

Cambria Heights School District Curriculum

Course Name	English Language Arts
Grade Level	Fourth grade

1.1	Foundational Skills			
Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.				
Key Concepts		Standard (Descriptor)	Eligible Content (Grades 3-5)	Terminology
Book Handling				
Print Concepts				
Phonological Awareness				
Phonics and Word Recognition	<ul style="list-style-type: none"> • How do decoding strategies help a reader to read unknown words? • How does a sight word vocabulary support a reader's development? 	<ul style="list-style-type: none"> • Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> ○ Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. 		syllable multiple syllables decode
Fluency	How does fluency support a reader's comprehension?	<ul style="list-style-type: none"> • Read with accuracy and fluency to support comprehension: <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. 		fluency oral rate accuracy phrasing expression <u>prosody</u> : (rhythm, stress, intonation) self-corrections reread

Reading Informational Text				
1.2	Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.			
Key Concepts		Standard	Eligible Content (Grades 3-5)	Terminology
Key Ideas and Details				
Main Idea	<ul style="list-style-type: none"> How does understanding main idea and details improve a reader's comprehension? How do main ideas and details help a reader create meaning from a text? 	<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 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	main idea details summary
Text Analysis	<ul style="list-style-type: none"> How does going back to the text after reading allow the reader to locate important details, examples, and events in the story? 	Refer to details and examples in text to support what the text says explicitly and make inferences. Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.	E04.B-K.1.1.1 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.1.1.3 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.	inferences
Craft and Structure				
Point of View	How does an author convey their thoughts and feelings about a topic? How does understanding an author's perspective help a reader understand the intended message?	<ul style="list-style-type: none"> Compare and contrast an event or topic told from two different points of view. 	E04.B-C.2.1.1 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	compare contrast point of view firsthand secondhand
Text Structure	How does the structure of the text assist the reader in gaining meaning from informational text?	Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).	E04.B-C.2.1.2 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.	text structure

Vocabulary	How does a reader determine the meaning of unknown words?	Determine the meaning of words and phrases as they are used in grade level text, including figurative language.	<p>E04.B-V.4.1.1 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.</p> <ol style="list-style-type: none"> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>). Determine the meaning of general academic and domain-specific words or phrases used in a text. <p>E04.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Explain the meaning of similes and metaphors in context. Recognize and explain the meaning of common idioms, adages, and proverbs. <p>c. Demonstrate understanding of words by relating them to their antonyms and synonyms.</p>	<p>unknown word multiple-meaning words context clues affixes (suffixes/prefixes) root word/ base word</p> <p>figurative language: simile metaphor idioms adages proverbs</p> <p>antonyms synonyms</p>
Integration of Knowledge and Ideas				
Diverse Media	How does a reader integrate information from multiple sources to demonstrate understanding of text?	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.	E04.B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.	text features
Evaluating Arguments	How does a reader identify evidence from text to support a particular point?	<ul style="list-style-type: none"> Explain how an author uses reasons and evidence to support particular points in a text. 	E04.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text.	reasons evidence support
Analysis Across Texts	How does a reader integrate information from multiple sources to demonstrate understanding?	Integrate information from two texts on the same topic to demonstrate understanding of that topic.	<p>E04.B-C.3.1.2 Integrate information from two texts on the same topic in order to demonstrate subject knowledge.</p> <p>E04.B-C.3.1.3 Interpret text features (e.g., headings,</p>	text features: headings graphics charts

			graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.	timelines diagrams
Vocabulary Acquisition and Use	<ul style="list-style-type: none"> How does a reader demonstrate their understanding of new vocabulary? Why is it important for a reader to be able to determine the meaning of unknown and/or multiple meaning words? 	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. 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>E04.B-V.4.1.1 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.</p> <ul style="list-style-type: none"> d. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. e. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>). f. Determine the meaning of general academic and domain-specific words or phrases used in a text. <p>E04.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> c. Explain the meaning of similes and metaphors in context. d. Recognize and explain the meaning of common idioms, adages, and proverbs. <p>c. Demonstrate understanding of words by relating them to their antonyms and synonyms.</p>	<p>unknown word multiple-meaning words context clues restatements affixes (suffixes/ prefixes) root word/ base word</p> <p>figurative language: simile metaphor idioms adages proverbs</p> <p>antonyms synonym</p>
Range of Reading and Text Complexity	<ul style="list-style-type: none"> Why is it important to be able to read informational text independently and proficiently? 	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.		literary non-fiction informational text

Reading Literature				
1.3	Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.			
Key Concepts		Standard	Eligible Content (Grades 3-5)	Terminology
Key Ideas and Details				
Text Analysis	How does a reader select relevant details from a text to assist in making inferences?	<ul style="list-style-type: none"> Cite relevant details from text to support what the text says explicitly and make inferences. 	E04.A-K.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	cite, inferences, relevant details,
Literary Elements	How does a reader use specific details from a text in order to describe literary elements?	Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text.	E04.A-K.1.1.3 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).	character setting character traits
Theme	How does determining the theme of a text help a reader create meaning? How does summarizing help a reader understand the text?	Determine a theme of a text from details in the text; summarize the text.	E04.A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	theme summary
Craft and Structure				
Point of View	How does the point of view from which a story is being told change the meaning of the text?	<ul style="list-style-type: none"> Compare and contrast an event or topic told from two different points of view. 	E04.A-C.2.1.1 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	compare contrast narrator point of view first-person third-person
Text Structure	Why is it important for a reader to explain the major differences between poems, drama, and prose?	Explain major differences between poems, drama and prose and refer to the structural elements of each when writing or speaking about a text.		poetry drama prose
Vocabulary	Why is it important for a reader to be able to determine the meaning of unknown and/or multiple meaning	Determine the meaning of words and phrases as they are used in grade level text, including figurative language.	E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases	unknown word, multiple-meaning words,

	words?		<p>based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., <i>Herculean effort</i>). Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>). <p>E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Explain the meaning of similes and metaphors in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Demonstrate understanding of words by relating them to their antonyms and synonyms. 	<p>context clues affixes (suffixes, prefixes) root word/ base word</p> <p>figurative language: simile metaphor idioms adages proverbs</p> <p>antonyms synonyms</p>
Integration of Knowledge and Ideas				
Sources of Information	<ul style="list-style-type: none"> How does making connections between the text and visuals help a reader to create meaning from text? 	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.		connections
Text Analysis	How does a reader compare and contrast similar themes and patterns of literature, including texts from different cultures?	<ul style="list-style-type: none"> Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures. 	E04.A-C.3.1.1 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.	compare contrast theme traditional literature: (e.g. myths, folktales, fables, tall tales, fairy tales) various cultures
Vocabulary Acquisition and Use	<p>How does a reader determine the meaning of unknown words?</p> <p>How does a reader demonstrate understanding of new vocabulary?</p>	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.	E04.A-V.4.1.1 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.	Figurative language: simile metaphor idioms

			<p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., <i>Herculean effort</i>).</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</p> <p>E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of similes and metaphors in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>Demonstrate understanding of words by relating them to their antonyms and synonyms.</p>	<p>adages proverbs</p> <p>antonyms synonyms</p>
Strategies	How does a reader use and integrate various vocabulary strategies to determine the meaning of unknown words in text?	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 and tools.	<p>E04.A-V.4.1.1 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.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., <i>Herculean effort</i>).</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</p>	<p>unknown word multiple-meaning words context clue restatements affixes: (suffixes/prefixes) root word/ base word</p>
Range of Reading and Text Complexity	<ul style="list-style-type: none"> Why is it important for a reader to independently and proficiently read a work of literary fiction? 	<ul style="list-style-type: none"> Read and comprehend literary fiction on grade level, reading independently and proficiently. <ul style="list-style-type: none"> a. 		literary fiction

1.4	Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.			
Key Concepts		Standard	Eligible Content (Grades 3-5)	Terminology
Informative /Explanatory Writing		Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.		
Focus	<p>Why is it important for a writer to keep the audience and purpose in mind as he/she writes an informational piece?</p> <p>How does clearly introducing a topic support a writer’s focus?</p>	<ul style="list-style-type: none"> Identify and introduce the topic clearly. 	<p>E04.C.1.2.1 Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer’s purpose.</p> <p>E04E.1.1.1 Introduce text 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>	<p>informative/ explanatory introduction audience writer’s purpose</p> <p>organization</p>
Content	<p>How do writers develop their ideas?</p> <p>How do writers use evidence from text to support their writing?</p>	<p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p>	<p>E04.C.1.2.2 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>E04. E.1.1.2 Develop the analysis using a variety of evidence from text to support claims, opinions, and inferences</p>	<p>ideas/content quotations</p> <p>evidence claims opinions inferences</p>
Organization	<p>How do writers organize their ideas into paragraphs?</p> <p>How do writers use transitional words and phrases to link ideas in their writing?</p> <p>How do writers develop a strong conclusion for a writing piece?</p>	<ul style="list-style-type: none"> 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. 	<p>E04.C.1.2.1 Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer’s purpose.</p> <p>E04.C.1.2.3 Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p>	<p>categories transitional words/phrases</p> <p>organization conclusion</p>

			<p>E04.C.1.2.5 Provide a concluding statement or section related to the information or explanation presented.</p> <p>E04E.1.1.1 Introduce text 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> <p>E04.E.1.1.3 Link ideas within categories of information using words and phrases (e.g. another, for example, also, because)</p> <p>E04.E.1.1.5 Provide a concluding statement or section related to the analysis presented</p>	
Conventions	How does proper use of conventions assist a writer in the development of their writing?	<ul style="list-style-type: none"> Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. 	<p>E04.D.1.1.1 Use relative pronouns (e.g., <i>who, whose, whom, which, that</i>) and relative adverbs (e.g., <i>where, when, why</i>).</p> <p>E04.D.1.1.2 Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>E04.D.1.1.3 Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>E04.D.1.1.4 Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>E04.D.1.1.5 Form and use prepositional phrases.</p> <p>E04.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</p> <p>E04.D.1.1.7 Correctly use frequently confused words (e.g., <i>to, too, two; there, their, they’re</i>).*</p>	<p>relative pronouns relative adverbs</p> <p>progressive tense</p> <p>adjectives preposition prepositional phrase preposition fragment run-on sentence subject predicate</p> <p>homophones</p> <p>pronouns antecedent</p> <p>capitalization</p>

			<p>E04.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.</p> <p>E04.D.1.2.1 Use correct capitalization.</p> <p>E04.D.1.2.2 Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>E04.D.1.2.3 Use a comma before a coordinating conjunction in a compound sentence.</p> <p>E04.D.1.2.4 Spell grade-appropriate words correctly.</p>	<p>commas quotation marks</p> <p>conjunction compound sentence</p> <p>spelling</p>
Style	<ul style="list-style-type: none"> Why is it important for a writer to select precise language to inform or explain a topic? <p>How does a writer write with an awareness of style?</p>	<ul style="list-style-type: none"> Use precise language and domain-specific vocabulary to inform about or explain the topic. 	<p>E04.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E04.D.2.1.1 Choose words and phrases to convey ideas precisely.</p> <p>E04.D.2.1.2 Choose punctuation for effect.</p> <p>E04.D.2.1.3 Choose words and phrases for effect.</p> <p>E04.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>style word choice</p>
Opinion/ Argumentative Writing		Write opinion pieces on topics or texts.		
Focus	<p>How does a writer clearly introduce a topic and state an opinion on the topic?</p> <p>Why is it important for a writer to keep the audience and purpose in mind as</p>	<p>Introduce the topic and state an opinion on the topic.</p>	<p>E04.C.1.1.1 Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas</p>	<p>opinion persuade audience writer's purpose</p>

	he/she writes?		are grouped to support the writer's purpose. E04E.1.1.1 Introduce text 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.	introduction
Content	<ul style="list-style-type: none"> How does a writer use facts and details to support their opinion? How does a writer use evidence from text to support their claims? 	<ul style="list-style-type: none"> Provide reasons that are supported by facts and details. 	E04.C.1.1.2 Provide reasons that are supported by facts and details E04.E.1.1.2 Develop the analysis using a variety of evidence from text to support claims.	reasons/ evidence claims
Organization	How does a writer organize their ideas into logical paragraphs or sections? How does a writer use transitional words and phrases to link ideas or sections in their writing? How does a writer develop a conclusion for an opinion piece?	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.	E04.C.1.1.1 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. E04.C.1.1.3 Link an opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). E04.C.1.1.4 Provide a concluding statement or section related to the opinion presented. E04.E.1.1.3 Link ideas within categories of information using words and phrases (e.g. another, for example, also, because) E04.E.1.1.5 Provide a concluding statement or section related to the analysis presented	introduction audience writer's purpose organization transitional words/phrases conclusion
Conventions	How does proper use of conventions assist a writer in the development of their writing?	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	E04.D.1.1.1 Use relative pronouns (e.g., <i>who, whose, whom, which, that</i>) and relative adverbs (e.g., <i>where, when, why</i>).	relative pronouns relative adverbs

			<p>E04.D.1.1.2 Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>E04.D.1.1.3 Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>E04.D.1.1.4 Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>E04.D.1.1.5 Form and use prepositional phrases.</p> <p>E04.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</p> <p>E04.D.1.1.7 Correctly use frequently confused words (e.g., <i>to, too, two; there, their, they're</i>).</p> <p>E04.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.</p> <p>E04.D.1.2.1 Use correct capitalization.</p> <p>E04.D.1.2.2 Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>E04.D.1.2.3 Use a comma before a coordinating conjunction in a compound sentence.</p> <p>E04.D.1.2.4 Spell grade-appropriate words correctly.</p>	<p>progressive tense</p> <p>adjectives</p> <p>preposition prepositional phrase</p> <p>fragment run-on sentence subject predicate</p> <p>homophones</p> <p>pronouns antecedent</p> <p>capitalization</p> <p>punctuation: comma quotation marks</p> <p>conjunction compound sentence</p>
Style	<p>Why is it important for a writer to select precise language to inform or explain a topic?</p> <p>How does a writer write with an</p>	<ul style="list-style-type: none"> Choose words and phrases to convey ideas precisely 	<p>E04.D.2.1.1 Choose words and phrases to convey ideas precisely.</p> <p>E04.D.2.1.2</p>	<p>style word choice</p>

	awareness of style?		Choose punctuation for effect. E04.D.2.1.3 Choose words and phrases for effect. E04.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.	
Narrative Writing		Write narratives to develop real or imagined experiences or events.		
Focus	<ul style="list-style-type: none"> How does a writer introduce a narrator and/or characters in a narrative piece? How does a writer establish story elements to orient a reader to a situation? 	<ul style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters. 	E04.C.1.3.1 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.	narrative narrator setting characters sequence focus
Content	<ul style="list-style-type: none"> How does a writer use narrative elements and techniques to develop a strong narrative piece? How does a writer use precise word choice and sensory imagery to enhance a narrative piece? 	Use dialogue 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 precisely.	E04.C.1.3.2 Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations. E04.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely.	narrative techniques: dialogue quotation marks description sensory imagery
Organization	<ul style="list-style-type: none"> How does a writer use narrative elements to organize and sequence a narrative piece? How does a writer use transitional words and phrases to manage the sequence of events in their narrative writing? How does a writer develop a strong conclusion for a narrative writing piece? 	<ul style="list-style-type: none"> 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. 	E04.C.1.3.1 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. E04.C.1.3.3 Use a variety of transitional words and phrases to manage the sequence of events. E04.C.1.3.5 Provide a conclusion that follows from the narrated experiences or events.	introduction organization sequence of events focus transitional words/phrases conclusion
Conventions	<ul style="list-style-type: none"> How does proper use of conventions assist a writer in the development of their writing? 	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	E04.D.1.1.1 Use relative pronouns (e.g., <i>who</i> , <i>whose</i> , <i>whom</i> , <i>which</i> , <i>that</i>) and relative adverbs (e.g., <i>where</i> , <i>when</i> , <i>why</i>).	conventions (see previous for grammar terminology)

			<p>E04.D.1.1.2 Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>E04.D.1.1.3 Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>E04.D.1.1.4 Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>E04.D.1.1.5 Form and use prepositional phrases.</p> <p>E04.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</p> <p>E04.D.1.1.7 Correctly use frequently confused words (e.g., <i>to, too, two; there, their, they're</i>).</p> <p>E04.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.</p> <p>E04.D.1.2.1 Use correct capitalization.</p> <p>E04.D.1.2.2 Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>E04.D.1.2.3 Use a comma before a coordinating conjunction in a compound sentence.</p> <p>E04.D.1.2.4 Spell grade-appropriate words correctly.</p>	
Style	<p>Why is it important for a writer to select precise language to inform or explain a topic?</p> <p>How does a writer write with an awareness of style?</p>	<ul style="list-style-type: none"> Choose words and phrases to convey ideas precisely. 	<p>E04.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>E04.D.2.1.1 Choose words and phrases to convey ideas</p>	style word choice

			precisely. E04.D.2.1.2 Choose punctuation for effect. E04.D.2.1.3 Choose words and phrases for effect.	
Response to Literature	<ul style="list-style-type: none"> How does a writer integrate evidence drawn from to support their writing? 	<ul style="list-style-type: none"> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts. 		<p>informational text</p> <p>introduction</p> <p>audience</p> <p>writer's purpose</p> <p>organization</p> <p>evidence claims</p> <p>transitional words/phrases</p> <p>word choice</p> <p>conclusion</p>
Production and Distribution of Writing	How does a writer use the steps in the writing process to develop and strengthen their writing?	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		<p>conference</p> <p>pre-write</p> <p>peer-edit</p> <p>self-edit</p> <p>revise</p>
Technology and Publication	<p>How does a writer use multi-media resources to publish pieces?</p> <p>How does a writer use multi-media to interact and collaborate with peers?</p>	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.		<p>publish</p> <p>collaborate</p> <p>keyboarding</p>
Conducting Research	<p>Why is important for a writer to build knowledge by conducting short research projects?</p> <p>How does a writer conduct short research projects using several resources to build knowledge on different aspects of a topic?</p>	<ul style="list-style-type: none"> Conduct short research projects that build knowledge through investigation of different aspects of a topic. 		research
Credibility, Reliability, and Validity of Sources	<p>How does a writer use multiple sources to gather information and take notes?</p> <p>How does a writer categorize the information gathered?</p> <p>Why is it important for a writer to provide a list of sources?</p>	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.		<p>print sources</p> <p>digital sources</p> <p>relevant information</p> <p>note-taking</p> <p>categorizing</p>

Range of Writing	Why is it important for writers to routinely write a variety of pieces over a period of time?	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.		writing stamina purpose audience reflection
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Speaking and Listening				
1.5	Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.			
Key Concepts		Standard	Eligible Content (Grades 3-5)	Terminology
Comprehension and Collaboration				
Collaborative Discussions	How does a student effectively engage in discussions about topics and texts? How does a student effectively build upon the ideas of others when engaging in collaborative discussion?	<ul style="list-style-type: none"> Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly. 		collaborate communicate
Integrate and Evaluating Information	How does a student effectively paraphrase portions of a text read aloud? How does a student paraphrase information acquired from a variety of formats?	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		paraphrase
Evaluating Information	How does a student identify the reasons and evidence a speaker provides to support key points?	Identify the reasons and evidence a speaker provides to support particular points.		Reasons Evidence Key points
Presentation of Knowledge and Ideas	How does a student use the elements of oral fluency to engage an audience? How does a student present on a topic in an organized manner?	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; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.		report recount volume pace pronunciation
Integration of Knowledge and Ideas				
Multimedia and Ideas	<ul style="list-style-type: none"> How does a student add audio and visual elements to enhance a presentation? 	<ul style="list-style-type: none"> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. 		audio visual presentation
Content and Ideas	How does a student know when to use formal versus informal language?	Differentiate between contexts that require formal English versus informal situations.		formal informal
Conventions of Standard English	How does a student demonstrate command of Standard English when speaking?	Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.		Standard English