

## 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 over 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)**