

English Language Arts Curriculum: Grade 4

MAYWOOD PUBLIC SCHOOLS

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The following maps outline the Common Core Standards for grade 4 English Language Arts determined by the State Standards Initiative. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.

Assessment:

Reading Literature and Informational Text

End of story tests (multiple choice, open ended)
End of Unit/Theme Assessments
End of Book Activities
Running Records
Book reports
Written activities i.e. graphic organizers
Sequencing activities
Read alouds
Researching sources
Comprehension: illustrations, sentences

Writing and Language

Journal Entries
Writing Process Pieces
End of Book Activities
Persuasive: Writing a letter
Narrative: Story Writing
Expository: "How-to"
Book reports
Proofreading Editing
Written activities i.e. graphic organizers
Writing samples

Foundational Skills

Running records
Spelling Tests/Dictations
Sorting activities
Building words

Resources:

Graphic Organizers	Sequencing cards	Writers checklist
Chart Paper	Leveled readers	Letter manipulatives
Student Journals	Sentence strips	Audio books
Center Games	Word rings	Classroom library
Flannel Boards	Proofreading chart	Retelling props

References:

<http://www.corestandards.org/the-standards/english-language-arts-standards/writing/grade-2/>
http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf
Common Core Exemplars: http://www.corestandards.org/assets/Appendix_B.pdf

Websites:

www.brainpop.com	www.spellingcity.com
www.brainpopjr.com	www.tumblebooks.com
www.starfall.com	http://www.storylineonline.net
www.studyisland.com	www.scholastic.com
www.readwritethink.org	www.puzzlemaker.com

Language Arts Curriculum: Grade 4
Reading Standards for Literature

Essential Question(s): How do readers use the text to support an interpretation?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Key Ideas and Details			
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
Standard: RL.4.1			
Vocabulary: inference, annotate, evaluate, evidence, cite			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	<ul style="list-style-type: none"> • Make and evaluate predictions • Make connections: text to text and text to self • Annotate text • Support answers using text • Use prior knowledge and details to draw conclusions or inferences from the text • Distinguish between what is explicit and what is inferred • Draw inferences that reflect the author's theme 	<ul style="list-style-type: none"> • Complete preview of text (picture walk, questioning) • Ask questions during and after reading - "How do you know?" (cite from text) • Teach students to annotate text • Have students read in a variety on context: reading pairs, small or whole group 	Students explain the selfish behavior by Mary and make inferences regarding the impact of the cholera outbreak in Frances Hodgson Burnett's <i>The Secret Garden</i> by explicitly referring to details and examples from the text.

Essential Question(s): How do readers determine the message the author is trying to convey?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Key Ideas and Details			
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
Standard: RL.4.2			
Vocabulary: theme, genre, story, drama, poem, moral			
Grade Specific Standard	Skills	Procedures and Examples	
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text	<ul style="list-style-type: none"> Identify genres and their elements (story, drama, poem) Determine central message or theme Support central message or theme with details from text Summarize the text 	<ul style="list-style-type: none"> Introduce literary genres (story, drama, poem) Model identifying the theme through a simple story (e.g. a fable) Questioning during and after reading Use graphic organizer for sequencing 	

Essential Question(s): How do readers determine how characters, events, and ideas develop and interact?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Key Ideas and Details			
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
Standard: RL.4.3			
Vocabulary: Character, setting, event, detail, plot			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	<ul style="list-style-type: none"> Activate and use prior knowledge to describe story elements (character, setting, events) Support description using specific details from the text 	<ul style="list-style-type: none"> Question during and after reading <ul style="list-style-type: none"> "Who can describe the setting of this story?" "What details from the story support your answer?" Use graphics organizers (i.e. character web) Have students complete journal entries 	Students read Natalie Babbitt's <i>Tuck Everlasting</i> and describe in depth the idyllic setting of the story, drawing on specific details in the text, from the color of the sky to the sounds of the pond, to describe the scene.

Essential Question(s): How do readers interpret the author's use of language?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Craft and Structure			
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
Standard: RL.4.4			
Vocabulary: context clues, mythology, connotation, word choice			
Grade Specific Standard	Skills	Procedures and Examples	
4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	<ul style="list-style-type: none"> • Use context clues to determine meaning • Use synonyms and antonyms in the text to determine meaning • Use reference materials to determine unknown meanings (dictionary, glossary) • Determine what the author's word choice reveals about the tone, meaning or character 	<ul style="list-style-type: none"> • Discuss connotation for words and phrases • Provide cloze exercises • Have students complete journal entries: <ul style="list-style-type: none"> - What is the tone of this story? Use words or phrases from the text to support your answer? • Have student read myths and determine how their characters contribute to new vocabulary (i.e. A strong person being referred to as Hercules) 	

Essential Question(s): How do readers use text structure to understand meaning?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Craft and Structure			
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
Standard: RL.4.5			
Vocabulary: poems, drama, prose, verse, rhythm, meter, limerick, haiku, dialogue, stage directions			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	<ul style="list-style-type: none"> Define the elements of poems, drama, and prose Analyze texts using appropriate vocabulary according to the genre 	<ul style="list-style-type: none"> Model how to locate and label portions of poems Demonstrate rhythm using limericks Demonstrate meter using haiku Complete dramatic readings of poetry (by teacher) During readings of poems and dramas, model how to identify defining structural elements After reading, teach how to summarize a poem in prose (sentences); then compare the summary to the original poem Use Reader's Theater 	Students refer to the structural elements (e.g., verse, rhythm, meter) of Ernest Lawrence Thayer's "Casey at the Bat" when analyzing the poem and contrasting the impact and differences of those elements to a prose summary of the poem.

Essential Question(s): How do readers analyze point of view and/or purpose?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Craft and Structure			
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.			
Standard: RL.4.6			
Vocabulary: first person, third person, narrative, point of view			
Grade Specific Standard	Skills	Procedures and Examples	
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<ul style="list-style-type: none"> Identify point of view in different stories Create a list comparing characteristics of a first person narrative vs. a third person narrative 	<ul style="list-style-type: none"> Explain difference between first and third person point of view Given a short story written in third person, have students re-write in first person. 	

Essential Question(s): How do readers use illustrations to understand the text?			
21st Century Skill: Critical Thinking and Problem Solving, Creativity and Innovation			
Reading Literature			
CCR Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*			
Standard: RL.4.7			
Vocabulary: oral/visual presentation, version			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
7. 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.	<ul style="list-style-type: none"> • Make connections between text and illustrations (see exemplar) • Make connections between text and oral presentation 	<ul style="list-style-type: none"> • Show video of play (field trip if possible) <ul style="list-style-type: none"> - Discuss how text was portrayed • Have students reenact simple fairy tales in groups (i.e. <i>Goldie Locks and the Three Bears</i>) and compare each groups' interpretation <ul style="list-style-type: none"> - Provide different elements for each groups (i.e. props, setting) 	Students make connections between the visual presentation of John Tenniel's illustrations in Lewis Carroll's <i>Alice's Adventures in Wonderland</i> and the text of the story to identify how the pictures of Alice reflect specific descriptions of her in the text.

Essential Question(s): How do readers determine and make meaning of the arguments/claims presented in a text?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
Standard: RL.4.8			
Vocabulary:			
Grade Specific Standard	Skills	Procedures and Examples	
(Not applicable to literature)			

Essential Question(s): How do readers make connections between texts?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
Standard: RL.4.9			
Vocabulary: theme, topic, pattern of events			
Grade Specific Standard	Skills	Procedures and Examples	
9. 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.	<ul style="list-style-type: none"> After reading a unit, compare and contrast the treatment of similar themes and topics, or patterns of events 	<ul style="list-style-type: none"> Provide a variety of texts for comparison including myths and traditional literature from different cultures Use graphic organizers: T-charts, Venn-diagrams 	

Essential Question(s): How do readers use comprehension strategies to improve understanding of text?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Range of Reading and Level of Text Complexity			
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.			
Standard: RL.4.10			
Vocabulary: drama, poetry, prose, literature			
Grade Specific Standard	Skills	Procedures and Examples	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> Read a variety of genres Read literature varying in complexity 	<ul style="list-style-type: none"> Expose students to a variety of genres Expose students to literature varying in complexity Scaffold reading and comprehension as needed 	

Language Arts Curriculum: Grade 4
Reading Standards for Informational Text

Essential Question(s): How do readers use text to support answers to questions?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Key Ideas and Details			
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
Standard: RI.4.1			
Vocabulary: headings, subheadings, titles, bold, italicized, diagrams, inference			
Grade Specific Standard	Skills	Procedures and Examples	
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> Review and scan headings, titles, diagrams and key vocabulary to locate facts Use evidence from the text to support explanations and make inferences 	<ul style="list-style-type: none"> Teacher students how to annotate important facts and textual evidence (highlight, underline, etc) Use graphic organizer (i.e. KWL Chart) 	

Essential Question(s): How do readers use key details from the text to support the main idea?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Key Ideas and Details			
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
Standard: RI.4.2			
Vocabulary: main/central idea, supporting details, summarize			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> Recognize the main/central idea Recall key facts and details that support the main/central idea Create summary of text including the main idea and key details 	<ul style="list-style-type: none"> Use graphic organizer: main ideas/details Model summary writing Provide writing template for drafting a summary 	Students <i>determine the main idea</i> of Colin A. Ronan's "Telescopes" and create a <i>summary</i> by <i>explaining how key details support</i> his distinctions regarding different types of telescopes.

Essential Question(s): How do readers make connections between concepts in a text?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Key Ideas and Details			
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
Standard: RI.4.3			
Vocabulary: N/A			
Grade Specific Standard	Skills	Procedures and Examples	
3. 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.	<ul style="list-style-type: none"> Use information from text to explain events, procedures, ideas or concepts 	<ul style="list-style-type: none"> Model how to refer to text in order to support ideas 	

Essential Question(s): How do readers determine the meaning and use of content specific vocabulary?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Craft and Structure			
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
Standard: RI.4.4			
Vocabulary: glossary, dictionary, context clues			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	<ul style="list-style-type: none"> Determine meaning of domain-specific words through the use of context clues, glossary, dictionary, or other technological resources 	<ul style="list-style-type: none"> Model the identification of context clues Model dictionary use and explain how to choose the appropriate definition Have students match words or phrases to definitions using manipulatives (i.e. memory game, crosswords, picture connections) 	Students determine the meaning of domain-specific words or phrases, such as crust, mantle, magma, and lava, and important general academic words and phrases that appear in Seymour Simon's Volcanoes.

Essential Question(s): How do readers use text features to locate information?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Craft and Structure			
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
Standard: RI.4.5			
Vocabulary: chronological order, compare/contrast, cause/effect, problem/solution			
Grade Specific Standard	Skills	Procedures and Examples	
5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<ul style="list-style-type: none"> Recognize what structure is used to organize the text <ul style="list-style-type: none"> - chronological order - compare/contrast - cause/effect - problem/solution 	<ul style="list-style-type: none"> Teach various structures that are used to organize text and the characteristics of these structures 	

Essential Question(s): How do readers analyze point of view and/or purpose?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Craft and Structure			
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.			
Standard: RI.4.6			
Vocabulary: firsthand account, secondhand account, source			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<ul style="list-style-type: none"> Compare and contrast first and third person accounts and the information that these sources provide 	<ul style="list-style-type: none"> Provide examples of firsthand and second hand accounts Teach how information provided from sources can vary Use graphic organizer: Venn-Diagram 	Students compare and contrast a firsthand account of African American ballplayers in the Negro Leagues to a secondhand account of their treatment found in books such as Kadir Nelson's <i>We Are the Ship: The Story of Negro League Baseball</i> , attending to the focus of each account and the information provided by each.

Essential Question(s): How do readers use information from illustrations and text to demonstrate understanding?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*			
Standard: RI.4.7			
Vocabulary: visual aid, graph, timeline			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	<ul style="list-style-type: none"> Determine why graphs, titles, timelines, maps and other visual aids are included in a text Determine how the information provided in various formats differ from one another 	<ul style="list-style-type: none"> Ask leading questions which will compare and contrast how data/visual aids are presented Compare written form of data to the visual form of that same dat 	Students interpret the visual chart that accompanies Steve Otfinoski's <i>The Kid's Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It</i> and explain how the information found within it contributes to an understanding of how to create a budget.

Essential Question(s): How do readers determine and make meaning of the arguments/claims presented in a text?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
Standard: RI.4.8			
Vocabulary: reason, evidence			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
8. Explain how an author uses reasons and evidence to support particular points in a text.	<ul style="list-style-type: none"> Identify evidence that shows support of a particular point Explain why the author selects specific examples to support a point 	<ul style="list-style-type: none"> Provide examples of support of a particular point 	Students explain how Melvin Berger uses reasons and evidence in his book <i>Discovering Mars: The Amazing Story of the Red Planet</i> to support particular points regarding the topology of the planet.

Essential Question(s): How do readers make connections or determine differences and/or similarities among texts of the same topic?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
Standard: RI.4.9			
Vocabulary: N/A			
Grade Specific Standard	Skills	Procedures and Examples	
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<ul style="list-style-type: none"> Combine important details presented in two texts on the same topic 	<ul style="list-style-type: none"> Provide students with examples of various texts on the same topic Provide discussion or writing opportunities in which students can synthesis ideas from various texts 	

Essential Question(s): How do readers understand information texts in all subject areas?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Range of Reading and Level of Text Complexity			
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.			
Standard: RI.4.10			
Vocabulary: N/A			
Grade Specific Standard	Skills	Procedures and Examples	
10. By the end of year, read and comprehend informational texts, including 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.	<ul style="list-style-type: none"> Comprehend informational text at grade level proficiency 	<ul style="list-style-type: none"> Expose students to grade level informational text Scaffold reading and comprehension as needed 	

Language Arts Curriculum: Grade 4
Foundational Skills

Essential Question(s): How do readers apply phonics to decode words?			
21st Century Skill: Critical Thinking and Problem Solving			
Foundational Skills			
Area: Phonics and Word Recognition			
Standard: RF.4.3			
Vocabulary: syllable, root, prefix, suffix			
Grade Specific Standard	Skills	Procedures and Examples	
3. Know and apply grade-level phonics and word analysis skills in decoding words.			
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	<ul style="list-style-type: none"> • Apply letter-sound knowledge when decoding words • Divide words into syllables • Determine parts of a word including roots, prefixes, suffixes, and their meaning 	<ul style="list-style-type: none"> • Encourage students to “sound-out” unfamiliar words by employing phonics knowledge • Review syllable patterns • Teach students how meanings of prefixes and suffixes can be used to determine word meaning • Create prefix and suffix chart/word wall • Have students create personal lists of common prefixes and suffixes 	

Essential Question(s): How do readers improve fluency to support comprehension?			
21st Century Skill: Critical Thinking and Problem Solving			
Foundational Skills			
Area: Fluency			
Standard: RF.4.4			
Vocabulary: prose, poetry, accuracy, rate, expression, self-correct, fluency, decode			
Grade Specific Standard	Skills	Procedures and Examples	
4. Read with sufficient accuracy and fluency to support comprehension.			
a. Read grade-level text with purpose and understanding.	<ul style="list-style-type: none"> Employ reading strategies while reading independently and aloud <ul style="list-style-type: none"> - Pre-reading: prediction making, setting a purpose - During reading: ask questions, make connections - After reading: summarize 	<ul style="list-style-type: none"> Model strategies good readers use (questioning, re-reading, using context clues) Employ a variety of reading formats: <ul style="list-style-type: none"> - student guided reading - peer reading - teacher read-aloud 	
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression	<ul style="list-style-type: none"> Read prose and poetry orally with <ul style="list-style-type: none"> - Accuracy - Appropriate Rate - Expression 	<ul style="list-style-type: none"> Model fluent reading with proper pacing, emphasis, and expression Complete running records and fluency tests 	
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> Use context clues when decoding and determining word meaning 	<ul style="list-style-type: none"> Discuss strategies to confirm word recognition or self-correct miscues <ul style="list-style-type: none"> - Using context clues - Rereading Model rereading to correct errors "How can the other words in the sentence help us identify new words?" 	

Language Arts Curriculum: Grade 4
Writing

Essential Question(s): How do writers use valid evidence to support claims?			
21st Century Skill: Critical Thinking and Problem Solving			
Writing			
CCR Anchor Standard: Text Types and Purpose			
Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
Standard: W.4.1			
Vocabulary: linking words, claim, conclusion, supporting evidence, rubric, valid, peer editing			
Grade Specific Standard	Skills	Procedures and Examples	
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	<ul style="list-style-type: none"> Write an opening statement expressing personal opinion Identify related ideas 	<ul style="list-style-type: none"> Use graphic organizers (i.e. KWL chart, Pro/Con list, Opinion/Supporting Evidence, web) Provide blank template for organizational structure (State opinion) Introduce writing rubric 	
b. Provide reasons that are supported by facts and details.	<ul style="list-style-type: none"> Brainstorm reasons that support opinion (reference text when appropriate) Identify and write valid reasons 	<ul style="list-style-type: none"> Use graphic organizers (i.e. Opinion/Supporting Evidence, outline) Provide template for organizational structure (Include valid reasons) 	
c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	<ul style="list-style-type: none"> Use linking words and phrases when drafting the body 	<ul style="list-style-type: none"> Create word wall/ word rings Use cloze activity for linking words Provide template for drafting 	
d. Provide a concluding statement or section related to the opinion presented.	<ul style="list-style-type: none"> Draft a conclusion to support opening statement Peer edit using rubric 	<ul style="list-style-type: none"> Use graphic organizer (i.e. Opinion/Support/Conclusion) Use rubric for scoring 	

Essential Question(s): How do writers explore topics and convey ideas?			
21st Century Skill: Critical Thinking and Problem Solving			
Writing			
CCR Anchor Standard: Text Types and Purpose			
Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
Standard: W.4.2			
Vocabulary: domain-specific, multi-media			
Grade Specific Standard	Skills	Procedures and Examples	
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	<ul style="list-style-type: none"> Choose and refine topic and gather information from texts Sort relevant information Use illustrations and multi-media to support topic 	<ul style="list-style-type: none"> Teach students to create a web Teach students how to take notes: post-its, note cards, etc. Model how to support text with illustrations (student created or found through research) Introduce writing rubric 	
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<ul style="list-style-type: none"> Add supporting facts, definitions, details, quotations, or other information 	<ul style="list-style-type: none"> Create outline including supporting details 	
c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	<ul style="list-style-type: none"> Use linking words and phrases when drafting the body to connect ideas Use outline to draft writing sample 	<ul style="list-style-type: none"> Create word wall/word rings Use cloze activity for linking words 	
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<ul style="list-style-type: none"> Include vocabulary words that explain the topic 	<ul style="list-style-type: none"> Provide students with list of domain-specific vocabulary words 	
e. Provide a concluding statement or section related to the information or explanation presented.	<ul style="list-style-type: none"> Draft a conclusion to support topic' Peer edit using rubric 	<ul style="list-style-type: none"> Use rubric for scoring 	

Essential Question(s): How do writers develop effective narratives?			
21st Century Skill: Critical Thinking and Problem Solving			
Writing			
CCR Anchor Standard: Text Types and Purpose			
Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
Standard: W.4.3			
Vocabulary: story elements, sequence, rubric, dialogue, transition words, conclusions, peer editing			
Grade Specific Standard	Skills	Procedures and Examples	
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<ul style="list-style-type: none"> Develop basic story elements and organize in a logical sequence 	<ul style="list-style-type: none"> Review basic story elements (setting, characters, plot, conflict, and resolution) Use graphic organizers: Prewriting (i.e. planning chart, brainstorming web) Introduce writing rubric (NJDOE holistic scoring rubric) 	
b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	<ul style="list-style-type: none"> Integrate dialogue, descriptions, thoughts and feelings into draft Use plot/conflict to develop characters 	<ul style="list-style-type: none"> Review writing dialogue and using vivid language Conduct mini-lesson on quotation marks 	
c. Use a variety of transitional words and phrases to manage the sequence of events.	<ul style="list-style-type: none"> Integrate transitional words into writing to create proper sequence 	<ul style="list-style-type: none"> Teach appropriate transition words Create word Wall Use sequencing activity 	
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	<ul style="list-style-type: none"> Enhance writing using specific examples and vivid details 	<ul style="list-style-type: none"> Provide lesson on editing- how to include additional details in writing (post-its to add additional concrete words/[phrases and details) 	
e. Provide a conclusion that follows from the narrated experiences or events.	<ul style="list-style-type: none"> Teach strategies for ending narrative Draft a conclusion to convey universal lesson Peer edit using rubric 	<ul style="list-style-type: none"> Model development of possible endings Score using rubric 	

Essential Question(s): How do writers create effective pieces of writing?			
21st Century Skill: Critical Thinking and Problem Solving			
Writing			
CCR Anchor Standard: Production and Distribution of Text			
Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
Standard: W.4.4			
Vocabulary: purpose, audience, prompt, draft, writing process, annotate, rubric			
Grade Specific Standard	Skills	Procedures and Examples	
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<ul style="list-style-type: none"> • Understand various writing situations including: <ul style="list-style-type: none"> - Prompt - Purpose - Audience • Complete writing process to create drafts according to situation 	<ul style="list-style-type: none"> • Teach students how to annotate prompt (i.e. highlight, underline) • Discuss interpretation of prompts • Review steps of the writing process • Review NJDOE writing rubric 	

Essential Question(s): How do writers use the writing process to improve text?			
21st Century Skill: Critical Thinking and Problem Solving			
Writing			
CCR Anchor Standard: Production and Distribution of Text			
Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
Standard: W.4.5			
Vocabulary: writing process, pre-write, draft, edit, revise			
Grade Specific Standard	Skills	Procedures and Examples	
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	<ul style="list-style-type: none"> • Work through each phase of the writing process to create final product 	<ul style="list-style-type: none"> • Review writing process (pre-write, draft, edit, revise) • Provide visual of the steps of the writing process (writing chart/poster) • Review NJDOE writing rubric 	

Essential Question(s): How do writers use technology to facilitate writing and collaboration?			
21st Century Skill: Information Literacy, Communication and Collaboration			
Writing			
CCR Anchor Standard: Production and Distribution of Text			
Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.			
Standard: W.4.6			
Vocabulary: collaborate, document, internet			
Grade Specific Standard	Skills	Procedures and Examples	
6. 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 sitting.	<ul style="list-style-type: none"> • Create text using word processing system to type a one page document • Access internet resources when completing writing task • Collaborate with peers when using technology in writing 	<ul style="list-style-type: none"> • Access computer lab • Review keyboarding skills • Teach how internet can be used as a valuable resource in writing • Provide opportunities for collaboration in writing 	

Essential Question(s): How do writers conduct research to demonstrate understanding of a subject?			
21st Century Skill: Critical Thinking and Problem Solving, Information Literacy			
Writing			
CCR Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			
Standard: W.4.7			
Vocabulary: research, internet, website, search engine, sources, citation, plagiarism			
Grade Specific Standard	Skills	Procedures and Examples	
7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<ul style="list-style-type: none"> • Use internet to find topic-specific information • Visit various websites on topic to gather information on different aspects of the topic • Determine value of information provided • Incorporate research findings into writing 	<ul style="list-style-type: none"> • Demonstrate how research information enhances writing • Provide instruction of basic researching skills <ul style="list-style-type: none"> - Using a search engine - Browsing text • Teach how to properly include findings into writing (plagiarism) <ul style="list-style-type: none"> - Basic level of source citation 	

Essential Question(s): How do writers evaluate and use sources?			
21st Century Skill: Critical Thinking and Problem Solving, Information Literacy			
Writing			
CCR Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.			
Standard: W.4.8			
Vocabulary: source, research, citation			
Grade Specific Standard	Skills	Procedures and Examples	
8. 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.	<ul style="list-style-type: none"> Refer to experiences or research from sources in writing Evaluate whether source is appropriate in relation to topic Take notes from sources (note-cards) and organize information to be included in writing 	<ul style="list-style-type: none"> Review basic researching skills Review citation Provide students with print and digital sources Teach effective note-taking and organizational writing skills 	

Essential Question(s): How do writers apply evidence from text to support conclusions?			
21st Century Skill: Critical Thinking and Problem Solving			
Writing			
CCR Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.			
Standard: W.4.9			
Vocabulary: evidence, sources,			
Grade Specific Standard	Skills	Procedures and Examples	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> Support writing by including information from various sources (informational and non-informational text) 	<ul style="list-style-type: none"> Model use of information as evidence to support writing Provide students with text resources that can be used to support writing 	

Essential Question(s): How do writers successfully create text based upon the established time frame, task, purpose and audience?			
21st Century Skill: Critical Thinking and Problem Solving			
Writing			
CCR Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 10: 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 tasks, purposes, and audiences.			
Standard: W.4.10			
Vocabulary: time frame, task, purpose, audience, prompt			
Grade Specific Standard	Skills	Procedures and Examples	
10. 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.	<ul style="list-style-type: none"> Complete writing tasks according to determined time frame, task, purpose, and audience 	<ul style="list-style-type: none"> Teach how writing varies according to determined time frame, task, purpose, and audience Use a variety of prompts (i.e. persuasive, narrative) Vary length of writing tasks (i.e. writing process pieces vs. timed writing practice) Use graphic organizer (i.e. Venn-Diagram) : Extended time pieces vs. short time frame pieces <ul style="list-style-type: none"> Extended time: all steps of the writing process Short time frame: modified writing process 	

Language Arts Curriculum: Grade 4
Speaking and Listening

Essential Question(s): How do students express thoughts and ideas in an effective manner?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Speaking and Listening			
CCR Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.			
Standard: SL.4.1			
Vocabulary: discussion points, summarize			
Grade Specific Standard	Skills	Procedures and Examples	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.			
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	<ul style="list-style-type: none"> • Pre-read text to prepare for discussions • Prepare note cards including questions and discussion points which will contribute to the discussion 	<ul style="list-style-type: none"> • Teach note-taking skills- how to determine the most relevant information • Model how to contribute in various forms of discussion (one-on-one, group, etc) 	
b. Follow agreed-upon rules for discussions and carry out assigned roles.	<ul style="list-style-type: none"> • Understand various roles one can take during a discussion (asking questions, listening, etc) • Follow determined discussion rules 	<ul style="list-style-type: none"> • Establish rules for discussion <ul style="list-style-type: none"> - Active listening - Turn taking - Respecting opinions - Establishing roles • Create classroom discussion rules chart 	
c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	<ul style="list-style-type: none"> • Contribute to discussion by posing questions and/or answering questions 	<ul style="list-style-type: none"> • Teach and model question asking/answering techniques 	
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	<ul style="list-style-type: none"> • Summarize main points of the discussion • Connect main points to personal ideas on the topic 	<ul style="list-style-type: none"> • Teach an model how to summarize main points of a discussion (take notes) • Provide opportunities for students to summarize discussion and connect this summary to their own understanding of the topic 	

Essential Question(s): How do readers use information presented in diverse formats to determine main ideas and supporting details?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Speaking and Listening			
CCR Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.			
Standard: SL.4.2			
Vocabulary: paraphrase			
Grade Specific Standard	Skills	Procedures and Examples	
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<ul style="list-style-type: none"> Determine main idea and key details of texts read aloud or information presented in various formats 	<ul style="list-style-type: none"> Teach strategies for paraphrasing a text (determining main idea and key details) <ul style="list-style-type: none"> Graphic organizer Taking notes Read text aloud and/or present information in various formats to help students generalize paraphrasing skills 	

Essential Question(s): How do listeners evaluate speakers?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Speaking and Listening			
CCR Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.			
Standard: SL.4.3			
Vocabulary: evidence			
Grade Specific Standard	Skills	Procedures and Examples	
3. Identify the reasons and evidence a speaker provides to support particular points.	<ul style="list-style-type: none"> Evaluate how the speaker supported their key points 	<ul style="list-style-type: none"> Teach ways to support the points being made during a discussion Ask questions to foster evaluation of the speaker <ul style="list-style-type: none"> "What did ____ say to support ____?" 	

Essential Question(s): How do speakers vary their presentation of information dependent upon the established task, purpose and audience?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Speaking and Listening			
CCR Anchor Standard: Presentation of Knowledge and Ideas			
Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			
Standard: SL.4.4			
Vocabulary: fluency, pace			
Grade Specific Standard	Skills	Procedures and Examples	
4. 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 at an understandable pace.	<ul style="list-style-type: none"> • Determine main topic/theme of presentation • Use facts and details to support topic/theme • Complete organized presentation on topic • Maintain proper fluency during presentation 	<ul style="list-style-type: none"> • Teach how to prepare a comprehensive presentation • Model a presentation that accurately presents and supports a main idea/theme • Provide strategies for maintaining proper pace and clarity when speaking 	

Essential Question(s): How do students enhance a presentation?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Speaking and Listening			
CCR Anchor Standard: Presentation of Knowledge and Ideas			
Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.			
Standard: SL.4.5			
Vocabulary: visual, audio, enhance			
Grade Specific Standard	Skills	Procedures and Examples	
5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	<ul style="list-style-type: none"> • Create or find visuals/audio that enhance presentation • Complete presentation including such enhancements 	<ul style="list-style-type: none"> • Explain ways in which presentations can be enhanced (posters, video clips, etc) • Provide examples of visuals/audio being used in a presentation • Model using visuals/audio in a presentation 	

Essential Question(s): How do students demonstrate command of formal English?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Speaking and Listening			
CCR Anchor Standard: Presentation of Knowledge and Ideas			
Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.			
Standard: SL4.6			
Vocabulary: formal English, informal English			
Grade Specific Standard	Skills	Procedures and Examples	
6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	<ul style="list-style-type: none"> • Distinguish between formal and informal situations • Employ the form of English that is appropriate according to the situation 	<ul style="list-style-type: none"> • Teach characteristics of formal and informal forms of English • Provide examples of formal and information situations • Provide speaking opportunities for students to use both formal and informal English 	

Language Arts Curriculum: Grade 4
Language

Essential Question(s): How do students effectively use the conventions of standard English to convey a message?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Language			
CCR Anchor Standard: Conventions of Standard English			
Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
Standard: L4.1			
Vocabulary: pronouns, adverbs, progressive tenses, run-on sentence, fragment, prepositional phrase, homophones			
Grade Specific Standard	Skills	Procedures and Examples	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	<ul style="list-style-type: none"> Understand and apply the functions of relative pronouns and adverbs 	<ul style="list-style-type: none"> Written practice - cloze exercises, identifying parts of speech 	
b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses,	<ul style="list-style-type: none"> Apply grammar rules for verb tenses Orally demonstrate the use of verb tenses 	<ul style="list-style-type: none"> Written practice- rewrite a paragraph using a different verb tense 	
c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	<ul style="list-style-type: none"> Identify which modal auxiliary to use and under which condition 	<ul style="list-style-type: none"> Written practice- write sentences according to varying conditions 	
d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	<ul style="list-style-type: none"> Use proper ordering of adjectives in speech and writing 	<ul style="list-style-type: none"> Written practice- adding adjectives to describe a noun 	
e. Form and use prepositional phrases.	<ul style="list-style-type: none"> Understand and use prepositional phrases 	<ul style="list-style-type: none"> Written practice: identifying and/or adding prepositional phrases in sentences 	
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	<ul style="list-style-type: none"> Distinguish between subject and predicate 	<ul style="list-style-type: none"> Written practice- identify and correct fragments and run-on sentences 	
g. Correctly use frequently confused words (e.g., to, too, two; there, their).*	<ul style="list-style-type: none"> Employ appropriate word choice in speech and writing (ex: homophones) 	<ul style="list-style-type: none"> Written practice- homophone cloze exercises 	

Essential Question(s): How do students effectively use the conventions of standard English mechanics to convey a message?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Language			
CCR Anchor Standard: Conventions of Standard English			
Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
Standard: L.4.2			
Vocabulary: capitalization, punctuation, comma, quotation mark, conjunction, compound sentence, reference			
Grade Specific Standard	Skills	Procedures and Examples	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
a. Use correct capitalization	<ul style="list-style-type: none"> Identify capitalization rules Use proper capitalization in writing 	<ul style="list-style-type: none"> Review rules for capitalization Written practice- correct sentences with capitalization errors 	
b. Use commas and quotation marks to mark direct speech and quotations from a text.	<ul style="list-style-type: none"> Correctly use commas writing Correctly use quotation marks in writing 	<ul style="list-style-type: none"> Review the conventions of using commas and quotation marks in written dialogue Provide examples of text that includes dialogue Written practice- revise sentences to include properly punctuated dialogue 	
c. Use a comma before a coordinating conjunction in a compound sentence.	<ul style="list-style-type: none"> Identify conjunctions in written text Use conjunctions to write compound sentences 	<ul style="list-style-type: none"> Review rules for using commas in compound sentences Review the use of conjunctions 	
d. Spell grade-appropriate words correctly, consulting references as needed.	<ul style="list-style-type: none"> Use appropriate spelling in writing Use references to assist in spelling 	<ul style="list-style-type: none"> Introduce grade level spelling words Provide strategies for spelling new words Demonstrate how to use references to assist unknown spellings (dictionary) 	

Essential Question(s): How do students use their knowledge of language to communicate effectively and increase understanding?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Language			
CCR Anchor Standard: Knowledge of Language			
Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
Standard: L.4.3			
Vocabulary: word choice, punctuation, formal English, informal English			
Grade Specific Standard	Skills	Procedures and Examples	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
a. Choose words and phrases to convey ideas precisely.*	<ul style="list-style-type: none"> Use effective word choice in writing and speaking 	<ul style="list-style-type: none"> Teach strategies for word selection Instruct students to use references to assist in word choice (thesaurus) 	
b. Choose punctuation for effect.*	<ul style="list-style-type: none"> Use appropriate punctuation in writing 	<ul style="list-style-type: none"> Provide examples of how punctuation can effect a piece of text 	
c. Differentiate 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"> Distinguish between formal and informal writing situations Employ the form of English that is appropriate according to the situation 	<ul style="list-style-type: none"> Teach characteristics of formal and informal written forms of English Provide examples of formal and information writing situations Provide opportunities for students to use both formal and informal forms of English in writing 	

Essential Question(s): How do students use context clues and word parts to clarify the meaning of unknown words?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Language			
CCR Anchor Standard: Vocabulary Acquisition and Use			
Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
Standard: L.4.4			
Vocabulary: context clues, annotate, affix, prefix, suffix, base word, reference			
Grade Specific Standard	Skills	Procedures and Examples	
4. 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.			
a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	<ul style="list-style-type: none"> Determine meaning based on general content of the sentence Annotate the sentence (highlight new word, underline context clues, etc) 	<ul style="list-style-type: none"> Demonstrate how to use context clues to determine word meaning 	
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	<ul style="list-style-type: none"> Understand meaning of common affixes and roots Determine how the addition of an affix affects the meaning of a known word 	<ul style="list-style-type: none"> Teach common base words and affixes Written practice: adding affixes to base words Demonstrate how the addition of an affix effects the meaning of a word 	
c. Consult 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"> Use print and digital reference materials Use dictionary to determine matching definition according to text content Refer to dictionary to clarify word pronunciation 	<ul style="list-style-type: none"> Review and model dictionary, thesaurus, and glossary skills Refer students to references when questioning meaning or pronunciation 	

Essential Question(s): How do students demonstrate their understanding of word meaning when making connections between related words?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Language			
CCR Anchor Standard: Vocabulary Acquisition and Use			
Anchor Standard 5: Demonstrate understanding of word relationships and nuances in word meanings.			
Standard: L.4.5			
Vocabulary: simile, metaphor, figurative language, idioms, adages, proverbs, synonyms, antonyms			
Grade Specific Standard	Skills	Procedures and Examples	
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	<ul style="list-style-type: none"> Identify similes and metaphors in text Determine meaning of similes and metaphors used in context 	<ul style="list-style-type: none"> Review characteristics of similes and metaphors Demonstrate strategies for determining meanings of these form of figurative language 	
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	<ul style="list-style-type: none"> Identify idioms, adages, and proverbs in text Determine meaning of idioms, adages, and proverbs in text 	<ul style="list-style-type: none"> Provide examples of idioms, adages, and proverbs in text Teach characteristics of idioms, adages, and proverbs (use illustrations) 	
c. Demonstrate 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"> Use synonyms and/or antonyms to demonstrate word knowledge List synonyms and antonyms for provided vocabulary words 	<ul style="list-style-type: none"> Review synonyms and antonyms Provide examples of synonyms and antonyms for new vocabulary 	

Essential Question(s): How do student apply their knowledge of the English language to communicate most effectively?

21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration

Language

CCR Anchor Standard: Vocabulary Acquisition and Use

Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Standard: L.4.6

Vocabulary: proficiency, standard English

Grade Specific Standard	Skills	Procedures and Examples	
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	<ul style="list-style-type: none">• Use grade appropriate language and vocabulary at a level of proficiency• Independently use standard English to communicate effectively	<ul style="list-style-type: none">• Model appropriate standard English• Provide speaking and writing opportunities during which students can strength command of standard English	