

East Penn School District
Elementary Curriculum

A Planned Course Statement
for

4th Grade Language Arts

Course # **14**

Length of Period (mins.) 150

Periods per Cycle: 5

Length of Course (yrs.) 1.0

Adopted: June, 2006

Revised: April, 2013

Developed by:
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Description of Course #14

Course Title:

K – 5 Language Arts Program

Description:

The K – 5 Language Arts Program is an integration of reading, writing, listening, and speaking. This course of study encompasses a combination of literacy immersion and explicit instruction in a meaningful context.

Goals:

Children will effectively read, write, and communicate with others.

Requirements:

Students will:

- Learn to read independently
- Read critically in all content areas
- Read, analyze, and interpret literature
- Write clearly and effectively in various formats
- Demonstrate speaking and listening skills
- Write legibly in manuscript and cursive

Text: Beck, Farr, Strickland, Ada, Hudson, McKeown, Scarcella, Washington, Harcourt Storytown (Ride the Edge), Harcourt School Publishers, 2008

Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Eligible Content	Evaluations Options	Standard
1.1 Foundational Skills <i>Phonics and Word Recognition</i>	1	Student will know and apply grade level phonics and word analysis skills in decoding words.	R	<ul style="list-style-type: none"> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. 	<ul style="list-style-type: none"> Teacher Observation Rubrics Tests/Quizzes Checklists Projects/Reports Portfolios District Assessments Writing Prompts 	C.C.1.1.4.D
1.1 Foundational Skills <i>Fluency</i>	2	Student will read with accuracy and fluency to support comprehension.	L	<ul style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 		C.C.1.1.4.E
1.2 Reading Informational Text <i>Key Ideas and Details</i> <i>Main Idea</i>	3	Student will determine the main idea of a text and explain how it is supported by key details; summarize the text.	L	<ul style="list-style-type: none"> Determine the main idea of a text and explain how it is supported by key details; summarize the text. E04.B-K.1.1.2	<ul style="list-style-type: none"> Teacher Observation Rubrics Tests/Quizzes Checklists Projects/Reports Portfolios District Assessments Writing Prompts 	C.C.1.2.4.A
1.2 Reading Informational Text <i>Key Ideas and Details</i> <i>Text Analysis</i>	4	Student will refer to details and examples in text to support what the text says explicitly and make inferences.	L	<ul style="list-style-type: none"> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. E04.B-K.1.1.1		C.C.1.2.4.B

<p>1.2 Reading Informational Text</p> <p><i>Key Ideas and Details</i> <i>Text Analysis</i></p>	5	Student will explain events, procedures, ideas or concepts in a text, including what happened and why, based on specific information in the text.	L	<ul style="list-style-type: none"> ● Explain events, procedures, ideas, steps or concepts in a historical, scientific or technical text, including what happened and why, based on specific information in the text. <p>E04.B-K.1.1.3</p>		C.C.1.2.4.C
<p>1.2 Reading Informational Text</p> <p><i>Craft and Structure</i> <i>Point of View</i></p>	6	Student will compare and contrast and event or topic told from two different points of view.	L	<ul style="list-style-type: none"> ● Compare and contrast a first hand and second hand account of the same event or topic; describe the differences in focus and the information provided. <p>E04.B-C.2.1.1</p>		C.C.1.2.4.D
<p>1.2 Reading Informational Text</p> <p><i>Craft and Structure</i> <i>Text Structure</i></p>	7	Student will use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).	L	<ul style="list-style-type: none"> ● Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text. <p>E04.B-C.2.1.2</p>		C.C.1.2.4.E
<p>1.2 Reading Informational Text</p> <p><i>Craft and Structure</i> <i>Vocabulary</i></p>	8	Determine the meaning of words and phrases as they are used in grade level text, including figurative language.	U	<ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> 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 words (e.g., telegraph, photograph, autograph). 		CC.1.2.4.F

				<ul style="list-style-type: none"> c. Determine the meaning of general academic and domain specific words or phrases used in a text. ● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Explain the meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms. <p>E04.B-V.4.1.1 E04.B-V.4.1.2</p>		
1.2 Reading Informational Text <i>Integration of Knowledge and Ideas</i> <i>Diverse Media</i>	9	Student will interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.	L	<ul style="list-style-type: none"> ● Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features. <p>E04.B-C.3.1.3</p>		CC1.2.4.G
1.2 Reading Informational Text <i>Integration of Knowledge and Ideas</i> <i>Evaluating Arguments</i>	10	Student will explain how an author uses reasons and evidence to support particular point in a text.	L	<ul style="list-style-type: none"> ● Explain how an author uses reasons and evidence to support particular points in a text. <p>E04.B-C3.1.1</p>		CC1.2.4.H

<p>1.2 Reading Informational Text</p> <p><i>Integration of Knowledge and Ideas</i></p> <p><i>Analysis Across Texts</i></p>	11	Student will integrate information from two texts on the same topic to demonstrate understanding of that topic.	L	<ul style="list-style-type: none"> ● Integrate information from two texts on the same topic in order to demonstrate subject knowledge. ● Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of the text features. <p>E04.B-C.3.1.2 E04.B-C.3.1.3</p>		CC1.2.4.I
<p>1.2 Reading Informational Text</p> <p><i>Vocabulary Acquisition and Use</i></p>	12	Student will acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	L	<ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> 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 words (e.g., telegraph, photograph, autograph). ● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Explain the meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms. 		CC1.2.4.J

				E04.B-V.4.1.1 E04.B-V.4.1.2		
1.2 Reading Informational Text <i>Vocabulary Acquisition and Use</i>	13	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	L	<ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> 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. Determine the meaning of general academic and domain specific words or phrases used in a text. E04.B-V.4.1.1		CC.1.2.4.K
1.2 Reading Informational Text <i>Range of Reading</i>	14	Student will read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently	L			CC.1.2.4.L
1.3 Reading Literature <i>Key Ideas and Details Theme</i>	15	Student will determine the theme of a text from details in the text; summarize the text.	L	<ul style="list-style-type: none"> ● Determine the theme of a story, drama, or poem from details in the text; summarize the text. E04.A-K.1.1.2	<ul style="list-style-type: none"> ● Teacher Observation ● Rubrics ● Tests/Quizzes ● Checklists ● Projects/Reports ● Portfolios ● District Assessments ● Writing Prompts 	CC.1.3.4.A

<p>1.3 Reading Literature</p> <p><i>Key Ideas and Details Text Analysis</i></p>	16	Student will cite relevant details from text to support what the text says explicitly and make inferences.	L	<ul style="list-style-type: none"> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <p>E04.A-K.1.1.1</p>		CC.1.3.4.B
<p>1.3 Reading Literature</p> <p><i>Key Ideas and Details Literary Elements</i></p>	17	Student will describe in depth and character, setting or event in a story or drama, drawing on specific details in the text.	L	<ul style="list-style-type: none"> Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character’s thoughts, words or actions). <p>E04.A-K.1.1.3</p>		CC.1.3.4.C
<p>1.3 Reading Literature</p> <p><i>Craft and Structure Point of View</i></p>	18	Student will compare and contrast and event or topic told from two different points of view.	L	<ul style="list-style-type: none"> Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations. <p><u>Note:</u> “Stories” means narration of events told through the text types of stories, dramas or poems</p> <p>E04.A-C.2.1.1</p>		CC.1.3.4.D
<p>1.3 Reading Literature</p> <p><i>Craft and Structure Text Structure</i></p>	19	Student will explain major differences between poems, drama and prose, and refer to the structural elements of each when writing or speaking about a text.	U			CC.1.3.4.E
<p>1.3 Reading Literature</p> <p><i>Craft and Structure Vocabulary</i></p>	20	Student will determine the meaning of words and phrases as they are used in grade level text, including figurative language.	L	<ul style="list-style-type: none"> 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. 		CC.1.3.4.F

				<ul style="list-style-type: none"> 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 words (e.g., telegraph, photograph, autograph). c. Determine the meaning of general academic and domain specific words or phrases used in a text. <ul style="list-style-type: none"> ● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Explain the meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms. <p>E04.B-V.4.1.1 E04.B-V.4.1.2</p>		
<p>1.3 Reading Literature</p> <p><i>Integration of Knowledge and Ideas Sources of Information</i></p>	21	Student will 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.	U			CC.1.3.4.G

<p>1.3 Reading Literature</p> <p><i>Integration of Knowledge and Ideas</i></p> <p><i>Text Analysis</i></p>	22	<p>Student will compare and contrast similar themes, topics and patterns of events in literature, including texts from different cultures.</p>	L	<ul style="list-style-type: none"> ● 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. <p><u>Note: “Stories” means narration of events told through the text types of stories, dramas or poems</u></p> <p>E04.A-C.3.1.1</p>		CC.1.3.4.H
<p>1.3 Reading Literature</p> <p><i>Vocabulary Acquisition and Use</i></p> <p><i>Strategies</i></p>	23	<p>Student will determine or clarify the meaning of unknown and multiple- meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p>	L	<ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> 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 words (e.g., telegraph, photograph, autograph). <p>E04.A-V.4.1.1</p>		CC.1.3.4.I
<p>1.3 Reading Literature</p> <p><i>Vocabulary Acquisition and Use</i></p>	24	<p>Student will acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p>	L	<ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase. 		CC.1.3.4.J

				<p>b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a words (e.g., telegraph, photograph, autograph).</p> <ul style="list-style-type: none"> ● Demonstrate understanding of figurative language, word relationships and nuances in word meanings. <ul style="list-style-type: none"> a. Explain the meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms. <p>E04.A-V.4.1.1 E04.A-V.4.1.2</p>		
<p>1.3 Reading Literature <i>Range of Reading</i></p>	25	Student will read and comprehend literary fiction on grade level, reading independently and proficiently.	L			CC.1.3.4.K
<p>1.4 Writing <i>Informative/ Explanatory</i></p>	26	Student will write informative / explanatory texts to examine a topic and convey ideas and information clearly.	R		<ul style="list-style-type: none"> ● Teacher Observation ● Rubrics ● Tests/Quizzes ● Checklists ● Projects/Reports ● Portfolios ● District Assessments ● Writing Prompts 	CC.1.4.4.A

<p>1.4 Writing</p> <p><i>Informative/ Explanatory</i></p> <p><i>Focus</i></p>	27	Student will identify and introduce the topic clearly.	L	<ul style="list-style-type: none"> ● Introduce a topic for the intended audience and group related information in paragraphs and / or sections to support the writer’s purpose. ● Introduce texts for the intended audience, state a topic, and create an organizational structure in which related ideas are logically grouped to support the writer’s purpose. <p>E04.C.1.2.1 E04.E.1.1.1</p>		CC.1.4.4.B
<p>1.4 Writing</p> <p><i>Informative/ Explanatory</i></p> <p><i>Content</i></p>	28	Student will develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multi-media when useful to aiding comprehension.	L	<ul style="list-style-type: none"> ● Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. ● Develop the analysis using a variety of evidence from texts to support claims, opinions, and inferences. <p>E04C.1.2.2 E04E.1.1.2</p>		CC.1.4.4.C
<p>1.4 Writing</p> <p><i>Informative/ Explanatory</i></p> <p><i>Organization</i></p>	29	Student will group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.	L	<ul style="list-style-type: none"> ● Introduce a topic for the intended audience and group, related information in paragraphs and / or sections to support the writer’s purpose. ● Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). ● Provide a concluding statement or sections related to the information or explanation presented. ● Introduce texts for the intended audience, state a topic, and create an organizational structure in which related ideas are logically grouped to support the writer’s purpose. 		CC.1.4.4.D

				<ul style="list-style-type: none"> ● Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). ● Provide a concluding statement or section related to the analysis presented. <p>E04.C.1.2.1 E04.C.1.2.3 E04.C.1.2.5 E04.E.1.1.1 E04.E.1.1.3 E04.E.1.1.5</p>		
1.4 Writing <i>Informative/ Explanatory</i> <i>Style</i>	30	Student will use precise language and domain specific vocabulary to inform about or explain the topic.	U	<ul style="list-style-type: none"> ● Use precise language and domain specific vocabulary to inform about or explain the topic. ● Choose words and phrases to convey ideas precisely. ● Choose punctuation for effect. ● Choose words and phrases for effect. ● Use precise language and domain specific vocabulary to inform about or explain the topic. <p>E04.C.1.2.4 E04.D.2.1.1 E04.D.2.1.2 E04.D.2.1.3 E04.E.1.1.4</p>		CC.1.4.4.E
1.4 Writing <i>Informative/ Explanatory</i> <i>Conventions of Language</i>	31	Student will demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	L	<ul style="list-style-type: none"> ● Use relative pronouns (e.g., who, whose, whom, which, that) and relative adverbs (e.g., where, when, why). ● Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. ● Use modal auxiliaries (e.g., can, may, must) to convey various conditions. 		CC.1.4.4.F

				<ul style="list-style-type: none"> ● Form and use prepositional phrases. ● Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. ● Correctly use frequently confused words (e.g., to, too, two; there, their, they're). ● Insure subject-verb and pronoun antecedent agreement. ● Use correct capitalization. ● 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. ● Spell grade appropriate words correctly. <p>E04.D.1.1.1 E04.D.1.1.2 E04.D.1.1.3 E04.D.1.1.4 E04.D.1.1.5 E04.D.1.1.6 E04.D.1.1.7 E04.D.1.1.8 E04.D.1.2.1 E04.D.1.2.2 E04.D.1.2.3 E04.D.1.2.4</p>		
1.4 Writing <i>Opinion / Argumentative</i>	32	Student will write opinion pieces on topics or texts.	L			CC.1.4.4.G
1.3 Writing <i>Opinion /</i>	33	Student will introduce the topic and state an opinion on the topic.	R	<ul style="list-style-type: none"> ● Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. 		CC.1.4.4.H

<i>Argumentative Focus</i>				<ul style="list-style-type: none"> ● Introduce texts for the intended audience, state a topic, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose. <p>E04.C.1.1.1 E04.E.1.1.1</p>		
1.4 Writing <i>Opinion / Argumentative Content</i>	34	Student will provide reasons that are supported by facts and details.	L	<ul style="list-style-type: none"> ● Provide reasons that are supported by facts and details. ● Develop the analysis using a variety of evidence from texts to support claims, opinions, and inferences. <p>E04.C.1.1.2 E04.E.1.1.2</p>		CC.1.4.4.I
1.4 Writing <i>Opinion / Argumentative Organization</i>	35	Student will create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.	L	<ul style="list-style-type: none"> ● Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. ● Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). ● Provide a concluding statement or section related to the opinion presented. ● Introduce texts for the intended audience, state a topic, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose. ● Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). ● Provide a concluding statement or section related to the analysis presented. <p>E04.C.1.1.1</p>		CC.1.4.4.J

				<p>E04.C.1.1.3 E04.C.1.1.4 E04.E.1.1.1 E04.E.1.1.3 E04.E.1.1.5</p>		
<p>1.4 Writing <i>Opinion / Argumentative Style</i></p>	36	Student will choose words and phrases to convey ideas precisely.	U	<ul style="list-style-type: none"> ● Choose words and phrases to convey ideas precisely. ● Choose punctuation for effect. ● Choose words and phrases effect. ● Use precise language and domain specific vocabulary to inform about or explain the topic. <p>E04.D.2.1.1 E04.D.2.1.2 E04.D.2.1.3 E04.E.1.1.4</p>		CC.1.4.4.K
<p>1.4 Writing <i>Opinion / Argumentative Conventions of Language</i></p>	37	Student will demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	L	<ul style="list-style-type: none"> ● Use relative pronouns (e.g., who, whose, whom, which, that) and relative adverbs (e.g., where, when, why). ● Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. ● Use modal auxiliaries (e.g., can, may, must) to convey various conditions. ● Form and use prepositional phrases. ● Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. ● Correctly use frequently confused words (e.g., to, too, two; there, their, they're). ● Insure subject-verb and pronoun antecedent agreement. ● Use correct capitalization. 		CC.1.4.4.L

				<ul style="list-style-type: none"> ● 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. ● Spell grade appropriate words correctly. <p>E04.D.1.1.1 E04.D.1.1.2 E04.D.1.1.3 E04.D.1.1.4 E04.D.1.1.5 E04.D.1.1.6 E04.D.1.1.7 E04.D.1.1.8 E04.D.1.2.1 E04.D.1.2.2 E04.D.1.2.3 E04.D.1.2.4</p>		
1.4 Writing <i>Narrative</i>	38	Student will write narratives to develop real or imagined experiences or events.	R			CC.1.4.4.M
1.4 Writing <i>Narrative</i> <i>Focus</i>	39	Student will orient the reader by establishing a situation and introducing a narrator and / or characters.	L	<ul style="list-style-type: none"> ● Orient the reader by establishing a situation and introducing a narrator and / or characters; organize an event sequence that unfolds naturally to support the writer’s purpose; establish a controlling point. <p>E04.C.1.3.1</p>		CC.1.4.4.N
1.4 Writing <i>Narrative</i> <i>Content</i>	40	Student will use dialog and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events	L	<ul style="list-style-type: none"> ● Use narrative techniques such as dialog and description to develop experiences and events or to show the responses of characters to situations. 		CC.1.4.4.O

		precisely.		<ul style="list-style-type: none"> Use concrete words and phrases and sensory details to convey experiences and events precisely. <p>E04.C.1.3.2 E04.C.1.3.4</p>		
1.4 Writing <i>Narrative</i> <i>Organization</i>	41	Student will organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.	L	<ul style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and / or characters; organize an event sequence that unfolds naturally to support the writer’s purpose; establish a controlling point. Using variety of transitional words and phrases to manage the sequence of events. Provide a conclusion that follows from the narrative experiences or events. <p>E04.C.1.3.1 E04.C.1.3.3 E04.C.1.3.5</p>		CC.1.4.4.P
1.4 Writing <i>Narrative</i> <i>Style</i>	42	Student will choose words and phrases to convey ideas precisely.	U	<ul style="list-style-type: none"> Use concrete words and phrases and sensory details to convey experiences and events precisely. Choose words and phrases to convey ideas precisely. Choose punctuation for effect. Choose words and phrases for effect. <p>E04.C.1.3.4 E04.D.2.1.1 E04.D.2.1.2 E04.D.2.1.3</p>		CC.1.4.4.Q
1.4 Writing <i>Narrative</i> <i>Conventions of Language</i>	43	Student will demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	L	<ul style="list-style-type: none"> Use relative pronouns (e.g., who, whose, whom, which, that) and relative adverbs (e.g., where, when, why). 		CC.1.4.4.R

				<ul style="list-style-type: none"> ● Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. ● Use modal auxiliaries (e.g., can, may, must) to convey various conditions. ● Form and use prepositional phrases. ● Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. ● Correctly use frequently confused words (e.g., to, too, two; there, their, they're). ● Insure subject-verb and pronoun antecedent agreement. ● Use correct capitalization. ● 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. ● Spell grade appropriate words correctly. <p>E04.D.1.1.1 E04.D.1.1.2 E04.D.1.1.3 E04.D.1.1.4 E04.D.1.1.5 E04.D.1.1.6 E04.D.1.1.7 E04.D.1.1.8 E04.D.1.2.1 E04.D.1.2.2 E04.D.1.2.3 E04.D.1.2.4</p>		
1.4 Writing <i>Response to Literature</i>	44	Student will draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.	R			CC.1.4.4.S

<p>1.4 Writing <i>Production and Distribution of Writing</i> <i>Writing Process</i></p>	45	Student will with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	R			CC.1.4.4.T
<p>1.4 Writing <i>Technology and Publication</i></p>	46	Student will with some guidance and support, 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.	U			CC.1.4.4.U
<p>1.4 Writing <i>Conducting Research</i></p>	47	Student will conduct short research projects that build knowledge through investigation of different aspects of a topic.	L			CC.1.4.4.V
<p>1.4 Writing <i>Credibility, Reliability, and Validity of Sources</i></p>	48	Students will recall relevant information from experiences of gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	L			CC.1.4.4.W
<p>1.4 Writing <i>Range of Writing</i></p>	49	Students will 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.	R			CC.1.4.4.X
<p>1.5 Speaking and Listening <i>Comprehension and Collaboration</i></p>	50	Student will engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.	R		<ul style="list-style-type: none"> ● Teacher Observation ● Rubrics ● Tests/Quizzes ● Checklists ● Projects/Reports ● Portfolios 	CC.1.5.4.A

<i>Collaborative Discussion</i>					<ul style="list-style-type: none"> ● District Assessments ● Writing Prompts 	
1.5 Speaking and Listening <i>Comprehension and Collaboration</i> <i>Critical Listening</i>	51	Student will paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	U			CC.1.5.4.B
1.5 Speaking and Listening <i>Comprehension and Collaboration</i> <i>Evaluating Information</i>	52	Student will identify the reasons and evidence a speaker provides to support particular points.	U			CC.1.5.4.C
1.5 Speaking and Listening <i>Presentation of Knowledge and Ideas</i> <i>Purpose, Audience, and Task</i>	53	Student will 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 with adequate volume, appropriate pacing, and clear pronunciation.	L			CC.1.5.4.D
1.5 Speaking and Listening <i>Presentation of Knowledge and Ideas</i> <i>Context</i>	54	Student will differentiate between contexts that require formal English vs. informal situations.	U			CC.1.5.4.E

1.5 Speaking and Listening <i>Integration of Knowledge and Ideas</i> <i>Multimedia</i>	55	Student will add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	L			CC.1.5.4.F
1.5 Speaking and Listening <i>Conventions of Standard English</i>	56	Student will demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.	L			CC.1.5.4.G
1.6 Handwriting <i>Manuscript</i>	57	Student will form manuscript letters correct and write legibly	R		<ul style="list-style-type: none"> ● Teacher Observation ● Rubrics ● Tests/Quizzes ● Checklists ● Projects/Reports ● Portfolios ● District Assessments ● Writing Prompts 	
1.6 Handwriting <i>Spacing</i>	58	Student will demonstrate understanding that spaces occur between words	R			
1.6 Handwriting <i>Distinguishing</i>	59	Students will distinguish differences between manuscript and cursive handwriting	R			
1.6 Handwriting <i>Reading Cursive</i>	60	Students will read cursive handwriting	R			
1.6 Handwriting <i>Writing Cursive</i>	61	Students will refine forming cursive letters and letter joinings	R			

1.6 Handwriting <i>Writing</i>	62	Students will complete legible work in manuscript and/or cursive handwriting	R			
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