

Grade 4 English Language Arts (#E1544)

Description Fourth Grade English Language Arts integrates reading, writing, speaking and listening, and language. The major focus is learning to comprehend text through a variety of reading skills and strategies. Students apply these skills and strategies in a variety of quality literature and informational text. The writing process and six-trait writing provide the foundation for writing instruction.

Credits

Prerequisites

Textbooks/Resources

Focus	Instructional Material
Instructional Framework	Curriculum Companion, CESA 7
Word Study	Words Their Way <ul style="list-style-type: none"> • <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, (5th Edition), Pearson, ISBN# 978-0-137035-10-6 • Words Their Way PD Toolkit (online resource)
Handwriting	Handwriting Without Tears <ul style="list-style-type: none"> • <i>Cursive Success</i> Teacher Edition, ISBN# 978-1-891627-73-6
Keyboarding	TypingClub (online)
Print and Digital Text- Building Book Rooms and Classroom Libraries	Variety of quality literature and informational text

Required Assessments District-wide standards-based assessments identified

Board Approved June 2012

Revised

AASD Guiding Principles for Teaching and Learning for K-12 Students:

- *Every student has the right to learn.*
- *Instruction must be rigorous and relevant.*
- *Purposeful assessment drives instruction and affects learning.*
- *Learning is a collaborative responsibility.*
- *Students bring strengths and experiences to learning.*
- *Responsive environments engage learners.*

AASD Foundations for English Language Arts:

- *English Language Arts is an integrated discipline.*
- *English Language Arts instruction builds an understanding of the human experience.*
- *Literacy is an evolving concept, and becoming literate is a lifelong learning process.*
- *Critical thinking and problem solving, communication, collaboration, and creativity are aspects of effective English Language Arts instruction and attributes of AASD graduates.*
- *Literacy, language, and meaning are socially constructed and are enhanced by multiple perspectives.*

AASD English Language Arts Goals for K-12 Students:

AASD students who are college and career ready in English Language Arts will...

- *Demonstrate independence.*
- *Build strong content knowledge.*
- *Respond to the varying demands of audience, task, purpose, and discipline.*
- *Comprehend as well as critique.*
- *Value evidence.*
- *Use technology and digital media strategically and capably.*
- *Come to understand other perspectives and cultures.*

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Reading: Foundational Skills	1. Know and apply grade-level phonics and word analysis skills in decoding words. (RFS.4.3)	Performance will be satisfactory when the student: a. uses combined knowledge of the following to decode words: <ul style="list-style-type: none"> • read accurately unfamiliar multisyllabic words in context and out of context, • all letter-sound correspondences, • syllabication patterns, and • morphology (prefix, suffix, and roots). b. applies letter sound correspondence to read familiar and unfamiliar fourth grade texts with accuracy and comprehension.	<ul style="list-style-type: none"> • Running Record • Benchmark • Words Their Way assessments
	2. Read with sufficient accuracy and fluency to support comprehension. (RFS.4.4)	Performance will be satisfactory when the student: a. reads grade-level text with purpose and understanding. b. reads grade-level prose and poetry orally with accuracy, appropriate rate, and expression, applying the meaning of punctuation marks. c. uses context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> • Running Record • Benchmark
Reading: Lit/Info Text	3. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.4.1/RI.4.1)	Performance will be satisfactory when the student: a. recognizes the difference between explicit information and an inference. b. identifies important details during and after reading. c. draws inferences. d. uses original language to explain details and examples from the text to support thinking.	<ul style="list-style-type: none"> • Sticky notes • Half-sheet- identify evidence with bullet points • T-chart- thinking/evidence
	4. Determine a theme or main idea of a text. (RL.4.2/RI.4.2)	Performance will be satisfactory when the student: a. determines the main idea of the text. b. creates summaries of a variety of texts. c. determines a theme of a story, drama, or poem based on details in the text. d. explains how the main idea is supported by key details of the text.	<ul style="list-style-type: none"> • 4 fold paper- title, main idea/theme, key ideas/details, summary • 5 W and summary graphic organizer • Reading notebook

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Reading: Literature/Informational Text	<p>5. Describe in depth a character, setting, or event in a story or drama. (RL.4.3)</p> <p>Explain the events, procedures, ideas, or concepts in a historical, scientific, or technical text. (RI.4.3)</p>	<p>Performance will be satisfactory when the student:</p> <p>a. draws on specific details of the text using:</p> <ul style="list-style-type: none"> • characters' words, thoughts and actions and • author's description of the settings or events. <p>b. supports their thinking to clarify what happened and why, based on specific information in the text.</p>	<ul style="list-style-type: none"> • Graphic organizers- T-chart, Venn diagram to compare different characters, settings, events • Close reading and annotations • Reading notebook • Cause/ effect graphic organizer • Plot diagram- analyze the plot for moments when characters do something that affects the plot
	<p>6. Determine the meaning of unknown words and phrases as they are used in a text. (RL.4.4/RI.4.4)</p>	<p>Performance will be satisfactory when the student:</p> <p>a. identifies words that allude to significant characters found in mythology (e.g., Herculean).</p> <p>b. uses context clues.</p> <p>c. refers to background knowledge.</p> <p>d. uses features of a text (e.g. bold terms, glossary, captions, etc.).</p> <p>e. uses an online or print dictionary.</p>	<ul style="list-style-type: none"> • Close reading (circle key words and phrases) and annotations • Running Records • Word study Notebook • Word web • Written responses in their Reading Notebook
	<p>7. Explain major differences among poems, drama, and prose when writing or speaking about a text. (RL.4.5)</p> <p>Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. (RI.4.5)</p>	<p>Performance will be satisfactory when the student:</p> <p>a. refers to the structural elements of poems (e.g., verse, rhythm, meter).</p> <p>b. refers to the structural elements of drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions).</p> <p>c. refers to the structural elements of prose.</p> <p>d. identifies common signal words for text structures.</p> <p>e. uses note-taking devices (graphic organizers) for text structures.</p>	<ul style="list-style-type: none"> • Graphic organizers on structural elements (three column chart with poems, drama, prose) • Written responses in Reading Notebook • Close reading (circle signal words for text structures) and annotations

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Reading: Literature/informational Text	<p>8. Compare and contrast the point of view from which different stories and events are told. (RL.4.6/RI.4.6)</p>	<p>Performance will be satisfactory when the student:</p> <p>a. explains how the information the reader gets in a story/text is impacted by:</p> <ul style="list-style-type: none"> • the style of the narration (first- and third-person narrations) and • the source (firsthand and secondhand accounts of the same event or topic). 	<ul style="list-style-type: none"> • Venn diagram • H map • Reading notebook
	<p>9. Make connections between the text of a story or drama and a visual or oral presentation of the text. (RL.4.7)</p>	<p>Performance will be satisfactory when the student:</p> <p>a. interprets information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages).</p> <p>b. explains how the information contributes to an understanding of the text in which it appears.</p> <p>c. compares and contrasts a written drama or story to a visual or oral presentation.</p> <p>d. supports thinking with examples from the text.</p>	<ul style="list-style-type: none"> • Two column notes to compare/contrast text and visual/oral presentation • Written responses in Reading Notebook • Graphic organizer with visual elements and how each element helped build meaning in a specific text
	<p>10. Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8)</p>	<p>Performance will be satisfactory when the student:</p> <p>a. identifies the author's point(s).</p> <p>b. identifies the reasons and evidence the author uses to support their point(s).</p>	<ul style="list-style-type: none"> • Boxes and bullets graphic organizer • Close reading and annotations • Written responses in reading notebook • Sticky notes
	<p>11. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events from different cultures. (RL.4.9)</p> <p>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (RI.4.9)</p>	<p>Performance will be satisfactory when the student:</p> <p>a. reads stories, myths, and traditional literature from different cultures to analyze similar:</p> <ul style="list-style-type: none"> • themes, • topics, and • patterns of events. <p>b. identifies key details from two texts.</p> <p>c. integrates information about a single topic from two texts.</p>	<ul style="list-style-type: none"> • Flow chart/ map- record pattern of events • Written responses in reading notebook • T- chart or two column notes to compare and contrast stories from different cultures • Graphic organizers to take notes on two texts, then write a key statement and support with notes from both texts

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Reading: Lit/Info Text	<p>12. By the end of the year, read and comprehend literature and informational text, including stories, dramas, poetry, 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. (RL.4.10/RI.4.10)</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> makes meaning from appropriately difficult texts (informational text, stories, poetry). engages with and appreciates difficult texts. selects texts that are interesting, motivating, and appropriate for who they are as readers. demonstrates growth through deep thinking and collaboration. 	<ul style="list-style-type: none"> Benchmarks Running Records
Writing	<p>13. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W.4.1)</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> clearly introduces a topic or text, states an opinion, and creates an organizational structure in which ideas are logically grouped to support the writer’s purpose. provides reasons that are supported by facts and details. links opinions/reasons using transitional words and phrases (e.g., for instance, in order to, in addition). provides a concluding statement related to the opinion. 	<ul style="list-style-type: none"> Opinion writing rubric- opinion, leads, conclusions, supporting details, transitions, etc. Graphic organizer Writing continuum
	<p>14. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.4.2)</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> clearly introduces a topic. develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. links ideas within categories using words and phrases. uses precise language/domain-specific vocabulary. provides a concluding statement related to the information/explanation. 	<ul style="list-style-type: none"> Informational writing rubric Graphic organizer Writing continuum

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Writing	<p>15. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (W.4.3)</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> a. introduces the reader to: <ul style="list-style-type: none"> • setting, • narrator and/or characters, and • organize an event sequence. b. uses dialogue and description to develop events or character responses. c. uses a variety of transitional words and phrases to manage the sequence of events. d. uses concrete words and phrases and sensory details to convey experiences and events precisely. e. provides a logical conclusion. 	<ul style="list-style-type: none"> • Story map • Narrative writing rubric • Writing continuum
	<p>16. Produce writing developed and organized with the task, audience and purpose in mind. (W.4.4)</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> a. addresses the audience (e.g. peers, teacher, etc.). b. organizes with task in mind (e.g. using anchor chart for type of essay, narrative, persuasive, etc.). c. writes with purpose (e.g. science experiment, state project, poem, etc.). 	<ul style="list-style-type: none"> • Graphic organizers • Writing rubrics
	<p>17. Develop and strengthen writing with guidance from adults, peers, technology, and the Internet. (W.4.5/W.4.6)</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> a. plans, revises, edits, publishes. b. interacts and collaborates with others in person and over the Internet. c. demonstrates a command of keyboarding skills to type a minimum of one page in a single sitting. 	<ul style="list-style-type: none"> • Writing notebooks • Writing continuum • Writing checklists
	<p>18. Conduct short research projects that build knowledge through investigation of different aspects of a topic. (W.4.7)</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> a. conducts short research projects about topics of individual interest to build understanding of different aspects of a topic. b. understands steps in the research process (i.e. define question, locate resources, evaluate and use information, organize findings, share findings). 	<ul style="list-style-type: none"> • Create a scrapbook page on topic with rubric to assess research and knowledge • Take a science lab and collect all research from unit to write a short paper about topic

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Writing	19. Recall and gather relevant information from print and digital sources. (W.4.8)	Performance will be satisfactory when the student: a. takes notes and categorizes information. b. provides a list of sources.	<ul style="list-style-type: none"> • Reading/ Writing notebook • Graphic organizers (note taking, categorizing, listing sources) • Sticky notes/ notes sorted into categories
	20. Provide evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9)	Performance will be satisfactory when the student: a. responds to the story, author, or character using specific evidence from the text (e.g. a character’s thoughts, words, or actions).	<ul style="list-style-type: none"> • Close reading and annotations • Writing Notebook • Sticky notes • Exit slips • Literature discussion group rubrics
	21. Write routinely throughout the day for various purposes in all subject areas. (W.4.10)	Performance will be satisfactory when the student: a. writes over extended times frames (time for research, reflection, and revision). b. writes shorter response time frames (a single sitting or a day or two). c. writes legibly and fluidly in print and cursive.	<ul style="list-style-type: none"> • Writing Notebook • Writing continuum • Reading notebook
Speaking & Listening	22. Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. (SL.4.1)	Performance will be satisfactory when the student: a. comes to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore their own ideas. b. follows agreed-upon rules for discussions and carries out assigned roles. c. poses and responds 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. d. reviews the key ideas expressed and explain their own ideas and understanding in light of the discussion.	<ul style="list-style-type: none"> • Book club • Participation rubric • Peer evaluation/checklist

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Speaking & Listening	23. Students will comprehend text read aloud or information presented in diverse media and formats. (SL.4.2)	Performance will be satisfactory when the student: a. paraphrases portions of the text presented either visually, quantitatively, or orally.	<ul style="list-style-type: none"> • Graphic organizers (main ideas and details, paraphrase) • Exit slips from read aloud • Reading notebooks
	24. Identify the reasons and evidence a speaker provides to support particular points. (SL.4.3)	Performance will be satisfactory when the student: a. explains the speaker’s key point(s). b. reasons given to support point(s). c. explains the speakers supporting evidence.	<ul style="list-style-type: none"> • T-chart • Exit slip from presentations
	25. Students will report on a topic or text, tell a story, or recount an experience in an organized manner. (SL.4.4)	Performance will be satisfactory when the student: a. uses appropriate facts and relevant, descriptive details. b. organizes the presentation around main ideas or themes, c. speaks clearly. d. speaks at an understandable pace.	<ul style="list-style-type: none"> • Speaking rubric • Book clubs
	26. Add audio recordings and visual displays to presentations when appropriate. (SL.4.5)	Performance will be satisfactory when the student: a. enhances the development of a main idea or theme in a presentation through the use of an audio recording or visual display.	<ul style="list-style-type: none"> • Running records (fluid reading) • Presentation guidelines and rubric
	27. Student will differentiate between contexts that call for formal English and situations where informal discourse is appropriate. (SL.4.6)	Performance will be satisfactory when the student: a. uses formal English when appropriate to task and situation. b. appropriately adapts their speech. c. moves fluidly between use of formal English and informal discourse.	<ul style="list-style-type: none"> • Literature Discussion group rubric • Presentation rubrics •

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Language	28. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.4.1)	Performance will be satisfactory when the student: a. uses relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. forms and uses the progressive verb tenses (e.g., I was walking. I am walking. I will be walking). c. uses modal auxiliaries (e.g., can, may, must) to convey various conditions. d. orders adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. forms and uses prepositional phrases. f. produces complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. correctly uses frequently confused words (e.g., to, too, two; there, their).	<ul style="list-style-type: none"> • Writing samples • Reading/writing notebooks • Book clubs • Presentation • Writing continuum
	29. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.4.2)	Performance will be satisfactory when the student: a. uses correct capitalization. b. uses commas and quotation marks to mark direct speech and quotations from a text. c. uses a comma before a coordinating conjunction in a compound sentence. d. spells grade-appropriate words correctly, consulting references as needed.	<ul style="list-style-type: none"> • Writing samples • Reading/writing notebooks • Quick writes • Writing continuum
	30. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.4.3)	Performance will be satisfactory when the student: a. chooses words and phrases to convey ideas precisely. b. chooses punctuation for effect. c. differentiates between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	<ul style="list-style-type: none"> • Writing continuum • Reading/ Writing notebooks • Quick writes • Writing samples • Literature discussion group rubric • Presentation Rubric

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Language	31. 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. (L.4.4)	Performance will be satisfactory when the student: a. uses context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. consults 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.	<ul style="list-style-type: none"> • Words Their Way activities • Reading notebook • Vocabulary graphic organizer • Word study notebook
	32. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.4.5)	Performance will be satisfactory when the student: a. explains the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. recognizes and explains the meaning of common idioms, adages, and proverbs. c. demonstrates understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	<ul style="list-style-type: none"> • Word study notebook • Word webs • Reading notebook • Close reading and annotations • Vocabulary graphic organizers
	33. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. (L.4.6)	Performance will be satisfactory when the student: a. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that: <ul style="list-style-type: none"> • signal precise actions, emotions, or states of being (e.g. quizzed, whined, stammered) • are basic to a particular topic (e.g. “wildlife”, “conservation”, and “endangered” when discussing animal preservation) 	<ul style="list-style-type: none"> • Word study notebook • Vocabulary graphic organizers • Reading/ Writing notebook

Resources and learning activities that address essential learning objectives: