

4th Grade English Language Arts Year-At-A-Glance - Writing

Unit 1: Launching Writers' Workshop	Unit 2: Narrative Writing	Unit 3: Opinion Writing	Unit 4: Informative/Explanatory Writing
<p>Essential Standard(s): 4_W_1 The student will understand and apply the structure of the workshop model.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • 4_W_1_A Identify the purpose of the three components within the workshop model: crafting, composing, reflecting • 4_W_1_B Distinguish between the role of the teacher and student within the workshop model: crafting, composing, reflecting (K, R) • 4_W_1_C Understand and demonstrate the procedures and routines during Writer's Workshop (K, S) • 4_W_1_D Use a writer's notebook (i.e. folder, binder, composition notebook) (S) • 4_W_1_E Explain and demonstrate the work of a writer (K, S) • 4_W_1_F Identify the ways that writers get their ideas (K) • 4_W_1_G Identify the resources that writers use (K) • 4_W_1_H Communicate about writing in a variety of ways (S) • 4_W_1_I Recognize steps in the writing process (K) • 4_W_1_J Select appropriate personal goals as a writer to monitor progress (K) • 4_W_1_K Write routinely over extended time frames and shorter time frames (P) (W.4.10) 	<p>Essential Standard(s): 4_W_2 The student will compose an appropriate type of writing for a variety of purposes and audiences. 4_W_3 The student will apply the conventions of Standard English grammar and usage in writing.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • 4_W_2_A Follow a writing process to plan writing, write a draft, strengthen writing by revising and editing, produce and publish writing (P) (W.4.6,7) • 4_W_2_B Write routinely over extended and shorter time frames (P) (W.4.10) • 4_W_2_E Write narratives that develop real experiences or events using descriptive details and clear event sequences (P) (W.4.3) • 4_W_2_F Write narratives that orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally (P) (W.4.3a) • 4_W_2_G Write narratives that use dialogue and description to develop or show the responses of characters to situations (P) (W.4.3b) • 4_W_2_H Write narratives that sequence events by using a variety of transitional words and phrases (P) (W.4.3c) • 4_W_2_I Write narratives that determine and use concrete words or phrases and sensory details to convey experiences and events precisely (P) (W.4.3d) • 4_W_3_A Use the correct placement of a comma before a coordinating conjunction in a compound sentence (K) (L.4.2c) • 4_W_3_J Choose punctuation for effect (K) (L.4.3b) • 4_W_3_K Use quotation marks correctly (K) (L.4.2b) • 4_W_3_M Produce complete sentences recognizing and correcting inappropriate fragments and run ons (P) (L.4.1f) • 4_W_3_L Determine the correct use of frequently confused words (e.g., to, too, two, there, their) (R) (L.4.1f) • 4_W_3_D Use correct spelling of grade appropriate words consulting references as needed (K) (L.4.2d) • 4_W_2_C With some guidance and support from adults, use technology, including the Internet to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting. 	<p>Essential Standard(s): 4_W_2 The student will compose an appropriate type of writing for a variety of purposes and audiences. 4_W_3 The student will apply the conventions of Standard English grammar and usage in writing. 4_IL_1 The student will gather and utilize relevant information from multiple print and digital sources while avoiding plagiarism.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • 4_W_2_C With some guidance and support from adults, use technology, including the Internet to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting. • 4_W_2_P Write opinion pieces that formulate a topic or text clearly, state an opinion, and group related ideas to support the writer's purpose (P) (W.4.1a) • 4_W_2_Q Write opinion pieces that support reasons with facts and details (P) (W.4.1b) • 4_W_2_R Write opinion pieces that choose transition words and phrases to link opinions and reasons (P) (W.4.1c) • 4_W_2_S Write opinion pieces that formulate a concluding statement or section related to the opinion presented (P) (W.4.1d) • 4_IL_1_C Conduct a short research project, while gathering relevant information from multiple print and digital sources to establish a purpose or answer a question drawing on several sources and refocusing the inquiry when appropriate (P) (W.4.7) • 4_W_2_T Collect evidence from literary or informational text to support analysis, reflection, and research (S) (W.4.9b) • 4_W_2_U Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably (S) (RI.4.9) • 4_W_3_E Determine and use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why) (K) (L.4.1a) • 4_W_3_F Determine and use auxiliary verbs (e.g., can, may, must) with a base verb to express distinctions in mood (K) (L.4.1c) 	<p>Essential Standard(s): 4_W_2 The student will compose an appropriate type of writing for a variety of purposes and audiences. 4_W_3 The student will apply the conventions of Standard English grammar and usage in writing. 4_IL_1 The student will gather and utilize relevant information from multiple print and digital sources while avoiding plagiarism.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • 4_W_2_K Write informative & explanatory texts that introduce a topic clearly and group related information in paragraphs and sections (P) (W.4.2a) • 4_W_2_L Write informative & explanatory texts that support the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic (P) (W.4.2b) • 4_W_2_M Write informative & explanatory texts that use transition words to link ideas within categories of information (P) (W.4.2c) • 4_W_2_N Write informative & explanatory texts that support information by using precise language and domain specific vocabulary to inform about or explain the topic (P) (W.4.2d) • 4_W_2_O Write informative & explanatory texts that formulate a concluding statement or section related to the information or explanation presented (P) (W.4.2e) • 4_W_3_H Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag) (R) (L.4.1d) • 4_W_3_I Formulate and use prepositional phrases (R) (L.4.1e) • 4_W_2_T Collect evidence from literary or informational text to support analysis, reflection, and research (S) (W.4.9b) • 4_W_2_U Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably (S) (RI.4.9) • 4_W_2_C With some guidance and support from adults, use technology, including the Internet to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting. • 4_IL_1_A Quote, paraphrase, or summarize the details or conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources (R) • 4_W_3_B Use correct capitalization in titles (K) (L.4.2a) • 4_W_3_C Underline and italicize titles (K)

4th Grade English Language Arts Year-At-A-Glance – Reading

Unit 1: Launching Readers' Workshop	Unit 2: Monitoring for Meaning	Unit 3: Using and Creating Schema	Unit 4: Using Sensory Images
<p>Essential Standard(s): 4_R_1 The student will understand and apply the structure of the workshop model. 4_SL_1 The student will speak and listen effectively in multiple contexts. Learning Targets:</p> <ul style="list-style-type: none"> 4_R_1_A Explain and demonstrate the work of a reader (K, S) 4_R_1_B Identify the purpose of the three components within the workshop model: crafting, composing, reflecting 4_R_1_C Distinguish between the role of the teacher and student within the workshop model: crafting, composing, reflecting (K, R) 4_R_1_D Select a variety of appropriate texts based on interest, purpose and reading level and a keep a record of reading (R) 4_R_1_E Understand and demonstrate the procedures and routines during Reader's Workshop (K & S) 4_R_1_F Communicate about reading in a variety of ways (S) 4_R_1_G Select appropriate personal goals as a reader to monitor progress (K) 4_SL_1_A Follow agreed-upon rules for discussions and speaking (i.e.: listen to others, speak one at a time, eye contact, volume, pace, be prepared) (S) (SL.4.1a, b) 	<p>Essential Standard(s): 4_R_2 The student will develop vocabulary and determine the meaning of words and phrases as they are used in text. 4_R_4 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level literature. 4_R_5 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level informational texts. Learning Targets:</p> <ul style="list-style-type: none"> 4_R_4_H Monitor understanding while reading literature. 4_R_5_H Monitor understanding while reading informational text. 4_R_2_A Determine or clarify meaning of unknown and multiple-meaning words and phrases based on 4th grade reading and content, choosing flexibly from an array of strategies (R) (L.4.4) 4_R_2_B Explain the meaning of a word by using context clues (e.g. definitions, examples, or restatements in text) (L.4.4a) 4_R_2_C Consult glossaries, dictionaries, thesauruses, and other digital sources to determine or clarify the meaning of words (L.4.4c) 4_R_2_D Use common, grade-appropriate Greek and Latin affixes and roots as clues to determine the meaning of a word (e.g., telegraph, photograph, autograph) (S) (L.4.4b) 4_R_2_H Relate words to their opposites (antonyms) and to words with similar but not identical meanings (synonyms) (L.4.5c) 4_R_3_A Use context to confirm or self correct word recognition and understanding (S) (RFS.4.4c) 4_R_3_B Read grade level text orally with accuracy, appropriate rate, phrasing and expression (S) (RFS.4b) 	<p>Essential Standard(s): 4_R_4 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level literature. 4_R_5 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level informational texts. Learning Targets:</p> <ul style="list-style-type: none"> 4_R_4_I Activate, utilize, and build relevant, prior knowledge before, during, and after reading literature. 4_R_5_I Activate, utilize, and build relevant, prior knowledge before, during, and after reading informational texts. 4_R_4_F Explain differences between poems, drama and prose and refer to the structural elements of poems(i.e. verse, rhythm, meter), drama (i.e. casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text (K) (RL.4.5) 4_R_5_E Compare and contrast a firsthand and secondhand account of the same event or topic (R) (RI.4.6) 	<p>Essential Standard(s): 4_R_2 The student will develop vocabulary and determine the meaning of words and phrases as they are used in text. 4_R_4 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level literature. 4_SL_1 The student will speak and listen effectively in multiple contexts. Learning Targets:</p> <ul style="list-style-type: none"> 4_R_4_J Create sensory images while reading literature 4_R_2_E Demonstrate understanding of figurative language and word relationships (S) (L.4.5) 4_R_2_F Explain the meaning of simple similes and metaphors (pretty as a picture) (R) (L.4.5a) 4_R_2_G Recognize and explain the meaning of common idioms, adages, and proverbs (R) (L.4.5b) 4_R_2_I Acquire and accurately use grade-appropriate general 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 (S) (L.4.6) 4_SL_1_D Use visual displays, audio recordings, video, or graphics when appropriate (P) (SL.4.5)
Unit 5: Asking Questions	Unit 6: Inferring	Unit 7: Determining Importance	Unit 8: Synthesizing
<p>Essential Standard(s): 4_R_4 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level literature. 4_R_5 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level informational texts. 4_SL_1 The student will speak and listen effectively in multiple contexts. Learning Targets:</p> <ul style="list-style-type: none"> 4_R_4_J Ask questions to deepen understanding in literature. 4_R_5_K Ask questions to deepen understanding in informational text. 4_SL_1_B Ask and answer questions in order to seek help, get information, or clarify something that is not understood (S) (SL.4.1c) 	<p>Essential Standard(s): 4_R_4 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level literature. 4_R_5 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level informational texts. Learning Targets:</p> <ul style="list-style-type: none"> 4_R_4_B Make inferences from text using details and examples (R) (RL.4.1) 4_R_5_C Refer to details and examples from the text when explaining what the text says explicitly and when drawing inferences from the text. (S) (RI.4.1) 4_R_4_E Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations (R) (RL.4.6) 	<p>Essential Standard(s): 4_R_4 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level literature. 4_R_5 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level informational texts. 4_SL_1 The student will speak and listen effectively in multiple contexts. Learning Targets:</p> <ul style="list-style-type: none"> 4_R_4_A Determine the theme of a story, drama or poem from details in a text; summarize the text (R) (RL.4.2) 4_R_4_D Compare and contrast similar themes, topics and patterns of events (R) (RL.4.9) 4_R_4_G Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (R) (RL.4.3) 4_R_5_B Determine the main idea of a text; recount the key details and explain how they support the main idea; summarize the text (K) (RI.4.2) 4_R_5_D Describe the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text (K) (RI.4.5) 4_R_5_G Explain how an author uses reasons and evidence to support particular points in a text (K) (RI.4.8) 4_SL_1_C Tell a story, recount an experience, or report on a topic with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences (S) (SL.4.4) 4_SL_1_E Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (S) (SL.4.2) 4_SL_1_F Identify the reasons and evidence a speaker provides to support particular points (S) (SL.4.3) 	<p>Essential Standard(s): 4_R_4 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level literature. 4_R_5 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level informational texts. Learning Targets:</p> <ul style="list-style-type: none"> 4_R_4_L Synthesize the overall meaning, important concepts, and themes within literature to explain how text elements fit together and create new and personal meaning. 4_R_5_F Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears (R) (RI.4.7) 4_R_4_C Identify and explain cause and effect relationships in literature (R) 4_R_5_L Identify and explain cause and effect relationships in informational text. 4_R_5_A Explain events, procedures, ideas or concepts in a historical, scientific, or technical text including what happened and why, based on specific information in the text (K) (RI.4.3)