

Language Arts Pacing Guide

Grade 4

To successfully complete fourth grade the learner will

Core Standard 1: Word Recognition, Fluency, and Vocabulary Development

- Use knowledge of root words, context clues, idioms, glossaries, and dictionaries to determine the meaning of unfamiliar words and common expressions.
- Read aloud grade level literary and informational texts with appropriate timing and expression.

Essential Question:

- *What strategies do I use to become an independent reader?*

4.1.1 Read aloud grade-level-appropriate literary and informational texts with fluency and accuracy and with appropriate timing, changes in voice, and expression.
4.1.4 Use common roots (<i>meter = measure</i>) and word parts (<i>therm = heat</i>) derived from Greek and Latin to analyze the meaning of complex words (<i>thermometer</i>).
4.3.5 Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works. <ul style="list-style-type: none"> • Simile: a comparison that uses <i>like</i> or <i>as</i> • Metaphor: an implied comparison • Hyperbole: an exaggeration for effect • Personification: a description that represents a thing as a person. <p>(This is not a Core Indicator, although it supports a Core Indicator.)</p>
4.1.6 Distinguish and interpret words with multiple meanings (<i>quarters</i>) by using context clues (the meaning of the text around a word).
4.1.7 Use context to determine the meaning of unknown words.
4.1.3 Use knowledge of root words (<i>nation, national, nationality</i>) to determine the meaning of unknown words within a passage.
4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as <i>couch potato</i>) to determine the meaning of words and phrases.

LEARNING TARGETS	
Concepts: Need to <u>Know</u> (Declarative Knowledge)	Skills: Be Able to <u>Do</u> (Procedural Knowledge)
4.1.1 <ul style="list-style-type: none"> Fluency, accuracy, appropriate time, expression, and changes and changes in voice 	4.1.1 <ul style="list-style-type: none"> Read grade level text Fall 70-10 words per minute (Literary Text) Winter 80-120 words per minute (Informational Text) Spring 100-140 words per minute (Literary and Informational Text)
4.1.3, 4.1.4 <ul style="list-style-type: none"> Common roots, Greek and Latin word parts, prefixes, and suffixes 	4.1.3, 4.1.4 <ul style="list-style-type: none"> Use common roots Analyze word parts Apply word parts Hypothesize meaning of unknown word Determine the meaning of an unknown word within a passage
4.3.5 <ul style="list-style-type: none"> Simile, metaphor, hyperbole, and personification 	4.3.5 <ul style="list-style-type: none"> Define figurative language Recognize figurative language Identify figurative language in literary work
4.1.6, 4.1.7 <ul style="list-style-type: none"> Context clues and words with multiple meanings 	4.1.6, 4.1.7 <ul style="list-style-type: none"> Use context clues to interpret word meaning Determine word meaning Interpret words with multiple meanings
4.1.2 <ul style="list-style-type: none"> Synonyms, antonyms, homographs, and idioms 	4.1.2 <ul style="list-style-type: none"> Apply knowledge and explain frequently used synonyms, antonyms, and homographs Determine meaning of words and phrases by applying knowledge of homographs and idioms.
Key Vocabulary: Accuracy Idioms Word parts Thesaurus	

Core Standard 2: Informational Text: Structure, Comprehension, and Analysis

- Use the organization of informational text to compare and contrast, find cause and effect, and show sequential order.
- Apply them to determine the relationship of main ideas and supporting details, and draw conclusions using parts of the text.

Essential Question:

- *What do I use to help me understand informational text?*

4.2.1 Use the organization of informational text to strengthen comprehension.

4.2.3 Draw conclusions or make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations.

4.2.8 Identify informational texts written in narrative form (sometimes with undeveloped characters and minimal dialogue) using sequence or chronology.

4.2.9 Recognize main ideas and supporting details presented in expository (informational texts).

LEARNING TARGETS

Concepts: Need to Know (Declarative Knowledge)

4.2.1

- Organization of informational text (illustrations, titles, topic sentences, important words, foreshadowing clues, and direct quotations).

4.2.3

- Conclusion and predictions.

4.2.8

- Informational text written in narrative form.

4.2.9

- Main ideas, supporting details in informational text.

Skills: Be Able to Do (Procedural Knowledge)

4.2.1

- Use the organization of information text to strengthen comprehension

4.2.3

- Draw conclusions, make and confirm predictions from what was read.

4.2.8

- Use sequential order

4.2.9

- Recognize main ideas
- Supporting details

Key Vocabulary

Illustrations

Hypotheses

Compare and contrast

Foreshadowing

Expository

Core Standard 3: Literary Text: Comprehension and Analysis

- Describe cause and effect, sequence of events, character traits, and motivations within different genres of literary text.
- Explain how this information is related to the main theme, supporting conclusions using parts of the text.

Essential Question:

- *How can I use the story elements to understand and respond to a wide variety of literature?*

4.3.2 Identify the main events of the plot including their causes, and effects of each event on future actions and the major theme from the story action.

4.3.6 Determine the theme.

4.3.3 Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions.

4.3.7 Identify the narrator in a selection and tell whether the narrator or speaker is involved in the story.

4.3.1 Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and other tales.
(This is not a Core Indicator, although it supports a Core Indicator.)

LEARNING TARGETS

Concepts: Need to Know (Declarative Knowledge)

4.3.2, 4.3.6

- Plot, cause and effect, and theme

4.3.3

- Setting, character traits, motivations, feelings

4.3.7

- Narrator

4.3.1

- Fairy Tales, myths, fantasies, fables, legends, and other tales.
- Theme

Skills: Be Able to Do (Procedural Knowledge)

4.3.2, 4.3.6

- Identify and determine main events of the plot.

4.3.3

- Use knowledge of situation to determine the cause of a character's action.

4.3.7

- Identify the narrator.
- Show how the narrator is involved in the story using evidence from the text.

4.3.1

- Compare and contrast key characteristics of various imaginative forms of literature
- Summarize common themes of imaginative forms of literature
- Identify like traits and differences of imaginative forms of literature

Key Vocabulary

Character Traits

Metaphors

Theme

Figurative language

Hyperbole

Similes

Personification

Core Standard 4: Writing: Informational, Research, and Persuasive Texts

- Use a notebook of ideas and graphic organizers to plan writing of informational pieces that contain multiple paragraphs which display knowledge of purpose, audience, and format.
- Cite relevant ideas and details from a variety of resources.
- Using the writing process revisions are made to improve clarity and organization.

Essential Questions:

- *How does awareness of my audience and purpose help me clarify my writing?*
- *How do the stages of the writing process help me progress as a writer?*

4.2.9 Recognize main ideas and supporting details presented in expository (informational texts).

4.4.1 Discuss ideas for writing. Find ideas for writing in conversations with others and in books, magazines, newspapers, school textbooks, or on the Internet. Keep a list or notebook of ideas.

4.4.2 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements for a piece of writing.

4.4.4 Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and posing and answering a question.

4.4.6 Locate information in reference texts by using organizational features, such as prefaces and appendixes.

4.4.7 Use multiple reference materials and online information (the Internet) as aids to writing.

4.4.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.

4.4.3 Write informational pieces with multiple paragraphs that:

- provide an introductory paragraph.
- establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.
- include supporting paragraphs with simple facts, details, and explanations.
- present important ideas or events in sequence or in chronological order.
- provide details and transitions to link paragraphs.
- conclude with a paragraph that summarizes the points.
- use correct indentation at the beginning of paragraphs.

4.5.2 Write responses to literature that:

- demonstrate an understanding of a literary work.
- support statements with evidence from the text.

- 4.4.5 Quote or paraphrase information sources, citing them appropriately.
- 4.5.3 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:
- includes information from a variety of sources (books, technology, multimedia) and documents sources (titles and authors).
 - demonstrates that information that has been gathered has been summarized.
 - organizes information by categorizing it into multiple categories (such as solid, liquid, and gas or reduce, reuse, and recycle) or includes information gained through observation.

- 4.4.10 Review, evaluate, and revise writing for meaning and clarity.
- 4.4.11 Proofread one's own writing, as well as that of others, using an editor's checklist or set of rules, with specific examples of corrections of frequent errors.
- 4.4.12 Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.
- (These are not core indicators for Core Standard 4, although they support Core Standard 4.)

LEARNING TARGETS

Concepts: Need to <u>Know</u> (Declarative Knowledge)	Skills: Be Able to <u>Do</u> (Procedural Knowledge)
<p>4.4.1</p> <ul style="list-style-type: none"> • Brainstorm 	<p>4.4.1</p> <ul style="list-style-type: none"> • Find and discuss ideas for writing • Keep a list of writing ideas
<p>4.4.2</p> <ul style="list-style-type: none"> • Purpose, audience, length and format requirements 	<p>4.4.2</p> <ul style="list-style-type: none"> • Select a focus, organizational structure, and point of view for writing
<p>4.4.4</p> <ul style="list-style-type: none"> • Chronological order, cause and effect, similarity and differences (cause and effect) 	<p>4.4.4</p> <ul style="list-style-type: none"> • Use logical organizational structures to provide information • Pose and answer questions
<p>4.4.6, 4.4.8</p> <ul style="list-style-type: none"> • Organizational features of reference text, such as prefaces and appendixes • Organization structure of almanacs, newspapers, and periodicals 	<p>4.4.6, 4.4.8</p> <ul style="list-style-type: none"> • Locate information in reference text • Explain text organization and how it is used to locate information

<p>4.4.7</p> <ul style="list-style-type: none"> Reference materials available including online resources <p>4.4.3</p> <ul style="list-style-type: none"> Introductory paragraph Central idea, topic sentence Supporting paragraphs with details and transitions Important ideas, sequential/chronological order Conclusion that summarizes the points Correct paragraph indentation <p>4.5.2</p> <ul style="list-style-type: none"> Expository Writing <p>4.4.5</p> <ul style="list-style-type: none"> Quote Paraphrase Citations <p>4.5.3</p> <ul style="list-style-type: none"> Research process Variety of sources Summarize Categorizing information <p>4.4.10, 4.4.11, 4.4.12</p> <ul style="list-style-type: none"> Editor's checklist 	<p>4.4.7</p> <ul style="list-style-type: none"> Use multiple reference materials to aid writing <p>4.4.3</p> <ul style="list-style-type: none"> Write informational pieces with multiple paragraphs <p>4.5.2</p> <ul style="list-style-type: none"> Write responses to literature: Demonstrate understanding of literary work and support statements with evidence <p>4.4.5</p> <ul style="list-style-type: none"> Cite informational sources <p>4.5.3</p> <ul style="list-style-type: none"> Write and deliver research report Organize information <p>4.4.10, 4.4.11, 4.4.12</p> <ul style="list-style-type: none"> Review, revise, and evaluate writing Proofread writing
<p style="text-align: center;">Key Vocabulary</p> <p>Topic sentence Appendix Quote Almanac Preface Similarity and differences Reference Periodical</p>	

Core Standard 5: Writing: Literary Text

- Write narrative and descriptive pieces that provide a well-developed setting and sequence of events that incorporate ideas and observations.
- Revise writing for meaning, clarity, and sequence of ideas.

Essential Question:

- *How do good writers use writing to communicate their thoughts, feelings, and information?*

4.3.2 Identify the main events of the plot, including their causes and the effects of each event on future actions, and the major theme from the story action.

4.4.1 Discuss ideas for writing. Find ideas for writing in conversations with others and in books, magazines, newspapers, school textbooks, or on the Internet. Keep a list or notebook of ideas.

4.4.2 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements for a piece of writing.

4.5.1 Write narratives that:

- include ideas, observations, or memories of an event or experience.
- provide a context to allow the reader to imagine the world of the event or experience.
- use concrete sensory details.

4.5.5 Use varied word choices to make writing interesting.

4.5.6 Write for different purposes (information, persuasion, description) and to a specific audience or person.

4.4.10 Review, evaluate, and revise writing for meaning and clarity.

4.4.12 Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.

LEARNING TARGETS	
Concepts: Need to <u>Know</u> (Declarative Knowledge)	Skills: Be Able to <u>Do</u> (Procedural Knowledge)
4.3.2 <ul style="list-style-type: none">• Cause and effect• Theme	4.3.2 <ul style="list-style-type: none">• Identify main events of the plot
4.4.1 <ul style="list-style-type: none">• Research skills	4.4.1 <ul style="list-style-type: none">• Discuss and find ideas for writing

<p>4.4.2</p> <ul style="list-style-type: none"> Purpose, audience, length and format requirements <p>4.5.1</p> <ul style="list-style-type: none"> Narrative writing <p>4.5.5</p> <ul style="list-style-type: none"> Varied word choices <p>4.5.6</p> <ul style="list-style-type: none"> Various writing forms (informational, persuasive, descriptive, and expository) <p>4.4.10, 4.4.11, 4.4.12</p> <ul style="list-style-type: none"> Editor's checklist 	<p>4.4.2</p> <ul style="list-style-type: none"> Select a focus and organizational structure for a piece of writing <p>4.5.1</p> <ul style="list-style-type: none"> Write narratives <p>4.5.5</p> <ul style="list-style-type: none"> Use words to make writing interesting <p>4.5.6</p> <ul style="list-style-type: none"> Write for specific audience <p>4.4.10, 4.4.11, 4.4.12</p> <ul style="list-style-type: none"> Review, revise, and evaluate writing Proofread writing
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Core Standard 6: English Language Conventions

- Write simple and compound sentences, using descriptive words and different types of phrases for added interest.
- Use correct punctuation (e.g. parentheses, commas) and prepositions in phrases that add information.

Essential Question:

- How does the use of Standard English conventions help my audience understand my writing?*

4.6.3 Create interesting sentences by using words that describe, explain or provide additional details and connections such as verbs, adjectives, adverbs, appositives, participle phrases, prepositional phrases and conjunctions.

4.6.2 Using simple sentences and compound sentences

4.6.4 Identify and use in writing regular (live/lived) and irregular verbs (swim/swam) adverbs and prepositions.

- 4.6.4 is not a core indicator although it supports a core standard.

4.6.7 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations and the first word in quotations, when appropriate.

- 4.6.7 is not a core indicator although it supports a core standard.

4.6.5 Use parenthesis to explain something that is not considered of primary importance to the sentence, commas in direct quotations (<i>He said, "I'd be happy to go."</i>), apostrophes to show possession (<i>Jim's shoes, the dog's food</i>), and apostrophes in contractions (<i>can't, didn't, won't</i>).				
4.6.8 Spell correctly roots, inflections(words like <u>care</u> / <u>careful</u> , <u>caring</u>) words with more than one acceptable spelling, suffixes, and prefixes, and syllables(su-prise).				
<ul style="list-style-type: none">4.6.8 is not a core indicator although it supports a core standard.				
4.6.1 Write smoothly and legibly in cursive, forming letters and words that can be read by others				
3.6.1 Write legibly in cursive, leaving space between, words in a sentence, and words and the edges of the paper.				
<ul style="list-style-type: none">4.6.1 and 3.6.1 are not core indicators although they extend core standards in previous grades.				
LEARNING TARGETS				
Concepts: Need to <u>Know</u> (Declarative Knowledge)		Skills: Be Able to <u>Do</u> (Procedural Knowledge)		
4.6.2 <ul style="list-style-type: none">Simple and compound sentences		4.6.2 <ul style="list-style-type: none">Used a variety of sentences		
4.6.3 <ul style="list-style-type: none">Figurative and descriptive language		4.6.3 <ul style="list-style-type: none">Create interesting sentences		
4.6.4 <ul style="list-style-type: none">Regular verbs, irregular verbs, adverbs, and prepositional phrases		4.6.4 <ul style="list-style-type: none">Identify and use different parts of speech		
4.6.5 <ul style="list-style-type: none">Rules of punctuation		4.6.5 <ul style="list-style-type: none">Apply parenthesis, commas, and apostrophes correctly		
4.6.7 <ul style="list-style-type: none">Common and proper nouns		4.6.7 <ul style="list-style-type: none">Capitalize when appropriate		
Key Vocabulary				
Simple sentences	Compound sentences	Participial phrases	Adjective	Prepositional Phrases
Adverb	Conjunction	Appositives		

Core Standard 7: Listening and Speaking

- Present narrative and descriptive pieces that include a context for the story or issue and relevant details, and follow a sequence of events.
- Summarize the major ideas of a presentation, ask relevant questions, and provide complete answers to questions.

Essential Question:

- *How does listening and speaking clearly help me communicate with others?*

4.7.1 Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.

4.7.2 Summarize major ideas and supporting evidence in spoken presentations.

4.7.15 Connect and relate experiences and ideas to those of a speaker.

4.7.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details.

4.7.6 Use logical structures for conveying information, including cause and effect, similarity and difference, and posing and answering questions.

4.7.7 Emphasize points in ways that help the listener or viewer follow important ideas and concepts.

4.7.11 Make narrative presentations that:

- Relate ideas, observations, or memories about an event or experience.
- Provide a context that allows the listener to imagine the circumstances of the event or experience.
- Provide insight into why the selected event or experience should be of interest to the audience.

4.7.12 Make informational presentations that:

- Focus on one main topic.
- Include facts and details that help listeners focus.
- Incorporate more than one source of information (including speakers, books, newspapers, television broadcasts, radio reports, or Web sites).

4.7.13 Deliver oral summaries of articles and books that contain the main idea of the event or article and the most significant details.

LEARNING TARGETS

**Concepts: Need to Know
(Declarative Knowledge)**

4.7.1

- Listening and speaking skills
- Prior knowledge

4.7.2

- Major ideas
- Listening and speaking skills

**Skills: Be Able to Do
(Procedural Knowledge)**

4.7.1

- Ask relevant questions

4.7.2

- Identify and summarize major ideas
- Support major ideas with evidence or examples from oral presentations

<p>4.7.15</p> <ul style="list-style-type: none"> • Listening and speaking skills <p>4.7.5</p> <ul style="list-style-type: none"> • Introductions and conclusions • Audience • Speaking skills <p>4.7.6</p> <ul style="list-style-type: none"> • Cause and effect, compare and contrast, posing and answering questions <p>4.7.7</p> <ul style="list-style-type: none"> • Ideas <p>4.7.11</p> <ul style="list-style-type: none"> • Narrative writing • Prior knowledge • Imagery <p>4.7.12</p> <ul style="list-style-type: none"> • Narrative writing • Sequential order • Main idea, supporting details <p>4.7.13</p> <ul style="list-style-type: none"> • Main idea and supporting detail • Summarization 	<p>4.7.15</p> <ul style="list-style-type: none"> • Make self-to-oral information connections <p>4.7.5</p> <ul style="list-style-type: none"> • Present introductions and conclusions that guide and inform listeners <p>4.7.6</p> <ul style="list-style-type: none"> • Use logical structure to convey information <p>4.7.7</p> <ul style="list-style-type: none"> • Emphasize key point <p>4.7.11</p> <ul style="list-style-type: none"> • Create narrative presentations <p>4.7.12</p> <ul style="list-style-type: none"> • Present narrative and informational pieces <p>4.7.13</p> <ul style="list-style-type: none"> • Deliver oral summaries
<p style="text-align: center;">Key Vocabulary</p> <p>Inflection Anecdote Gestures</p>	

English Language Arts Teaching Models and Suggested supplementary materials may include:

- *Making Meaning Comprehension Curriculum and/or Harcourt Reading Collections and resources*
- *Four Blocks Resources*
- *Wilson Reading Resources*
- *Being A Writer*
- *Write Source*
- *Compass Odyssey*
- *Indiana State Standards ELA Resources: Curriculum Frameworks*

English Language Arts Academic Milestones to be achieved by all fourth graders by the end of the current school year:

- 80% accuracy on HB Reading/Writing Performance Assessment/Making Meaning Assessment Record Book.
- Achieve targeted RIT score on Fall and Spring NWEA test.
- Earn minimum rubric scores of 4 in Ideas and Content, Organization, Style and Voice and a score of 3 in Language Conventions.

NOTE TO THE TEACHER:

- The quarter in which a standard is listed is when this standard is EMPHASIZED. It is assumed these standards will be taught throughout the school year.

Time-frame	Content/Performance Standard Indicators Addressed	Assessment Suggestions
On-going:	<p>4.1.1 Read aloud grade-level-appropriate narrative text and expository text with fluency and accuracy and with appropriate timing, changes in voice and expressions.</p> <p>4.1.6 Distinguish and interpret words with multiple meanings by using context clues.</p> <p>4.1.2 Apply knowledge of synonyms, antonyms, homographs and idioms to determine the meaning of words and phrases.</p> <p>4.1.7 Use context to determine the meaning of unknown words.</p> <p>4.3.5 Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works.</p> <p>4.1.4 Use common roots and word parts derived from Greek and Latin to analyze the meaning of complex clues.</p> <p>4.3.2 Identify the main events of the plot including their causes, and the effects of each event on future actions and the major theme from the story action.</p> <p>4.2.2 Use appropriate strategies when reading for different purposes.</p> <p>4.2.3 Draw conclusions or make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues, and direct quotations.</p> <p>4.3.3 Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions.</p> <p>4.4.10 Review, evaluate, and revise writing for meaning and clarity.</p> <p>4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.</p> <p>4.5.2 Write responses to literature that demonstrate an understanding of a literary work. Support judgments through references to both the text and prior knowledge.</p> <p>4.6.1 Write smoothly and legibly in cursive, forming letters and words that can be read by others.</p>	<p>HB Quarterly Reading/Writing Performance Assessment</p> <p>Making Meaning Assessment Records</p> <p>Teacher Observations/Anecdotal Records</p> <p>Daily Assignments</p> <p>Daily Oral Language</p> <p>Vocabulary/Spelling Tests</p> <p>Student self- selected reading records</p> <p>Accelerated Reading Records</p> <p>STAR Testing</p> <p>Curriculum Frameworks</p> <p>United Streaming Assignment builder and quiz builder</p> <p>Responding to Literature</p> <p>Narrative, Descriptive, and Expository Writing</p> <p>Journal Writing</p> <p>Summary Writing</p> <p>Oral Presentations</p> <p>Compass Odyssey Learning Paths created using Indiana State Standards</p> <p>District Quarterly Writing Assessments</p> <p>NWEA Fall and Spring Assessments</p>

Highlighted items: "Power/Critical Standard Indicators"

Time-frame	Content/Performance Standard Indicators Addressed	Teaching Timeline With Resources And Teaching Models	Assessment Suggestions
First	<p>4.1.3 Use knowledge of root words to determine the meaning of unknown words within a passage.</p> <p>4.7.1 Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.</p> <p>4.2.9 Recognize main ideas and supporting details presented in informational texts.</p> <p>4.3.7 Identify the narrator in a selection and tell whether the narrator or speaker is involved in the story.</p> <p>4.4.1 Discuss ideas for writing. Find ideas for writing in conversations with others and in books, magazines, newspapers, school textbooks, or on the Internet. Keep a list or notebook of ideas.</p> <p>4.5.1 Write narratives that: include ideas, observations, or memories of an event or experience; provide a context to allow the reader to imagine the world of the event or experience; and concrete sensory details.</p> <p>4.7.11 Make narrative presentations that: Relate ideas, observations, or memories about an event or experience; provide a context that allows the listener to imagine the circumstances of the event or experience; provide insight into why the selected event or experience should be of interest to the audience.</p> <p>4.6.2 Use simple sentences and compound sentences in writing.</p> <p>4.6.3 Create interesting sentences, by using words that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions.</p> <p>4.4.4 Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and posing and answering a question.</p> <p>4.4.12 Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.</p>	<p>Bank Day October 11, 2006: Data Analysis/Evaluation of Assessments</p> <p>Reading: <i>Exact testing dates to be determined by individual school.</i></p> <ul style="list-style-type: none"> Making Meaning (MM): Units 1-2 Harcourt Brace (HB) Themes 1 & 3 <ul style="list-style-type: none"> Focus: Narrative and Expository Text, Text to Self Assessments: HB Holistic Test or HB Reading/Writing Performance Assessment for Theme 1 and or 3 Focus: Narrative Writing—HB Theme 1 Michigan City Analytical Writing Rubric <p>Grammar/Language Conventions:</p> <ul style="list-style-type: none"> HB Grammar/Spelling Lessons in Themes 1 & 3 and http://www.harcourtschool.com/menus/collections/grade_4.html http://www.harcourtschool.com/activity/language_arts/ideasforwriters/gr4/menu4.html Oxford Sadlier Vocabulary: http://www.sadlier-oxford.com/vocabulary/student.cfm#orange 	<p>Compass Learning Odyssey Learning Path ...pre and post tests. Quarterly District-wide writing assessments.</p> <ul style="list-style-type: none"> Narrative Writing NWEA Fall Assessment <p>HB Reading/Writing Performance Assessments Making Meaning Assessments Teacher Observations/Anecdotal Records</p> <p>Daily Assignments Daily Oral Language Vocabulary/Spelling Tests Student self- selected reading records Accelerated Reading Records STAR Testing Curriculum Frameworks</p> <p>Responding to Literature Journal Writing Summary Writing Oral Presentations</p>

Highlighted items: "Power/Critical Standard Indicators"

Time-frame	Content/Performance Standard Indicators Addressed	Teaching Timeline With Resources And Teaching Models	Assessment Suggestions
Second	<p>4.2.1 Use the organization of informational text to strengthen comprehension.</p> <p>4.2.8 Identify informational texts written in narrative form using sequence or chronology.</p> <p>4.4.2 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements for a piece of writing.</p> <p>4.4.9 Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer terminology.</p> <p>4.3.1 Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.</p> <p>4.3.4 Compare and contrast tales from different cultures by tracing the adventures of one character type. Tell why there are similar tales in different cultures.</p> <p>4.3.5 Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works.</p> <p>4.3.6 Determine the theme.</p> <p>4.5.4 Write summaries that contain the main ideas of the reading selection and the most significant details.</p> <p>4.6.8 Spell correctly roots, inflections or words with more than one acceptable spelling, suffixes and prefixes, and syllables.</p> <p>4.6.5 Use parentheses to explain something that is not considered of primary importance to the sentence, commas in direct quotations, apostrophes to show possession and apostrophes in contractions.</p> <p>4.5.5 Use varied word choices to make writing interesting.</p> <p>4.7.3 Identify how language usage reflects regions and cultures.</p> <p>4.7.13 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.</p>	<p>Bank Day December 8, 2006: Data Analysis/Evaluation of Assessments</p> <p>Reading: Exact testing dates to be determined by individual school.</p> <ul style="list-style-type: none"> • Making Meaning: Units 3 & 4 • HB Themes 4 & 6 <ul style="list-style-type: none"> ▪ Focus: Narrative Text, Making Inferences, Making Judgments, Figurative Language ▪ Assessments: HB Holistic Test or HB Reading/Writing Performance Assessment for Theme 4 and/or 6 <p>Writing: Quarterly MCAS Writing Assessment</p> <ul style="list-style-type: none"> • Focus: Descriptive Writing—HB Theme 1 page 102 • Michigan City Analytical Writing Rubric <p>Grammar/Language Conventions:</p> <ul style="list-style-type: none"> • HB Grammar/Spelling Lessons in Themes 4 & 6 and http://www.harcourtschool.com/menus/collec tions/grade_4.html • http://www.harcourtschool.com/activity/lan guage_arts/ideasforwriters/gr4/menu4.html • http://www.harcourtschool.com/menus/lang uage/menu.html • Oxford Sadlier Vocabulary: http://www.sadlier-oxford.com/vocabulary/student.cfm#orange 	<p>Compass Learning Odyssey Learning Path ...pre and post tests. Quarterly District-wide writing assessments.</p> <ul style="list-style-type: none"> ▪ Descriptive Writing <p>HB Reading/Writing Performance Assessments Making Meaning Assessments Teacher Observations/Anecdotal Records</p> <p>Daily Assignments Daily Oral Language Vocabulary/Spelling Tests Student self- selected reading records Accelerated Reading Records STAR Testing Curriculum Frameworks</p> <p>Responding to Literature Journal Writing Summary Writing</p> <p>Oral Presentations</p>

Highlighted items: "Power/Critical Standard Indicators"

Time-frame	Content/Performance Standard Indicators Addressed	Teaching Timeline With Resources And Teaching Models	Assessment Suggestions
Third quarter	<p>4.2.4 Evaluate new information and hypotheses by testing them against known information and ideas.</p> <p>4.2.5 Compare and contrast information on the same topic after reading several passages or articles.</p> <p>4.2.6. Distinguish between cause and effect and between fact and opinion in informational text.</p> <p>4.2.7 Follow multiple-step instructions in a basic technical manual.</p> <p>4.4.7 Use multiple reference materials and online information (the Internet) as aids to writing.</p> <p>4.1.5 Use a thesaurus to find related words and ideas</p> <p>4.4.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.</p> <p>4.4.6 Locate information in reference texts by using organizational features, such as prefaces and appendixes.</p> <p>4.6.4 Identify and use in writing regular and irregular verbs, adverbs, and prepositions.</p> <p>4.6.6 Use underlining, quotation marks, or italics to identify titles of documents.</p> <p>4.6.7 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.</p> <p>4.7.2 Summarize major ideas and supporting evidence presented in spoken presentations.</p> <p>4.7.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.</p> <p>4.7.8 Use details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.</p> <p>4.7.15 Connect and relate experiences and ideas to those of a speaker.</p> <p>4.7.16 Distinguish between the speaker's opinions and verifiable facts.</p> <p>4.5.6 Write for different purposes (descriptive) and to a specific audience and person.</p> <p>4.7.17 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things or experiences.</p>	<p>Bank Day March 9, 2007: Data Analysis/Evaluation of Assessments</p> <p><i>Reading: Exact testing dates to be determined by individual school.</i></p> <ul style="list-style-type: none"> • <i>Making Meaning: Units 5 & 6</i> • <i>HB Theme 2</i> <ul style="list-style-type: none"> ▪ Focus: Narrative Text, Prediction Outcomes ▪ Assessments: HB Holistic Test or HB Reading/Writing Performance Assessment for Theme 2 <p><i>Writing: Quarterly MCAS Writing Assessment</i></p> <ul style="list-style-type: none"> • Focus: Narrative Writing— HB Theme 1 page 102 and Theme 6 pg. 1426 • Michigan City Analytical Writing Rubric <p>Grammar/Language Conventions:</p> <ul style="list-style-type: none"> • HB Grammar/Spelling Lessons in Theme 2 and http://www.harcourtschool.com/menus/collections/grade_4.html • http://www.harcourtschool.com/activity/language_arts/ideasforwriters/gr4/menu4.html • http://www.harcourtschool.com/menus/language/menu.html • Oxford Sadlier Vocabulary: http://www.sadlier-oxford.com/vocabulary/student.cfm#orange 	<p>Compass Learning Odyssey Learning Path ...pre and post tests. Quarterly District-wide writing assessments.</p> <ul style="list-style-type: none"> ▪ Narrative Writing <p>HB Reading/Writing Performance Assessments Making Meaning Assessments Teacher Observations/Anecdotal Records</p> <p>Daily Assignments Daily Oral Language Vocabulary/Spelling Tests Student self- selected reading records Accelerated Reading Records STAR Testing Curriculum Frameworks</p> <p>Responding to Literature Journal Writing Summary Writing</p> <p>Oral Presentations</p>

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Time-frame	Content/Performance Standard Indicators Addressed	Teaching Timeline With Resources And Teaching Models	Assessment Suggestions
Fourth	<p>4.4.3 Write informational pieces with multiple paragraphs that provide an introductory paragraph; establish and support a central idea with a topic sentence at or near the beginning of the first paragraph; include supporting paragraphs with simple facts, details, and explanations; present important ideas or events in sequence or in chronological order; provide details and transitions to link paragraphs; conclude with a paragraph that summarizes the points; use correct indentation at the beginning of paragraphs.</p> <p>4.4.5 Quote or paraphrase information sources, citing them appropriately.</p> <p>4.5.3 Write or deliver a research report that has been developed using a systematic research process that: includes information from a variety of sources and documents sources, demonstrates that information that has been gathered has been summarized, organizes information by categorizing it into multiple categories or includes information gained through observation.</p> <p>4.7.4 Give precise directions and instructions.</p> <p>4.7.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details.</p> <p>4.7.6 Use logical structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.</p> <p>4.7.9 Engage the audience with appropriate words, facial expressions, and gestures.</p> <p>4.7.10 Evaluate the role of the media in focusing people's attention on events and in forming their opinions on issues.</p> <p>4.7.12 Make informational presentations that: Focus on one main topic, include facts and details that help listeners to focus, incorporate more than one source of information.</p>	<p>Bank Day May 24, 2007: Data Analysis/Evaluation of Assessments</p> <p>Reading: Exact testing dates to be determined by individual school.</p> <ul style="list-style-type: none"> • <i>Making Meaning: Units 7</i> • <i>HB Theme 5</i> <ul style="list-style-type: none"> ▪ Focus: ▪ Assessments: HB Holistic Test or HB Reading/Writing Performance Assessment for Theme 5 <p>Writing: Quarterly MCAS Writing Assessment</p> <ul style="list-style-type: none"> • Focus: Narrative Writing— <i>HB Theme 2 page 292-93</i> • Michigan City Analytical Writing Rubric <p>Grammar/Language Conventions:</p> <ul style="list-style-type: none"> • HB Grammar/Spelling Lessons in <i>Theme 5</i> and http://www.harcourtschool.com/menus/collections/grade_4.html • http://www.harcourtschool.com/activity/language_arts/ideasforwriters/gr4/menu4.html • http://www.harcourtschool.com/menus/language/menu.html <p>Oxford Sadlier Vocabulary: http://www.sadlier-oxford.com/vocabulary/student.cfm#orange</p>	<p>Compass Learning Odyssey Learning Path ...pre and post tests. Quarterly District-wide writing assessments.</p> <ul style="list-style-type: none"> ▪ Expository Writing NWEA Spring Assessment <p>HB Reading/Writing Performance Assessments Making Meaning Assessments Teacher Observations/Anecdotal Records</p> <p>Daily Assignments Daily Oral Language Vocabulary/Spelling Tests Student self-selected reading records Accelerated Reading Records STAR Testing Curriculum Frameworks</p> <p>Responding to Literature Journal Writing Summary Writing Oral Presentations</p>

7/29/08

Highlighted items: "Power/Critical Standard Indicators"