decoding and spelling ability, but vocabulary development as well. Semantics studies involve the examination of meaning at various levels (word parts, whole words, sentences, discourse). Knowledge of word parts increases the understanding that words with common roots have similar meanings or that affixes change the meanings of words.
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>consonant blend</li> <li>long-vowel pattern</li> <li>short-vowel pattern</li> <li>root</li> <li>prefix</li> <li>suffix</li> <li>syllable</li> <li>multi-syllabic</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>decode</li> <li>analyze</li> </ul>
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>Developmental Reading Assessment</li> <li>Measures of Academic Progress</li> </ul>	<b>Summative Assessments</b>
<b>Resources</b> <b>Books:</b> <ul style="list-style-type: none"> <li><i>Word Matters, Teaching Phonics and Spelling in the Reading/Writing Classroom</i>, by Gay Su Pinnell and Irene C. Fountas (Heinemann, 1998).</li> </ul>	<b>Enrichment Strategies</b>

<ul style="list-style-type: none"> <li>• <b>Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction</b>, by Kathy Ganske (2000).</li> </ul> <p><b>Teaching Strategies:</b></p> <ul style="list-style-type: none"> <li>• <b>Foldables</b> Have students make a three-dimensional interactive graphic organizer to help them organize and retain information related to meanings of prefixes and suffixes as well as their connections to base words. <a href="http://www.realclassroomideas.com/resources/Foldables-+How+to+Fold.pdf">http://www.realclassroomideas.com/resources/Foldables-+How+to+Fold.pdf</a>.</li> </ul>	
<b>Integrations</b>	<b>Intervention Strategies</b>

## Grade Four ELA / Reading: Foundational Skills

Anchor Standard <i>None</i>	
Strand <i>Reading: Foundational Skills</i>	
Topic <i>Fluency</i>	<b>Pacing</b> <i>All year and based on individual student need</i>
<b>Standard Statement</b>  <b>4. Read with sufficient accuracy and fluency to support comprehension.</b> <ol style="list-style-type: none"> <li>Read grade-level text with purpose and understanding.</li> <li>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can read fluently using a variety of strategies such as re-reading, use of context clues, and adjusting my rate.</li> </ul>	<b>Content Elaborations</b>  <p>The focus of the Fluency topic is the seamless reading of text (either aloud or silently). Readers are able to focus attention on the meaning of text when their reading is fluent (e.g., accurate, smooth, effortless, automatic). Readers benefit from multiple opportunities to read independent grade-level text.</p> <p>In the next grade band, students are expected to increase fluency as the complexity of text (in topic and structure) also increases.</p>
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>fluency</li> <li>context clues</li> <li>prose</li> <li>poetry</li> <li>accuracy</li> <li>rate</li> <li>expression</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>comprehension</li> <li>purpose</li> </ul>
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>Developmental Reading Assessment</li> <li>Measures of Academic Progress</li> </ul>	<b>Summative Assessments</b>
<b>Resources</b> <ul style="list-style-type: none"> <li><b>Reader's Theatre:</b> <a href="http://www.literacyconnections.com/rasinski-readers-theater.php">http://www.literacyconnections.com/rasinski-readers-theater.php</a>.</li> <li><b>Aimsweb:</b> <a href="http://www.Aimsweb.com">http://www.Aimsweb.com</a></li> </ul> <p><b>Books:</b></p>	<b>Enrichment Strategies</b>

<ul style="list-style-type: none"> <li>• <b><i>Teaching Reading Fluency to Struggling Readers: Method, Materials, and Evidence</i></b>, by Tim Rasinski, Susan Homan, and Marie Biggs. Reading &amp; Writing Quarterly, Apr-Sep 2009, Vol. 25 Issue 2/3, p 192-204.</li> <li>• <b><i>Readers' Theater: A Process of Developing Fourth-Graders' Reading Fluency</i></b>, by Rachel Clark, Timothy Morrison, and Brad Wilcox. Reading Psychology, Jul/Aug 2009, Vol. 30 Issue 4, p 359-385.</li> </ul> <p><b>Teaching Strategies:</b></p> <ul style="list-style-type: none"> <li>• Reader's theatre</li> <li>• Paired reading</li> </ul>	
<p><b>Integrations</b></p>	<p><b>Intervention Strategies</b></p>

## Grade Four ELA / Reading: Literature

<b>Anchor Standard</b> <ol style="list-style-type: none"> <li><i>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i></li> <li><i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i></li> <li><i>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</i></li> </ol>	
<b>Strand</b> <i>Reading: Literature</i>	
<b>Topic</b> <i>Key Ideas and Details</i>	<b>Pacing</b> <ol style="list-style-type: none"> <li>Fall</li> <li>Fall</li> <li>Fall</li> </ol>
<b>Standard Statement</b> <ol style="list-style-type: none"> <li><i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can read closely and use text evidence to support both inferential and explicit questions.</li> <li>I can analyze an author's words to support my conclusions drawn from the text.</li> </ul> </li> <li><i>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</i> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can analyze details in a text to determine the author's overall theme.</li> <li>I can use details from the texts to write a summary.</li> </ul> </li> <li><i>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</i> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can identify and use specific details from the text to describe characteristics, settings, or events.</li> </ul> </li> </ol>	<b>Content Elaborations</b> <p>The focus of Key Ideas and Details is providing textual evidence and making inferences, identifying theme and literary elements, and summarizing text. Texts become personally relevant and useful when readers use texts to make meaning explicitly and inferentially. Making inferences during reading helps readers fill in information the author has left unsaid. Comprehension of the author's ideas involves making connections, comparisons, and inferences between texts and the larger world. Making meaning and determining theme gives readers a more complete picture of the text and enables them to summarize and/or describe textual elements.</p> <p>In the next grade band, students are expected to cite evidence that reflects the theme or main idea without adding personal judgment and describe how plot events or scenes build on and impact one another.</p>
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>summary</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>analyze</li> </ul>

<ul style="list-style-type: none"> <li>• theme</li> <li>• character</li> <li>• setting</li> <li>• event</li> </ul>	<ul style="list-style-type: none"> <li>• explicit</li> <li>• inference</li> <li>• drawn</li> <li>• close reading</li> </ul>
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• DRA</li> <li>• MAP</li> <li>• District Common Formative Assessments</li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>• State Assessments</li> <li>• PARCC Assessments</li> </ul>
<b>Resources</b> <ul style="list-style-type: none"> <li>• <b>Strategic Balanced Literacy Framework (SBLF)</b></li> <li>• <b>Reading A-Z</b></li> </ul> <b>Book:</b> <ul style="list-style-type: none"> <li>• <i>Living Literature: Using Children’s Literature to Support Reading and Language Arts</i>, by Wendy C. Kasten, Janice V. Kristo, Amy A. McClure, and Abigail Garthwait (Prentice Hall, 2004).</li> </ul> <b>Teaching Strategies:</b> <ul style="list-style-type: none"> <li>• <b>Becoming a Journalist</b> Teach the four Ws and H (who, what, when, where, and how) as a way to simplify summarization. Ask students to answer each of the questions based on what they have read.</li> </ul>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>

## Grade Four ELA / Reading: Literature

<b>Anchor Standard</b> <b>4.</b> <i>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.</i> <b>5.</b> <i>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</i> <b>6.</b> <i>Assess how point of view or purpose shapes the content and style of a text.</i>		
<b>Strand</b> <i>Reading: Literature</i>		
<b>Topic</b> <i>Craft and Structure</i>	<b>Pacing</b> 4. Spring 5. Fall 6. Fall	
<b>Standard Statement</b> <b>4.</b> <i>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</i> <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can use various strategies to understand the meaning of words and phrases in text.</li> <li>I can use my knowledge of mythology to determine meanings of words in a text that refer to significant mythological characters.</li> </ul> <b>5.</b> <i>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</i> <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can identify the structures of poems and dramas to explain their differences.</li> </ul> <b>6.</b> <i>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</i> <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can compare and contrast the point of view in different stories.</li> </ul>		<b>Content Elaborations</b> <p>The Craft and Structure of text is the focus of this standard set. Readers are developing an understanding of the use of figurative language, examining the structure of literary genre, and determining point of view. Readers become more aware of the author's craft as they study the ways words are used in texts and enhance the richness of expressed language. When they identify the basic structure of poetry, drama, and stories, they are better able to articulate genre-specific vocabulary. Readers build understanding through meaningful and intentional opportunities to read, study, and discuss literature with a focus on the author's craft. They become more savvy readers as they determine the progression of ideas and themes built into the story and as they learn to develop a personal point of view that is different from that of the author.</p> <p>In the next grade band, students are expected to analyze the ways authors use language to impact meaning and tone, to structure text cohesiveness, and to represent nonliteral referents.</p>

<ul style="list-style-type: none"> <li>I can identify the difference between first- and third-person narrations.</li> </ul>	
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>context clue</li> <li>root word</li> <li>affix</li> <li>prefix</li> <li>mythology</li> <li>poem</li> <li>drama</li> <li>prose</li> <li>rhythm</li> <li>point of view</li> <li>first person</li> <li>third person</li> <li>compare</li> <li>contrast</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>structural element</li> <li>determine</li> <li>allude</li> </ul>
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>DRA</li> <li>MAP</li> <li>District Common Formative Assessments</li> </ul>	<p><b>Summative Assessments</b></p>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li><b>Strategic Balanced Literacy Framework (SBLF)</b></li> <li><b>Reading A-Z</b></li> </ul> <p><b>Books:</b></p> <ul style="list-style-type: none"> <li><i><b>Happily Ever After: Sharing Folk Literature With Elementary and Middle School Students</b></i>, by Terrell A. Young (International Reading Association, 2004).</li> <li><i><b>Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy</b></i>, by Irene C. Fountas and Gay Su Pinnell (Heinemann, 2001).</li> </ul> <p><b>Teaching Strategies:</b></p> <ul style="list-style-type: none"> <li><b>Categorizing Structural Elements</b> Create a three-column chart. Label each column with a literary form</li> </ul>	<p><b>Enrichment Strategies</b></p>



<p>(i.e., poetry, drama, narrative). Have students brainstorm the structural elements that are common to each. Encourage students to provide examples of each genre from their own reading to include on the chart. Post the chart and revisit it throughout the year to add or refine elements or to add other examples. Have students use the chart to classify pieces of literature and informational text that they read independently. The chart also can be used as a guide for setting up and running a student-led classroom library that is organized by genre.</p>	
<b>Integrations</b>	<b>Intervention Strategies</b>

## Grade Four ELA / Reading: Literature

<b>Anchor Standard</b> <b>7. <i>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</i></b> <b>8. <i>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</i></b> <b>9. <i>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</i></b>	
<b>Strand</b> <i>Reading: Literature</i>	
<b>Topic</b> <i>Integration of Knowledge and Ideas</i>	<b>Pacing</b>
<b>Standard Statement</b>  <b>7. <i>Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</i></b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can make connections and determine similarities and differences between variations of texts and presentations (e.g., Readers Theater, multiple texts of Cinderella, watching a movie).</li> </ul> <b>8. <i>(Not applicable to literature)</i></b>  <b>9. <i>Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</i></b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can compare and contrast how stories, myths, and traditional literature from different cultures address the same theme, topic, or pattern of events.</li> </ul>	<b>Content Elaborations</b>  <p>The focus of the Integration of Knowledge and Ideas topic is making connections/comparisons across texts and understanding themes and topics as they appear across genres. As readers make connections between multiple representations of a story, they are better able to identify how each version reflects differences in literary elements (plot structure, use of genre, figurative language/language use). The more students read, the more aware they will become of the recurrent themes and patterns common to traditional literature (i.e., the rule of three, the role of the trickster). As this awareness and understanding increase, students will have the tools to compare and contrast similar themes, topics, and patterns that recur throughout time and across cultures.</p> <p>In the next grade band, students are expected to compare and contrast texts from different genres and mediums and determine how authors differ in their presentations of the subject.</p>
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>visual presentation</li> <li>oral presentation</li> <li>theme</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>connections</li> <li>contrast</li> <li>compare</li> </ul>
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>DRA</li> <li>MAP</li> <li>District Common Formative Assessments</li> </ul>	<b>Summative Assessments</b>

<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <b>Strategic Balanced Literacy Framework (SBLF)</b></li> <li>• <b>Reading A-Z</b></li> </ul> <p><b>Books:</b></p> <ul style="list-style-type: none"> <li>• <b><i>Still Learning to Read: Teaching Students in Grades 3-6</i></b>, by Franki Sibberson and Karen Szymusiak</li> </ul> <p><b>Teaching Strategies:</b></p> <ul style="list-style-type: none"> <li>• <b>Literature Circle</b> The purpose of literature circles is to facilitate group effort between the teacher and students by creating dialogue around specific segments of text. The teacher or a student assumes the role of facilitator. The dialogue is structured around four strategies: summarizing, question generating, clarifying, and predicting. <ul style="list-style-type: none"> <li>◦ <b>Summarizing</b> gives participants the opportunity to identify and integrate important information in the text. Text can be summarized across sentences, across paragraphs, and/or across the passage.</li> <li>◦ <b>Question generating</b> requires participants to identify the kind of information significant enough to provide substance for a question. This information is presented in question form and is used to self-test.</li> <li>◦ <b>Clarifying</b> text understanding alerts readers to the fact there may be reasons why text is difficult to understand (e.g., new vocabulary, unclear reference words, unfamiliar/difficult concepts). Readers should know the effects of such roadblocks to comprehension and take necessary measures to restore meaning (e.g., reread, ask for help).</li> <li>◦ <b>Predicting</b> occurs when students hypothesize what might occur next. In order to do this successfully, students must activate relevant background knowledge. The predicting strategy also facilitates use of text structure as students learn that headings, subheadings, and questions imbedded in the text are useful means of anticipating what might occur next.</li> </ul> <p>Information adapted from <a href="http://www.ncrel.org">www.ncrel.org</a>.</p> </li> </ul>	<p><b>Enrichment Strategies</b></p>
<p><b>Integrations</b></p>	<p><b>Intervention Strategies</b></p>

## Grade Four ELA / Reading: Literature

<b>Anchor Standard</b> <b>10. Read and comprehend complex literary and informational texts independently and proficiently.</b>	
<b>Strand</b> <i>Reading: Literature</i>	
<b>Topic</b> <i>Range of Reading and Level of Text Complexity</i>	<b>Pacing</b>
<b>Standard Statement</b> <b>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can use reading strategies to closely read complex grade level texts.</li> </ul>	<b>Content Elaborations</b> <p>The Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects states that there is a “general, steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962.” To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together:</p> <ol style="list-style-type: none"> <li>1. Qualitative dimensions of text (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands)</li> <li>2. Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion – typically measured by computer software)</li> <li>3. Reader and task considerations (motivation, knowledge and experiences, purpose, and complexity of task assigned)</li> </ol> <p>The three-part model is explained in detail in Appendix A of the Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B.</p>
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>ask questions</li> <li>make connections</li> <li>take notes</li> <li>make inferences</li> </ul>	<b>Academic Vocabulary</b>

<ul style="list-style-type: none"> <li>• visualize</li> <li>• reread</li> </ul>	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• DRA</li> <li>• MAP</li> <li>• District Common Formative Assessments</li> </ul>	<b>Summative Assessments</b>
<b>Resources</b> <ul style="list-style-type: none"> <li>• <b>Strategic Balanced Literacy Framework (SBLF)</b></li> <li>• <b>Reading A-Z</b></li> </ul> <b>Book:</b> <ul style="list-style-type: none"> <li>• <i>Charlotte Huck's Children's Literature: A Brief Guide</i>, by Barbara Kiefer and Cynthia Tyson (McGraw-Hill, 2009).</li> </ul> <b>Teaching Strategies:</b> <ul style="list-style-type: none"> <li>• <b>Compare and Contrast</b> a picture book version of a folktale to the original.</li> </ul>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>

## Grade Four ELA / Reading: Informational Text

<b>Anchor Standard</b> <ol style="list-style-type: none"> <li><i>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i></li> <li><i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i></li> <li><i>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</i></li> </ol>	
<b>Strand</b> <i>Reading: Informational Text</i>	
<b>Topic</b> <i>Key Ideas and Details</i>	<b>Pacing</b>
<b>Standard Statement</b> <ol style="list-style-type: none"> <li><i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can read closely to analyze details and find examples to support explicit and inferential answers in text.</li> </ul> </li> <li><i>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</i>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can identify the main idea and explain key supporting details.</li> <li>I can write a summary stating the main points of a text.</li> </ul> </li> <li><i>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</i>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can use specific information in a text to explain what happened and why.</li> </ul> </li> </ol>	<b>Content Elaborations</b> <p>The focus of the Key Ideas and Details topic is building textual evidence and making inferences from informational text, determining central ideas, and crafting a complete summary. Engagement, depth of understanding, and the ability to make connections to the larger world increase as readers make inferences and summarize informational text. Summarizing reflects an understanding of main ideas and supporting details (both implicit and explicit) across the entire text. Reading and explaining a variety of informational texts supports readers as they engage in investigations across content/disciplines.</p> <p>In the next grade band, students are expected to conduct analysis and make inferences based on textual evidence without personal bias as well as analyze the manner an author addresses his or her topic.</p>
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>main idea</li> <li>key detail</li> <li>summary</li> <li>historical text</li> <li>scientific text</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>inference</li> <li>explicit</li> <li>close reading</li> <li>analyze</li> </ul>

<ul style="list-style-type: none"> <li>• technical text</li> <li>• events</li> <li>• procedures</li> <li>• ideas</li> <li>• concepts</li> </ul>	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Exit Slips</li> <li>• Common Formative Assessments</li> <li>• Type 1 Writing (Collins)</li> <li>• DRA</li> <li>• MAP</li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>• DRA</li> <li>• MAP</li> </ul>
<b>Resources</b>  <b>Book:</b> <ul style="list-style-type: none"> <li>• <i><b>Making It Real: Strategies for Success With Informational Text</b></i>, by Linda Hoyt (Heinemann, 2002).</li> </ul> <b>Teaching Strategies:</b> <ul style="list-style-type: none"> <li>• News Article – After reading/viewing several selections (printed and electronic text) about a specific event in history, have students write a newspaper article as though the event had just occurred. This requires both summarization and synthesis skills.</li> </ul>	<b>Enrichment Strategies</b> <ul style="list-style-type: none"> <li>• Nonfiction: Time for Kids, Scholastic News, National Geographic for Kids (can also be found online)</li> <li>• <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/reading-writing-about-pollution-1035.html?tab=1">http://www.readwritethink.org/classroom-resources/lesson-plans/reading-writing-about-pollution-1035.html?tab=1</a></li> </ul>
<b>Integrations</b> <ul style="list-style-type: none"> <li>• Teach common language between content areas (use word “textual evidence” in all content areas)</li> <li>• Content area research projects</li> <li>• Content area textbooks</li> </ul>	<b>Intervention Strategies</b> <ul style="list-style-type: none"> <li>• Modeling what this looks like</li> <li>• Practice with lower level text (Reading A-Z)</li> <li>• Use of graphic organizers for structure and focus  <a href="http://www.enchantedlearning.com/graphicorganizers/">http://www.enchantedlearning.com/graphicorganizers/</a> </li> </ul>

## Grade Four ELA / Reading: Informational Text

<b>Anchor Standard</b> <b>4. 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.</b> <b>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b> <b>6. Assess how point of view or purpose shapes the content and style of a text.</b>	
<b>Strand</b> <i>Reading: Informational Text</i>	
<b>Topic</b> <i>Craft and Structure</i>	<b>Pacing</b>
<b>Standard Statement</b> <b>4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</b> <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can use various strategies to determine meaning of general academic and domain-specific words.</li> </ul> <b>5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</b> <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can describe the structure of an informational text (chronology, compare and contrast, cause and effect, problem and solution).</li> </ul> <b>6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</b> <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can compare and contrast a firsthand and secondhand event or topic.</li> <li>I can describe the differences in point of view.</li> </ul>	<b>Content Elaborations</b> <p>The focus of the Craft and Structure topic is the reader's understanding of word meaning in relationship to the context in which it is placed, using text features to help comprehend text and determining an author's point of view and purpose in writing a text. The unique features and organization of informational text support readers in managing information, learning content, interpreting vocabulary, deepening comprehension, and understanding an author's purposes. Informational text develops knowledge of the natural and social world. Understanding the craft and structure of this resource enables readers to navigate these texts with confidence.</p> <p>In the next grade band, students are expected to address the way authors use language to send multiple messages, to organize text, and to reflect their point of view and purpose.</p>
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>root word</li> <li>context clue</li> <li>affix</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>domain-specific</li> <li>general academic</li> <li>focus</li> </ul>



<ul style="list-style-type: none"> <li>• prefix</li> <li>• text structure</li> </ul>	<ul style="list-style-type: none"> <li>• firsthand account</li> <li>• secondhand account</li> <li>• compare</li> <li>• contrast</li> </ul>
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Exit Slips</li> <li>• Common Formative Assessments</li> <li>• Type 1 Writing (Collins)</li> <li>• DRA</li> <li>• MAP</li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>• DRA</li> <li>• MAP</li> </ul>
<b>Resources</b> <p><b>Academic Vocabulary:</b> (Adapted from Marzano’s <i>Building Academic Vocabulary</i>)</p> <p>Use a six-step strategy to teach academic vocabulary. These steps include:</p> <p><b>Step 1</b> – Give a description, explanation, or example of the new term (not a definition).</p> <p><b>Step 2</b> – Students give a description, explanation, or example of the new term in their own words.</p> <p><b>Step 3</b> – Students draw a picture, model, or symbol or locate a graphic to represent the new term.</p> <p><b>Step 4</b> – Students participate in activities that provide more knowledge of and contact with the words in their vocabulary notebooks.</p> <p><b>Step 5</b> – Give students chance to discuss term with other students.</p> <p><b>Step 6</b> – Students participate in games that reinforce the new term.</p> <p><b>Books:</b></p> <ul style="list-style-type: none"> <li>• <i>Tools for Teaching Academic Vocabulary, Grades 4-12</i>, by Janet Allen</li> <li>• <i>Nonfiction Matters: Reading, Writing, and Research in Grades 3-8</i>, by Stephanie Harvey</li> <li>• <i>Bring Words to Life</i>, by Isabel Beck</li> </ul>	<b>Enrichment Strategies</b> <ul style="list-style-type: none"> <li>• Nonfiction: Time for Kids, Scholastic News, National Geographic for Kids (can also be found online)</li> <li>• <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/reading-writing-about-pollution-1035.html?tab=1">http://www.readwritethink.org/classroom-resources/lesson-plans/reading-writing-about-pollution-1035.html?tab=1</a></li> </ul>
<b>Integrations</b> <ul style="list-style-type: none"> <li>• Teach common language between content areas (use word “textual evidence” in all content areas)</li> <li>• Content area research projects</li> </ul>	<b>Intervention Strategies</b> <ul style="list-style-type: none"> <li>• Lower level dictionary</li> <li>• Using Tier 2 and 3 words</li> </ul>

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| <ul style="list-style-type: none"><li>• Content area textbooks</li><li>• Common word walls</li></ul> |  |
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## Grade Four ELA / Reading: Informational Text

<b>Anchor Standard</b> <b>7. <i>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</i></b> <b>8. <i>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</i></b> <b>9. <i>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</i></b>	
<b>Strand</b> <i>Reading: Informational Text</i>	
<b>Topic</b> <i>Integration of Knowledge and Ideas</i>	<b>Pacing</b>
<b>Standard Statement</b>  <b>7. <i>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</i></b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can interpret and explain how various formats such as graphs, pictures, diagrams, and diverse media help me understand the text.</li> </ul> <b>8. <i>Explain how an author uses reasons and evidence to support particular points in a text.</i></b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can locate and explain the reasons and evidence used to support particular points in a text.</li> </ul> <b>9. <i>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</i></b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can integrate information from two texts to show my knowledge of the topic when writing or speaking.</li> </ul>	<b>Content Elaborations</b>  <p>The focus of the Integration of Knowledge and Ideas topic is the reader's ability to make connections across texts, determine an author's purpose, provide the evidence that supports that purpose, and investigate similar themes and topics across texts. Critical thinkers use print as well as non-print media to interpret and explain an author's message. When readers integrate information from both visual and print sources, they have a greater understanding of the content. The ability to access, use, and synthesize information from multiple sources enhances learning.</p> <p>In the next grade band, students are expected to integrate information from multiple mediums as a way to develop comprehensive understanding, to evaluate the way an author uses text to persuade, and to analyze one author's treatment of a topic to another's.</p>
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>digital resources</li> <li>formats</li> <li>evidence</li> <li>media clips</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>diverse</li> <li>format</li> <li>evidence</li> <li>reason</li> </ul>

<ul style="list-style-type: none"> <li>• point</li> <li>• reasons</li> </ul>	<ul style="list-style-type: none"> <li>• support</li> <li>• integrate</li> </ul>
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Exit Slips</li> <li>• Common Formative Assessments</li> <li>• Type 1 Writing (Collins)</li> <li>• MAP</li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>• MAP</li> </ul>
<b>Resources</b>  <b>Book:</b> <ul style="list-style-type: none"> <li>• <i>What Teachers Need to Know About the “New” Nonfiction</i>, by Gill, Sharon Ruth. Reading Teachers, Dec 2009, Vol. 63, Issue 4, p 260-267.</li> </ul> <b>Teaching Strategies:</b> <ul style="list-style-type: none"> <li>• Graphic organizer – Use a T-chart or Venn diagram to categorize the information about a topic that is found in the written text in comparison to the information provided by the illustration and caption or the diagram and description.</li> <li>• BIGFOX – This is a tool for helping students understand nonfiction that can be used as a pre-reading/during-reading strategy to orient the reader to the topic.</li> </ul> <p><b>B Bold</b> – list any words or phrases that are in bold print.</p> <p><b>I Italics</b> – list any words or phrases that are in italics.</p> <p><b>G Graphics</b> – describe any graphics (photos, drawings, graphics, charts).</p> <p><b>F Facts</b> – find at least five facts found in the text.</p> <p><b>O Opinions</b> – list any opinions found in the text.</p> <p><b>X X Marks the Spot</b> – in two or three sentences, write the main point of the text.</p>	<b>Enrichment Strategies</b> <ul style="list-style-type: none"> <li>• Nonfiction: Time for Kids, Scholastic News, National Geographic for Kids (can also be found online)</li> <li>• <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/reading-writing-about-pollution-1035.html?tab=1">http://www.readwritethink.org/classroom-resources/lesson-plans/reading-writing-about-pollution-1035.html?tab=1</a></li> </ul>
<b>Integrations</b> <ul style="list-style-type: none"> <li>• Teach common language between content areas (use word “textual evidence” in all content areas)</li> <li>• Content area textbooks</li> <li>• Common word walls</li> </ul>	<b>Intervention Strategies</b> <ul style="list-style-type: none"> <li>• Modeling what this looks like</li> <li>• Practice with lower level text (Reading A-Z)</li> </ul>

## Grade Four ELA / Reading: Informational Text

<b>Anchor Standard</b> <b>10. Read and comprehend complex literary and informational text independently and proficiently.</b>	
<b>Strand</b> <i>Reading: Informational Text</i>	
<b>Topic</b> <i>Range of Reading and Level of Text Complexity</i>	<b>Pacing</b>
<b>Standard Statement</b>  <b>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can use reading strategies to closely read complex grade level informational text.</li> </ul>	<b>Content Elaborations</b>  <p>The Common Core Standards for English Language Arts and Literacy in History/ Social Studies, Science, and Technical Subjects states that there is a “general, steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962.” To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together.</p> <ol style="list-style-type: none"> <li>Qualitative dimensions of text (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands)</li> <li>Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion – typically measured by computer software)</li> <li>Reader and task considerations (motivation, knowledge and experiences, purpose and complexity of task assigned)</li> </ol> <p>The three-part model is explained in detail in Appendix A of the Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B.</p>
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>complex</li> <li>read closely (read like a detective)</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>integrate</li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>

<ul style="list-style-type: none"> <li>• DRA</li> <li>• Exit slips</li> <li>• Common Formative Assessments</li> <li>• MAP</li> </ul>	<ul style="list-style-type: none"> <li>• DRA</li> <li>• MAP</li> </ul>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <b>Reading A-Z:</b> <a href="http://www.readinga-z.com">www.readinga-z.com</a></li> <li>• <b>Raz-Kids:</b> <a href="http://www.raz-kids.com">www.raz-kids.com</a></li> <li>• <b>DRA</b></li> </ul> <p><b>Books</b></p> <ul style="list-style-type: none"> <li>• <i>Tools for Teaching Content Literacy</i>, by Janet Allen</li> </ul>	<p><b>Enrichment Strategies</b></p> <ul style="list-style-type: none"> <li>• <i>Jacob's Ladder</i>, by Tamra Stambaugh, Ph.D.</li> <li>• Menu projects/choice board</li> </ul>
<p><b>Integrations</b></p> <ul style="list-style-type: none"> <li>• Teach common language between content areas (use word “textual evidence” in all content areas)</li> <li>• Content area textbooks</li> <li>• Word walls</li> </ul>	<p><b>Intervention Strategies</b></p> <ul style="list-style-type: none"> <li>• Practice with lower level text (Reading A-Z)</li> <li>• Use word wall</li> </ul>

## Grade Four ELA / Writing

<b>Anchor Standard</b> <ol style="list-style-type: none"> <li><i>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</i></li> <li><i>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</i></li> <li><i>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</i></li> </ol>		
<b>Strand</b>	<b>Writing</b>	
<b>Topic</b>	<b>Text Types and Purposes</b>	<b>Pacing</b>
<b>Standard Statement</b> <ol style="list-style-type: none"> <li><b><i>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</i></b> <ol style="list-style-type: none"> <li>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.</li> <li>Provide reasons that are supported by facts and details.</li> <li>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</li> <li>Provide a concluding statement or section related to the opinion presented.</li> </ol> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can write an opinion piece that includes an introduction, supporting factual details, and a concluding statement.</li> <li>I can use transition/linking words and phrases in a written document (e.g., for instance, in order to, in addition).</li> </ul> </li> <li><b><i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i></b> <ol style="list-style-type: none"> <li>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>Link ideas within categories of information using words and phrases</li> </ol> </li> </ol>		<b>Content Elaborations</b> <p>Writers use a repertoire of strategies to craft Text Types and develop Purposes. Using these strategies, they make decisions about content based on the format and purposes for which they are writing. Writers select structures, precise language, tone, and style to communicate a point of view and/or purpose to their audience. They use writing as a tool for thinking through issues, solving problems, constructing questions, conveying information, and expressing or critiquing real or imagined experiences. Their ideas are best fostered in a literate environment, filled with books of all genres and multiple writing resources (i.e., dictionaries, thesauruses, pens, pencils, images, technology for drafting and producing text).</p> <p>In the next grade band, students are expected to produce formal writing in a style that reflects a deep, conceptual understanding of the genre (narrative, expository, and persuasive) and its characteristics.</p>

<p>(e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can organize my topic into paragraphs or sections that group related information to include a topic sentence, supporting details, and concluding statement.</li> <li>• I can utilize illustrations, multimedia, quotations, facts and details, and content-vocabulary to support my topic.</li> </ul> <p><b>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b></p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can use story elements (e.g., character, setting, background information, rising action, climax, falling action, and resolution) in a real or imaginary narrative writing.</li> <li>• I can use dialogue, descriptive words, and transitional words in my writing.</li> </ul>	
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• opinion</li> <li>• argument</li> <li>• point of view</li> <li>• organizational structure</li> <li>• introduction</li> <li>• supporting details</li> </ul>	<p><b>Academic Vocabulary</b></p>



<ul style="list-style-type: none"> <li>• concluding statement</li> <li>• multimedia</li> <li>• rising action</li> <li>• falling action</li> <li>• resolution</li> <li>• descriptive words</li> <li>• transitional words</li> <li>• narrative</li> </ul>	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b> <ul style="list-style-type: none"> <li>• <b>The El Paso Collaborative for Academic Excellence</b> (lesson plan on nonfiction text): <a href="http://www.epcae.org/docs/infofourth.pdf">http://www.epcae.org/docs/infofourth.pdf</a></li> <li>• <b>Forms of Writing:</b> <a href="http://library.thinkquest.org/J001156/forms%20of%20writing/formwriting.htm">http://library.thinkquest.org/J001156/forms%20of%20writing/formwriting.htm</a></li> </ul> <b>Book</b> <ul style="list-style-type: none"> <li>• <i><b>Craft Lessons: Teaching Writing K-8, 2nd edition</b></i>, by Ralph Fletcher and JoAnn Portalupi</li> </ul> <b>Teaching Strategies</b> <ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Describe it! Start with simple descriptions. Have students describe an object in the room using as many sensory details as possible. Bring a collection of strange objects to the classroom to increase the challenge. Next, have students write descriptive expository pieces from memory. Have each student describe a favorite place, the view from his or her bedroom window, or a perfect sunset. Keep the emphasis on sensory details at first.</li> </ul>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>

## Grade Four ELA / Writing

Anchor Standard		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
Strand Writing		
Topic	Production and Distribution of Writing	Pacing
Standard Statement		Content Elaborations
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)		The Production and Distribution of Writing are processes taught by offering challenging directions, presenting patterns, and providing endless examples that open doors to original expression (Frank, Marjorie. <i>If You're Trying to Teach Kids How To Write...You've Gotta Have this Book!</i> Nashville: Incentive Publications, 1995. Print). It is critical that student writers read widely. Students who read widely are exposed to elements of the writer's craft, which can include structure of different genres, vocabulary, grammar, spelling, and mechanics. This makes them better at looking critically at their own work. Authors use technology to produce, publish, and distribute texts, as should student writers. Collaboration, through planning, revising, and editing, enhances the writing process and product.  In the next grade band, students are expected to continue development of a cohesive writing style that reflects the full range of a writing process and an authentic independent or collaborative use of technology to enhance and extend that writing.
Learning Targets:		
• I can identify and use a variety of writing styles that match my purpose and audience.		
• I can use organizational strategies to develop my ideas.		
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of language standards 1-3 up to and including grade 4 on page 29.)		
Learning Targets:		
• I can use pre-writing strategies such as graphic organizers, brainstorming, and lists to plan my writing.		
• I can use revision strategies such as reading aloud, editing, and using multiple drafts.		
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.		
Learning Targets:		
• I can identify and use credible websites on the Internet to help me develop my writing.		

<ul style="list-style-type: none"> <li>• I can collaborate with peers and teachers to plan and produce my writing.</li> <li>• I can build my keyboarding skills and stamina to be able to type one page in a single sitting.</li> </ul>	
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• purpose</li> <li>• audience</li> <li>• argument</li> <li>• informative</li> <li>• explanatory</li> <li>• narrative</li> <li>• graphic organizer</li> <li>• six traits of writing</li> <li>• editing</li> <li>• revising</li> <li>• rewriting</li> <li>• draft</li> <li>• planning</li> <li>• keyboarding</li> <li>• Microsoft PowerPoint</li> <li>• Microsoft Word</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• compose</li> <li>• identify</li> <li>• develop</li> <li>• collaborate</li> <li>• stamina</li> </ul>
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Rubrics</li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>• State assessments</li> <li>• PARCC assessments</li> </ul>
<b>Resources</b> <ul style="list-style-type: none"> <li>• <b>Web English Teacher:</b> <a href="http://www.webenglishteacher.com">www.webenglishteacher.com</a></li> </ul> <b>Books</b> <ul style="list-style-type: none"> <li>• <i>What Really Matters in Writing: Research-Based Practices Across the Curriculum</i>, by Patricia M. Cunningham and James W. Cunningham</li> <li>• <i>How Writers Work: Finding a Process That Works for You</i>, by Ralph Fletcher</li> </ul> <b>Teaching Strategies</b> <ul style="list-style-type: none"> <li>• Read All About It!</li> </ul>	<b>Enrichment Strategies</b>

<b>Integrations</b>	<b>Intervention Strategies</b>

## Grade Four ELA / Writing

<b>Anchor Standard</b> <b>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b> <b>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</b> <b>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>		
<b>Strand</b>	<b>Writing</b>	
<b>Topic</b>	<b>Research to Build and Present Knowledge</b>	<b>Pacing</b>
<b>Standard Statement</b> <b>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</b> <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can research a given topic or question using a variety of sources.</li> </ul> <b>8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</b> <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can take detailed notes, sort researched information into categories, and cite digital and print sources found about my topic.</li> </ul> <b>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> <ol style="list-style-type: none"> <li>Apply grade 4 reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</li> <li>Apply grade 4 reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”).</li> </ol> <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can locate textual evidence that supports my analysis, reflection, and/or research to compose a written response.</li> </ul>		<b>Content Elaborations</b> <p>Writers use Research to Build and Present Knowledge. They understand that the research process is about asking questions and searching for answers that may be presented in a variety of media. Writers activate prior knowledge and then engage in the process of independent and shared inquiry and research to develop new understandings and create new knowledge. Writers use relevant information to support their analysis, reflection, and research.</p> <p>In the next grade band, students are expected to use the skills of paraphrasing to present research that has been gathered and evaluated for accuracy in response to specific works of literature or to address a particular topic.</p>

<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• research</li> <li>• source</li> <li>• cite</li> <li>• digital source</li> <li>• printed source</li> <li>• plagiarism</li> <li>• textual evidence</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• analysis</li> <li>• reflection</li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b> <ul style="list-style-type: none"> <li>• <b>Explor-a-Tree:</b> <a href="http://www.exploratree.org.uk/">www.exploratree.org.uk/</a>.</li> <li>• Textual Evidence Lesson Plans: <a href="http://www.bisd.us/pullman/Reading%20SCOPE/4-Fourth/Unit%204B%20Lesson%201.pdf">http://www.bisd.us/pullman/Reading%20SCOPE/4-Fourth/Unit%204B%20Lesson%201.pdf</a></li> </ul> <b>Books</b> <ul style="list-style-type: none"> <li>• <i>Nonfiction Matters: Reading, Writing, and Research in Grades 3-8</i>, by Stephanie Harvey (Stenhouse, 1998)</li> <li>• <i>Comprehension and Collaboration: Inquiry Circles in Action</i>, by Harvey Daniels and Stephanie Harvey (Heinemann, 2009)</li> </ul>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>

## Grade Four ELA / Writing

<b>Anchor Standard</b> <b>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>	
<b>Strand</b> <i>Writing</i>	
<b>Topic</b> <i>Range of Writing</i>	<b>Pacing</b>
<b>Standard Statement</b> <b>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can build my writing stamina for short and extended time frames to be able to write for specific purposes and audiences.</li> </ul>	<b>Content Elaborations</b>  Effective writers build their skills by practicing a Range of Writing. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge of a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.  In the next grade band, students are expected to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>purpose</li> <li>audience</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>stamina</li> <li>describe</li> <li>explain</li> <li>discuss</li> <li>compare</li> <li>analyze</li> <li>persuade</li> <li>justify</li> <li>evaluate</li> </ul>
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>Rubrics</li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>State assessments</li> <li>PARCC assessments</li> </ul>

<b>Resources</b>  <b>Book</b> <ul style="list-style-type: none"> <li>• <i>Engaging Readers and Writers With Inquiry: Promoting Deep Understanding in Language Arts and Content Areas With Guiding Questions</i>, by Jeffrey Wilhelm (Scholastic, 2007)</li> </ul> <b>Teaching Strategies</b> <ul style="list-style-type: none"> <li>• Quick write</li> </ul>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>



## Grade Four ELA / Speaking and Listening

<b>Anchor Standard</b> <ol style="list-style-type: none"> <li><i>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</i></li> <li><i>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</i></li> <li><i>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</i></li> </ol>	
<b>Strand</b> <i>Speaking and Listening</i>	
<b>Topic</b> <i>Comprehension and Collaboration</i>	<b>Pacing</b>  Integrated across the curriculum
<b>Standard Statement</b> <ol style="list-style-type: none"> <li><i>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</i> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ol> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>I can come prepared to participate in a group.</li> <li>I can contribute to the discussion in a meaningful way.</li> <li>I can develop my own opinion based on group discussion.</li> </ul> </li> <li><i>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</i> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can paraphrase information presented through diverse media to identify the main idea and supporting details.</li> </ul> </li> </ol>	<b>Content Elaborations</b> <p>For an understanding of the topic, Comprehension and Collaboration, effective speakers and careful listeners are actively engaged in collaborative learning. They share the roles of participant, leader, and observer as well as follow established procedures for the best possible group collaborations in order to meet common goals and arrive at common understandings. For these collaborations and understandings to take place, students must be able to listen carefully. This will require them to use specific techniques to clarify what they heard and to respond rationally in order to further discussion.</p> <p>In the next grade band, students are expected to engage effectively in a range of collaborative discussions interpreting and analyzing information presented in diverse media. They also will be expected to delineate a speaker's argument and claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>

<p><b>3. Identify the reasons and evidence a speaker provides to support particular points.</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can evaluate a speaker's point of view and identify the evidence used to support his/her point of view.</li> </ul>	
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>discussion</li> <li>connections</li> <li>participate</li> <li>small-group</li> <li>pairs</li> <li>media</li> <li>oral</li> <li>visual</li> <li>quantitative</li> <li>point of view</li> <li>reason</li> <li>evidence</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>contribution</li> <li>paraphrase</li> <li>diverse</li> <li>evaluate</li> </ul>
<p><b>Formative Assessments</b></p>	<p><b>Summative Assessments</b></p>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li><b>Reader's Theatre:</b> <a href="http://www.literacyconnections.com/rasinski-readers-theater.php">http://www.literacyconnections.com/rasinski-readers-theater.php</a>.</li> <li><b>Raz-Kids:</b> <a href="http://www.raz-kids.com">www.raz-kids.com</a></li> </ul> <p><b>Books</b></p> <ul style="list-style-type: none"> <li><b><i>Fearless Public Speaking: Oral Presentation Activities for the Elementary Classroom</i></b>, by Janet Boyce, Sheila Alber-Morgan, and Jeanetta Riley, <i>Childhood Education</i>, Spring 2007</li> <li><b><i>Read &amp; Write It Out Loud! Guided Oral Literacy Strategies</i></b>, by Keith Polette (Allyn and Bacon, 2004)</li> </ul> <p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>Author's chair</li> <li>Digital storytelling/PowerPoint</li> </ul>	<p><b>Enrichment Strategies</b></p>

<ul style="list-style-type: none"> <li>• Small group investigation projects</li> <li>• Jigsaw</li> <li>• Detailed Description and Listening Carefully Activity. This activity will focus student attention on the skills necessary for giving an accurate description and the strategies used to listen carefully and critically. <ul style="list-style-type: none"> <li>◦ Ask a volunteer to leave the room.</li> <li>◦ While the volunteer is out of the room, select an object in the room that everyone can see (for instance a bulletin board or a large globe). Give students two or three minutes to write a description of the object.</li> <li>◦ Bring the volunteer back into the room. Have three volunteers read their descriptions and see if the volunteer can guess the object. If he or she can't, have more people read their descriptions.</li> <li>◦ Once the volunteer has identified the object, ask him or her: What was that like? What gave you the best clues as to what the object was?</li> </ul> </li> </ul>	
<b>Integrations</b>	<b>Intervention Strategies</b>

## Grade Four ELA / Speaking and Listening

<b>Anchor Standard</b> <b>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</b> <b>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b> <b>3. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>	
<b>Strand</b> <i>Speaking and Listening</i>	
<b>Topic</b> <i>Presentation of Knowledge and Ideas</i>	<b>Pacing</b>
<b>Standard Statement</b>  <b>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can present information in a logical order that makes sense to my audience.</li> <li>I can speak clearly and at an appropriate pace.</li> </ul> <b>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can identify main ideas that could be enhanced and include appropriate visual displays and audio recordings in my presentation.</li> </ul> <b>6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 language standards 1 and 3 on page 28 for specific expectations.)</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can determine when to use formal and informal language in various situations.</li> </ul>	<b>Content Elaborations</b>  <p>The focus of this topic, Presentation of Knowledge and Ideas, is the understanding that effective speakers report and respond in complete sentences when conveying information. They include audio and visual components to develop ideas and themes when appropriate. They also make choices regarding pacing and the use of formal and informal language.</p> <p>In the next grade band, students are expected to present claims and findings using appropriate eye contact, adequate volume, and clear pronunciation. They are expected to adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated.</p>

<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• relevant</li> <li>• main idea</li> <li>• theme</li> <li>• appropriate pace</li> <li>• descriptive details</li> <li>• audio recording</li> <li>• visual display</li> <li>• formal language</li> <li>• informal language</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• enhance</li> <li>• determine</li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>

## Grade Four ELA / Language

<b>Anchor Standard</b> <ol style="list-style-type: none"> <li><i>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></li> <li><i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></li> </ol>		
<b>Strand</b>	<b>Language</b>	
<b>Topic</b>	<b>Conventions of Standard English</b>	<b>Pacing</b>
<b>Standard Statement</b>  <ol style="list-style-type: none"> <li><i>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i> <ol style="list-style-type: none"> <li>Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</li> <li>Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</li> <li>Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</li> <li>Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</li> <li>Form and use prepositional phrases.</li> <li>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>Correctly use frequently confused words (e.g., to too, two; there, their).</li> </ol> </li> </ol> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can identify and use relative pronouns.</li> <li>I can identify and use past, present, and future verb tenses.</li> <li>I can use verbs like can, may, and must to show accurate meaning in a sentence.</li> <li>I can put adjectives in order to describe a noun.</li> <li>I can identify prepositions (e.g., of, to, in, on) and use them to create prepositional phrases.</li> <li>I can identify the difference between complete sentences and fragments and correct sentences when needed.</li> <li>I can identify a run-on sentence and edit when necessary.</li> <li>I can identify words that sound and look alike and use them correctly.</li> </ul>		<b>Content Elaborations</b>  <p>There are specific rules and Conventions of Standard English that readers and writers must follow. They apply the rules and conventions regarding parts of speech, phrases, sentence structure, mechanics, and spelling to communicate effectively. These conventions are learned and applied within the contexts of reading, writing, speaking, and listening.</p> <p>In the next grade band, students are expected to develop a firmer command of language conventions as they are used in speaking and writing to convey messages that are more complex.</p>

<p><b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <ul style="list-style-type: none"> <li>a. Use correct capitalization.</li> <li>b. Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>c. Use a comma before a coordinating conjunction in a compound sentence.</li> <li>d. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can identify when to capitalize words.</li> <li>• I can use quotations and commas correctly.</li> <li>• I can identify a compound sentence and use a comma appropriately.</li> <li>• I can identify misspelled words and use resources to help me spell the words correctly.</li> </ul>	
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• relative pronoun</li> <li>• modal auxiliaries</li> <li>• progressive verb tenses</li> <li>• adjectives</li> <li>• prepositional phrases</li> <li>• complete sentence</li> <li>• fragment</li> <li>• run-on sentences</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• consult</li> <li>• appropriately</li> </ul>
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Write Source book</li> <li>• Writing samples</li> <li>• MAP Language</li> </ul>	<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Final draft</li> </ul>
<p><b>Resources</b></p> <p><b>Books</b></p> <ul style="list-style-type: none"> <li>• <i>The Grammar Plan Book: A Guide to Smart Teaching</i>, by Constance Weaver (Heinemann, 2006)</li> <li>• <i>The Florida Center for Reading and Research: Student Center Activities Aligned to the Common Core State Standards K-5:</i>  <a href="http://www.fcrr.org/curriculum/SCA_CCSS_index.shtm">http://www.fcrr.org/curriculum/SCA_CCSS_index.shtm</a></li> </ul>	<p><b>Enrichment Strategies</b></p> <ul style="list-style-type: none"> <li>• Board games that enrich language:  <a href="http://www.frog.com/fclg/index.html">http://www.frog.com/fclg/index.html</a></li> </ul>

<ul style="list-style-type: none"> <li>• <b><i>Greek and Latin Roots</i></b>, by Trisha Callella, Creative Teaching Press</li> <li>• <b><i>“Go for the Gold” Greek root word activities:</i></b>  <a href="http://teacher.scholastic.com/activities/athens">http://teacher.scholastic.com/activities/athens</a> </li> </ul>	
<b>Integrations</b> <ul style="list-style-type: none"> <li>• Continuity of grammar structure and rules throughout content areas</li> <li>• Teach common language between content areas (use word “textual evidence” in all content areas)</li> </ul>	<b>Intervention Strategies</b> <ul style="list-style-type: none"> <li>• Checklists</li> <li>• COPS (Capitalization, Organization, Punctuation, and Spelling)</li> <li>• Error analysis</li> </ul>



## Grade Four ELA / Language

<b>Anchor Standard</b> <b>3. <i>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.</i></b>	
<b>Strand    <i>Language</i></b>	
<b>Topic    <i>Knowledge of Language</i></b>	<b>Pacing</b>
<b>Standard Statement</b> <b>3. <i>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</i></b> a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can use words carefully to clearly share my ideas with the reader.</li> <li>• I can use punctuation to convey meaning.</li> <li>• I can identify the difference between and when to use formal and informal English.</li> </ul>	<b>Content Elaborations</b> Knowledge of Language allows for informed choices within the context of all forms of communication. Writers and speakers select language, word choice, and mechanics (grammar and punctuation) appropriate for purpose, audience, and effect.  In the next grade band, students are expected to use language to reflect a personal style with consistency as a way to spark reader/listener interest.
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• informal</li> <li>• formal</li> <li>• contexts</li> <li>• informal discourse</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• convey</li> </ul>
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Exit Slips</li> <li>• Write Source book</li> <li>• Writing samples</li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Final draft</li> </ul>
<b>Resources</b> <ul style="list-style-type: none"> <li>• Picture books that teach dialect:  <a href="http://www.frankserafini.com/booklistspdf/poetic%20devices.pdf">http://www.frankserafini.com/booklistspdf/poetic%20devices.pdf</a> </li> </ul>	<b>Enrichment Strategies</b> <ul style="list-style-type: none"> <li>• <a href="http://exchange.smarttech.com/search.html">http://exchange.smarttech.com/search.html</a></li> <li>• <a href="http://www.teacherspayteachers.com">http://www.teacherspayteachers.com</a></li> <li>• Reader's Theater</li> </ul>

<ul style="list-style-type: none"> <li>• <a href="http://www.mybrary.wikispaces.com">www.mybrary.wikispaces.com</a></li> </ul>	
<b>Integrations</b> <ul style="list-style-type: none"> <li>• Teach common language between content areas (use word “textual evidence” in all areas)</li> </ul>	<b>Intervention Strategies</b> <ul style="list-style-type: none"> <li>• Books on CD</li> <li>• Reading A-Z</li> </ul>

## Grade Four ELA / Language

<b>Anchor Standard</b> <b>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.</b> <b>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b> <b>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b>		
<b>Strand</b>	<b>Language</b>	
<b>Topic</b>	<b>Vocabulary Acquisition and Use</b>	<b>Pacing</b>
<b>Standard Statement</b> <b>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can use context clues to help me find meanings of words.</li> <li>I can use Greek and Latin affixes and roots to help me understand the meaning of words.</li> <li>I can use print and digital reference materials to pronounce words correctly and find the meaning of words.</li> </ul> <b>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b> a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and		<b>Content Elaborations</b> <p>Learning, as a language-based activity, is fundamentally and profoundly dependent on Vocabulary Acquisition and Use. Knowing vocabulary goes beyond knowing a definition. Students acquire and use vocabulary through exposure to language-rich situations and events. They use an array of strategies including language structure and origin, textual clues, word relationships, and differences between literal and figurative language to build vocabulary and enhance comprehension. Understanding the nuances of words and phrases (shades of meaning) allows students to use vocabulary purposefully and precisely.</p> <p>In the next grade band, students are expected to determine the meaning of and to use words and phrases that have multiple or nonliteral meanings to enhance the quality of their written products.</p>

<p>proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can identify, use, and interpret figurative language such as similes, metaphors, idioms, adages, and proverbs.</li> <li>• I can identify and use antonyms and synonyms correctly.</li> </ul> <p><b>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can use words and phrases that show specific actions, emotions, and states of being.</li> <li>• I can use words that are related to a specific topic.</li> <li>• I can expand and enrich my vocabulary.</li> </ul>	
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• affix</li> <li>• prefix</li> <li>• root word</li> <li>• context clues</li> <li>• dictionary</li> <li>• thesaurus</li> <li>• glossary</li> <li>• nuances</li> <li>• synonym</li> <li>• antonym</li> <li>• proverb</li> <li>• adage</li> <li>• idiom</li> <li>• simile</li> <li>• metaphor</li> <li>• figurative language</li> <li>• states of being</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• expand</li> <li>• enrich</li> <li>• related</li> </ul>

<ul style="list-style-type: none"> <li>domain-specific words</li> </ul>	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>Writing samples</li> <li>Write Source practice workbook</li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>Rubrics</li> <li>Final drafts</li> </ul>
<b>Resources</b> <ul style="list-style-type: none"> <li>Appendix pages 33-35</li> <li>Vocabulary A-Z, Marzano</li> <li><b><i>Bringing Words to Life</i></b>, by Isabel Beck</li> <li><b><i>Vocabulary Games for the Classroom</i></b>, by Lindsay Carleton and Robert Marzano</li> </ul> <b>Teaching Strategies</b> <ul style="list-style-type: none"> <li>The Frayer Model is a graphical organizer used to define words and acquire new vocabulary. The graphic has four squares that include: <ul style="list-style-type: none"> <li>A definition of the word/concept</li> <li>A description of its essential characteristics</li> <li>Examples of the word/concept</li> <li>Non-examples of the word/concept</li> </ul> </li> </ul>	<b>Enrichment Strategies</b> <ul style="list-style-type: none"> <li><a href="http://exchange.smarttech.com/search.html">http://exchange.smarttech.com/search.html</a></li> <li><a href="http://www.teacherspayteachers.com">http://www.teacherspayteachers.com</a></li> </ul>
<b>Integrations</b> <ul style="list-style-type: none"> <li>Content Area Writing and Research</li> <li>Teach common language between content areas (“textual evidence”)</li> </ul>	<b>Intervention Strategies</b> <ul style="list-style-type: none"> <li>Vocabulary A-Z</li> </ul>