

4th Grade ELA Curriculum Map Revised 2019

Standard: Writing

Fourth Grade

4W1: Write an argument to support claim(s), using clear reasons and relevant evidence

- 4W1a: Introduce a precise claim, supported by well-organized facts and details, and organize the reasons and evidence logically
- 4W1b: Use precise language and content-specific vocabulary
- 4W1c: Use transitional words and phrases to connect ideas within categories of information
- 4W1d: Provide a concluding statement or section related to the argument presented

4W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject

- 4W2a: Introduce a topic clearly and organize related information in paragraphs and sections
- 4W2b: Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension
- 4W2c: Use precise language and content-specific vocabulary
- 4W2d: Use transitional words and phrases to connect ideas within categories of information
- 4W2e: Provide a concluding statement or section related to the information or explanation presented

4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

- 4W3a: Establish a situation and introduce a narrator and/or characters
- 4W3b: Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations
- 4W3c: Use transitional words and phrases to manage the sequence of events
- 4W3d: Use concrete words and phrases and sensory details to convey experiences and events precisely
- 4W3e: Provide a conclusion that follows from the narrated experiences or events

4W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience

4W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards

4W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigating multiple aspects of a topic

4W7: Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources.

Writing Skills: Ongoing Throughout the Year

*Stronger Focus On Narrative Writing First Trimester

- Begin with a compelling lead to capture reader's attention
- Reread writing to check meaning, accuracy, and clarity of expression
- Write an effective lead paragraph and conclusion
- Develop a plot that includes tension and one or more scenes
- Use concrete sensory details and descriptive language to develop plot (tension and problem resolution) and setting in memoir, biography, and fiction
- Show the problem of the story and how characters respond to it
- Describe characters by how they look, what they do, say, and think, and what others say about them
- Show rather than tell how characters feel
- Write a believable and satisfying ending to the story
- Use words that show the passage of time
- Add transitional words and phrases to clarify meaning and make the writing smoother
- Present ideas clearly and in a logical sequence
- Organize information according to purpose and genre
- Use paragraphs to organize ideas
- Use well-crafted transitions to support the pace and flow of the writing

*Stronger Focus On Informative/Explanatory Writing Second Trimester

- Begin with a compelling lead to capture reader's attention
- Provide information that teaches or informs readers about a topic
- Write an effective lead paragraph and conclusion
- Include facts, figures, statistics, and anecdotes when appropriate
- Use quotes from experts (written texts, speeches, or interviews) when appropriate
- Present ideas clearly and in a logical sequence
- Organize information according to purpose and genre
- Show topics and subtopics by using headings and subheadings
- Use paragraphs to organize ideas
- Gather and internalize information and then write it in own words
- Use notes to record and organize information

*Stronger Focus On Argument to Support a Claim Writing Third Trimester

- Begin with a compelling lead to capture reader's attention
- Provide information that teaches or informs readers about a topic
- Write an effective lead paragraph and conclusion
- Include facts, figures, statistics, and anecdotes when appropriate
- Add transitional words and phrases to clarify meaning and make the writing smoother
- Make notes about a text as evidence to support opinions and statements in discussion and writing
- Provide evidence from the text or from personal experience to support written statements about a text

- Use vocabulary specific to the topic or content
- Reread writing to check meaning, accuracy, and clarity of expression
- Select the genre for the writing based on the purpose
- Write with specific readers or audience in mind

- Add transitional words and phrases to clarify meaning and make the writing smoother
- Conduct research to gather information in planning a writing project: e.g., live interviews, Internet, artifacts, articles, books
- Understand that a writer gains ideas from other writers but should credit the other writers and/or put those ideas into one's own words
- Understand that a writer may quote another writer by placing the exact words in quotes and referencing the source
- Record sources of information for citation
- Understand the importance of citing sources of information and some conventions for citations
- Use well-crafted transitions to support the pace and flow of the writing
- Use vocabulary specific to the topic or content
- Select the genre for the writing based on the purpose
- Write with specific readers or audience in mind

- Form and express opinions about a text in writing and support those opinions with rationales and evidence
- Formulate opinions about authors and illustrators and state in writing the basis for those opinions
- Use quotes from experts (written texts, speeches, or interviews) when appropriate
- Present ideas clearly and in a logical sequence
- Organize information according to purpose and genre
- Use paragraphs to organize ideas
- Use well-crafted transitions to support the pace and flow of the writing
- Use vocabulary specific to the topic or content
- Publish in a variety of ways
- Select the genre for the writing based on the purpose
- Write with specific readers or audience in mind

****All three trimesters-students need to demonstrate an understanding of:

- Punctuation
- Capitalization
- Editing/Proofreading
- Identifying Parts of Speech
- Paragraph Indentation
- Providing Evidence from Text in Writing

Writing Assessments/Expectations

First Trimester

Multi-Faceted Paragraph

- Topic Sentences
- Supporting Details
- Concluding Sentences

*With a strong focus on a Narrative (4W3)

Second Trimester

Multi-Paragraph Essay

Introductory Paragraph

- Topic Sentences
- Supporting Details
- Concluding Sentences

Body Paragraph

- Topic Sentences
- Supporting Details
- Concluding Sentences

Conclusion Paragraph

- Topic Sentences
- Supporting Details
- Concluding Sentences

Third Trimester

Multi-Paragraph Essay

Introductory Paragraph

- Topic Sentences
- Supporting Details
- Concluding Sentences

Body Paragraph (at least 2 Body Paragraphs)

- Topic Sentences
- Supporting Details
- Concluding Sentences

Conclusion Paragraph

- Topic Sentence
- Supporting Details
- Concluding Sentences

*With a strong focus on Informative/Explanatory (4W2)

*With a strong focus on writing an argument to support a claim (3W1)

Standard: Phonics, Spelling, Word Study:

Fourth Grade

4RF3: Know and apply grade-level phonics and word analysis skills in decoding words

- **4RF3a: 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.**

First Trimester- Review 3rd grade skills (3.RF.3) and begin 4th grade skills as listed below:

- Hear, say, clap and identify syllables in words with three or more syllables using an/oth/er, bi/cy/cle, fish/er/man, el/e/va/tor, un/u/us/al
- Recognize and use frequently appearing syllable patterns in multisyllabic words: e.g.: **alone, before, enter, imitate, increase, repeat, unhappy, trouble, other, purple, already**
- Understand and discuss the concept of prefixes and recognize their use in determining the meaning of some English words: e.g.: ad-, ant-, anti-, bi-, circu-, com-, con-, contra-, contro-, counter-, dec-, dis-, em-, en-, ex-, in-, inter-, intra-, mal-, mis-, mon-, mono-, multi-, non-, oct-, pent-, per-, poly-, pre-, quadr-, re-, sub-, super-, trans-, tri-, un-, uni-
- Understand and talk about the concept of a suffix
- Recognize and use the suffixes- -er and -est to show comparison:
e.g. bright/brighter/brightest, fierce/fiercer/fiercest, sad/sadder/saddest.
- Recognize and use synonyms e.g., *mistake/error, high/tall*
- Understand and discuss the concept of prefixes and recognize their use in determining of some English words: e.g.: ad-, ant-, anti-, bi-, circu-, com-, con-, contra-, contro-, counter-, dec-, dis-, em-, en-, ex-, in-, inter-, intra-, mal-, mis-, mon-, mono-, multi-, non-, oct-, pent-, per-, poly-, pre-, quadr-, re-, sub-, super-, trans-, tri-, un-, uni-
- Develop interest in vocabulary by recognizing and appreciating aspects of words and by “collecting” and discussing interesting words and using them in conversation
- Use connections between or among words that mean the same or almost the same to solve an unknown word: e.g.: *damp, wet*
- Use a glossary to solve and find information about words
- Use a dictionary to solve and find information about words

Phonics, Spelling, Word Study: Ongoing Throughout the Year

Phonics

- Recognize and use consonant letters that represent no sound: lamb, scene, sign, rhyme, know, calm, island, listen, wrap
- Recognize and use letter combinations that represent two different vowel sounds: e.g., meat, break; they, key; tie, piece; spoon, book; snow, cow
- Recognize and use frequently appearing syllable patterns in multisyllabic words: e.g., alone, before, enter, imitate, increase, repeat, unhappy, trouble, other, purple, already
- Recognize and use unique vowel phonograms that appear in multisyllable words: e.g., -oint, -oy, -ound, -own
- Recognize and use other vowel phonograms that appear in multisyllable words: e.g., -alk, -all, -alt, -aught, -ault, -aw, -awn, -ong, -ought; -ood, -ook, -oot; -oo, -ood, -oof, -ool, -oom, -oon, -oose, -ew; -ead
- Understand and discuss the concept of prefixes and recognize their use in determining the meaning of some English words: e.g., ad-, ant-, ante-, anti-, bi-, circu-, com-, con-, contra-, contro-, counter-, dec-, dis-, em-, en-, ex-, fore-, in-, inter-, intra-, mal-, mis-, mon-, mono-, multi-, non-, oct-, pent-, per-, poly-, post-, pre-, quadr-, re-, sub-, super-, trans-, tri-, un-, uni
- Understand and discuss the concept of suffixes and recognize their use in determining the meaning of some English words: e.g., -able, -al, -ance, -ant, -ar, -arium, -ed, -ence, -ent, -er, -es, -est, -ful, -ial, -ian, -ible, -ic, -ical, -ing, -ion, -ious, -ish, -ist, -ity, -less, -ly, -ment, -ness, -or, -orium, -ous, -s, -sion, -tion, -y
- Understand and discuss the concept of Latin roots and recognize their use in determining the meaning of some English words: e.g., aqua, aud, bene, cap, centr, clos, clud, clus, corp, cred, dict, duc, duct, dur, equa, equi, fac, fer, fic, fin, firm, flect, flex, form, fract, frag, grad, gress, hab, hib, ject, join, junct, loc, luc, lum, man, mem, min, miss, mit, mob, mot, mov, ped, pel, pend, pens, pon, pop, port, pos, prim, prin, pub, puls, quer, ques, quir, quis, rupt, scribe, script, sens, sent, sign, sist, sol, son, spec, sta, stat, stit, stru, struct, tain, tempo, ten, tent, tin, terr, tract, val, ven, vent, ver, vers, vert, vid, vis, voc, vok (4L4b)
- Hear, say, clap, and identify syllables in words with three or more syllables: e.g., *fish/er/man, par/a/graph; el/e/va/tor, un/u/su/al, wa/ter/mel/on*

Standard: Knowledge of Language (Grammar)/Vocabulary Acquisition and Use

Anchor Standard L.1, L.2 (NYS Next Gen ELA Appendix A) *Student is expected to know and be able to use the skills by the end of fifth grade**

Skills:

- Produce simple, compound, and complex sentences
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences
- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why)
- Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences
- Form and use regular and irregular plural nouns
- Use abstract nouns
- Form and use regular and irregular verbs
- Form and use simple verb tenses (e.g., I walked; I walk; I will walk)
- Form and use progressive verb tenses (e.g., I was walking; I am walking; I will be walking)
- Form and use perfect verb tenses (e.g., I had walked; I have walked; I will have walked)
- Use verb tense to convey various times, sequences, states, and conditions
- Recognize and correct inappropriate shifts in verb tense
- Ensure subject-verb and pronoun-antecedent agreement
- Use coordinating and subordinating conjunctions
- Use and identify prepositional phrases
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
- Correctly use frequently confused words (e.g., to, too, two; there, their)
- Capitalize appropriate words in titles
- Use correct capitalization
- Use commas in addresses
- Use commas and quotation marks in dialogue
- Use commas and quotation marks to mark direct speech and quotations from a text
- Use a comma before a coordinating conjunction in a compound sentence
- Use a comma to separate an introductory element from the rest of the sentence
- Use punctuation to separate items in a series
- Form and use possessives
- Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness)
- Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words
- Spell grade-appropriate words correctly, consulting references as needed
- Use quotation marks or italics to indicate titles of works

Grammar:

- Recognize and use the eight parts of speech of the English language.
- Recognize and use nouns.
- Recognize and use subject-verb agreement.
- Recognize and use pronoun-antecedent agreement.
- Recognize and use sentences with various structures.
- Recognize and use sophisticated connectives.
- Recognize and use the three forms of comparison with adjectives and adverbs.
- Understand the functions of capital letters and use capitalization correctly.
- Understand the functions of marks of punctuation and use punctuation correctly.
- Recognize and use interjections.
- Recognize and use phrases and understand their functions in sentences.
- Use complete sentences and avoid common sentence problems in writing.

4L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- **4L3a: Choose words and phrases to convey ideas precisely.**
- **4L3b: Choose punctuation for effect.**
- **4L3c: Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).**

4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

- **4L4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.**
- **4L4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).**
- **4L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.**

4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **4L5a: Explain the meaning of simple similes and metaphors in context.**
- **4L5b: Recognize and explain the meaning of common idioms, adages, and proverbs.**

- **4L5c: Demonstrate understanding of words by relating them to their antonyms and synonyms.**

4L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, 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).

Skills:

- Recognize and use interjections
- Recognize and use the four types of sentences
- Recognize and use sophisticated connectives
- Recognize and use academic connectives
- Recognize and use the three forms of comparison with adjectives and adverbs
- Recognize words with affixes (prefixes and suffixes) as well as base words
- Understand the meaning of words (Tier 2) that appear often in literature but go beyond oral vocabulary, many poetic or literary
- Understand the meaning of a few words from the scientific domain (Tier 3)
- Use contextual information to solve the meaning of new words
- Understand the meaning of words used figuratively
- Use background information, illustrations, and reference tools to understand the meaning of content words
- Recognize and use synonyms
- Recognize and use antonyms
- Recognize and use words with multiple meanings: e.g., cover, degree, organ
- Recognize and discuss the fact that some words have literal and figurative meanings
- Recognize and use similes to make a comparison
- Recognize and use metaphors to make a comparison
- Recognize and discuss the fact that commonly used idioms have meanings different from the meanings of the separate words
- Understand and discuss the concept of prefixes and recognize their use in determining the meaning of some English words
- Understand and discuss the concept of Greek roots and recognize their use in determining the meaning of some English words
- Recognize and use phrases and understand their functions in sentences.
- Recognize and use sophisticated connectives
- Recognize and use academic connectives
- Recognize and use the three forms of comparison with adjectives and adverbs

Standard: Reading Literary and Informational

Fourth Grade

4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences (R1 & RL)

4R2: Determine a theme or central idea of a text and explain how it is supported by key details; summarize a text (RI & RL)

4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text (RI)

4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words (RI & RL)

4R5: In literary texts identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions (RI)

4R6: In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narration (RL)

4R7: Identify information presented visually, orally, or quantitatively (e.g.: in charts, graphs, diagrams, tim lines, animations, illustrations, and explain how the information contributes to an understanding of the text (RI & RL)

4R8: Explain how claims in a text are supported by relevant reasons and evidence (RI & RL)

4R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations (RI & RL)

Reading Skills: Ongoing Throughout the Year

Ongoing Reading Comprehension Strategies

- Understand that there are different types of texts and that they have different characteristics
- Notice and understand some elements of poetry: e.g., figurative language, rhyme, repetition, onomatopoeia, layout/line breaks (shape), imagery, alliteration, assonance
- Notice the narrator of a text and notice a change in perspective
- Derive the meaning of words from the context of a sentence, paragraph, or the whole story
- Understand the connotative meanings of words that are essential to understanding the text
- Use some academic language to talk about literary features: e.g., beginning, ending, character, main character, events, character change, message, dialogue, setting, flashback, conflict, resolution, theme, descriptive language, simile
- Acquire new ideas, information, perspectives, and attitudes from reading parts in scripts and poems
- Understand the meaning of words (Tier 2) that appear often in literature but go beyond oral vocabulary, many poetic or literary
- Use contextual information to solve the meaning of new words
- Discuss with others how a script or poem should be read and state reasons based on plot, characters, meaning
- Gain insight into perspectives of characters in fiction and real historical characters
- Distinguish among various forms of manuscript used for performance: e.g., poems, readers' theater scripts, choral reading scripts, plays, letters, diaries, journal entries, short stories
- Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary
- Use some academic language to talk about plays and performance: e.g., line, speech, scene, act, actor, actress, role, part, hero, villain, playwright
- Derive the meaning of new words and expand the meaning of known words using flexible strategies: e.g., context in a sentence; connections to other words; synonyms and antonyms; word parts; base words and affixes; word function in a sentence
- Actively and consistently add to vocabulary through reading
- Describe changing perspective as a story unfolds
- Understand first-, third-, and second-person narrative
- Understand the perspective from which a story is told and talk about why a writer selected it
- Notice a change of perspective and/or narrator within the larger text and hypothesize why the writer has presented the text in this way
- Relate important information and concepts in one text and connect to information and concepts in other texts
- Notice the organization of nonfiction text, distinguishing between expository and narrative structure
- Notice a nonfiction writer's use of narrative text structure in biography and narrative nonfiction
- Recognize and understand a writer's use of underlying text structures: e.g., categorical, description, sequence (chronological, temporal), compare and contrast, cause and effect, problem and solution, question and answer, combination
- Notice a nonfiction writer's use of categories and subcategories to organize an informational text
- Notice and acquire an understanding of new vocabulary from read-aloud content
- Acquire new content words from texts and graphics
- Notice and understand the meaning of some domain-specific words (Tier 3)
- Understand some words particular to academic disciplines (Tier 3)
- Understand and acquire content-specific words that require the use of strategic actions (i.e., using definitions within the body of a text, the glossary or other reference tools)
- Understand key words in graphics such as maps, diagrams, and charts
- Use knowledge in one text to understand content in another text
- Understand that a nonfiction book may be procedural (i.e., "how-to")
- Understand that the information and ideas in a text are related to each other and notice how the author presents this
- Recognize a writer's use of underlying text structures: e.g., description, cause and effect, chronological sequence, temporal sequence, categorization, comparison and contrast, problem and solution, question and answer
- Think across nonfiction texts to construct knowledge of a topic
- Think across texts to compare and expand understanding of content and ideas from academic disciplines: e.g., social responsibility, environment, climate, history, social and geological history, cultural groups

- Identify Main Idea
- Supporting Details
- Theme/Central Idea (4.R.2)
- Synthesizing Information
- Fact & Opinion
- Making Inferences (4.R.1)
- Compare & Contrast
- Sequencing
- Cause & Effect
- Drawing Conclusions
- Story Elements (4.R.3)
- Using Context Clues (4.R.4)
- Author's Purpose
- Nonfiction Text Features
- Problem/Solution
- Genres (4.R.9)
- Mood
- Point of View (4.R.6)
- Multiple-meaning words and phrases
- Antonyms/Synonyms
- Figurative Language (alliteration, similes, metaphors, idioms, proverbs, adages) (4.L.5abc)
- Identify/Analyze Structural Elements (verse, rhythm, meter, characters, settings, dialogue, state directions) (4.R.5)
- Retelling
- Summarizing

- Recognize a writer's use of the techniques for persuasion in a persuasive text
- Critically examine the quality or accuracy of the text, citing evidence for opinions
- Notice how illustrations and graphics help to communicate the writer's message
- Understand that graphics and text are carefully placed in a nonfiction text so that ideas are communicated clearly
- Think critically and discuss the relationship between the voice (rate, volume, word stress, pausing, phrasing, intonation) and the meaning of the script or poem
- Notice how the writer communicates the messages in a story, poem, or the dialogue of a script
- Make connections among texts by noting similarities: e.g., genre, form, text structure, characters, literary language, use of dialogue
- Notice aspects of the writer's craft by looking at an enlarged page with the group
- Infer information from nonfiction illustrations and book and print features
- Talk about illustrations and book and print features and evaluate whether they help readers understand information and add interest
- Use knowledge from one text to understand content in another text
- Access background knowledge acquired from reading to understand the content of texts
- Infer the meaning of a range of graphics that require reader interpretation and are essential to comprehending the text
- Notice how the writer uses graphics to convey information that complements the body of the text
- Assess how graphics add to the quality of the text or provide additional information
- Talk critically about what a writer does to make a topic interesting or important

Standard: Reading Fluency

4RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension

- **4RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings**
- **4RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary**

Fluency Skills: Ongoing throughout the year

- Solve words using a flexible range of strategies to access different sources of information
- After practice, read all words quickly and automatically
- Use line breaks to guide phrasing when reading poetry in chorus or individually
- Adjust the voice to reflect dialogue in the body of the text
- Read orally with the integration of all dimensions of fluency (e.g., pausing, phrasing, word stress, intonation, and rate) alone and while maintaining unison with others
- Recognize and reflect punctuation with the voice: e.g., period, question mark, exclamation point, dash, comma, ellipses, when reading in chorus or individually
- When reading individually or in unison with others, adjust the voice to reflect the mood of the text: e.g., sadness, tension, joy, humor
- Understand the role of the voice in communicating meaning in reader's theater, choral reading, songs, and poetry
- Read a part in a play or readers' theater script in a way that reflects the dialogue and the attributes and emotions of characters
- Self-correct covertly prior to or after error with little or self-correction
- Use understanding of plot, setting, and character to monitor and correct reading
- Read orally with appropriate phrasing, pausing, intonation, word stress, and rate
- Read silently at a slightly faster rate than when reading orally while maintaining comprehension and accuracy
- Read parts in a script with demonstration of all dimensions of fluency

Standard: Speaking and Listening

4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.

- **4SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.**
- **4SL1b: Follow agreed-upon norms for discussions and carry out assigned roles.**
- **4SL1c: 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.**
- **4SL1d: Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.**

4SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for the audience.

4SL5: Include digital media and/or visual displays in presentations to emphasize central ideas or themes.

4SL6: Distinguish between contexts that call for formal English versus/or informational discourse; use formal English when appropriate to task and situation.

Reading Skills: Ongoing Throughout the Year

- Ask questions to deepen understanding of a text
- Refer to important information and details and use as evidence to support opinions and statements during discussion
- Tell a summary of a text after hearing it read
- Give reasons (either text-based or from personal experience) to support thinking
- Use evidence from the text to support statements about the text
- Use evidence from the text to support a wide range of predictions
- Form and express opinions about a text and support with rationale and evidence
- Form and state the basis for opinions about authors and illustrators
- Analyze how a speaker uses evidence and examples effectively
- Sustain a conversation with a variety of audiences
- Use turn-taking with courtesy in small-group discussion
- Use appropriate conventions in small-group discussion: e.g., "I agree with _____ because..."; "I'd like to change the subject..."
- Use conventional techniques that encourage others to talk: e.g., "What do you think?" "Do you agree? Why or why not?"
- Respond to others' ideas before changing the subject
- Build on the talk of others by making statements related to the speaker's topic and by responding to cues
- Ask follow-up questions during partner, small-group, and whole-class discussion
- Relate or compare one's own knowledge and experience with information from others
- Listen and respond to a partner by agreeing, disagreeing or adding on, and explaining reasons
- Restate points that have been made and extend or elaborate on them
- Play the role of group leader when needed
- Evaluate one's own part in a group discussion as well as the effectiveness of the group
- Recall information, big ideas, or points made by others
- Demonstrate an understanding of a topic by providing relevant facts and details
- Speak with appropriate volume for audience size and location
- Speak at an appropriate rate to be understood
- Enunciate words clearly enough to be understood by a small group or the class (with regional and other accents being acceptable)
- Have an audience in mind before starting to speak
- Maintain a clear focus on the important or main ideas
- Present ideas and information in a logical sequence
- Have a clear introduction, body, and conclusion to your topic
- Choose clear examples that are related to the topic
- Use underlying structural patterns common for expository topics: e.g., description, cause and effect, chronological sequence, temporal sequence, compare and contrast, problem and solution
- Have a plan or notes to support the presentation
- Understand and use words related to familiar experiences and topics as well as some content and technical terms from academic disciplines
- Use language appropriate for oral presentations
- Use graphics (e.g., diagrams, illustrations, sideshows, other digital media) to communicate meaning or to enhance a presentation

- Integrate technology tools (e.g., slideshows, video, audio) into multimedia presentations

Assessments

- **STAR**
- **Writing Assessments (each trimester)**
- **Teacher Assessments**
- **Informal Assessments**
- **F & P (Fall/Winter/Spring)**
- **Sight Words (if needed)**