

Content Area: Reading, Writing, and Communicating
Standard: 1. Oral Expression and Listening

Prepared Graduates:
 ➤ Use language appropriate for purpose and audience

Grade Level Expectation: Fourth Grade

Concepts and skills students master:
 1. A clear communication plan is necessary to effectively deliver and receive information

Evidence Outcomes

Students can:

- a. 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. (CCSS: SL.4.1)
 - i. 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. (CCSS: SL.4.1a)
 - ii. Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)
 - iii. 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. (CCSS: SL.4.1c)
 - iv. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)
- b. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL.4.2)
- c. Identify the reasons and evidence a speaker provides to support particular points. (CCSS: SL.4.3)
- d. 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. (CCSS: SL.4.4)
- e. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (CCSS: SL.4.5)
- f. 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. (CCSS: SL.4.6)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is important to listen to all members in a group before making a decision about an issue or problem?
2. What are some important things to do when presenting ideas to a group?
3. Why is paraphrasing someone else's thinking important before sharing other opinions?

Relevance and Application:

1. Learning how to listen and support ideas with others is a life skill (Businesses of all sizes create communication plans so all employees are kept informed and know how and where to offer their opinion.)
2. Interacting with others by sharing knowledge, ideas, stories, and interests builds positive relationships. For example, when planning a school festival students, parents, and teachers work together to develop ideas and plan the work.
3. Using databases to organize information about and audience can improve a meeting.

Nature of Reading, Writing and Communicating:

1. Good communicators acknowledge the ideas of others.

Content Area: Reading, Writing, and Communicating
Standard: 2. Reading for All Purposes

Prepared Graduates:
 ➤ Demonstrate comprehension of a variety of informational, literary, and persuasive texts

Grade Level Expectation: Fourth Grade

Concepts and skills students master:
 1. Comprehension and fluency matter when reading literary texts in a fluent way

Evidence Outcomes	21 st Century Skills and Readiness Competencies
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Students can:

a. Use Key Ideas and Details to:

- i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.4.1)
- ii. Identify and draw inferences about setting, characters (such as motivations, personality traits), and plot. (CCSS: RL.4.2)
- iii. Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS: RL.4.3)
- iv. 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). (CCSS: RL.4.4)
- v. Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved)

b. Use Craft and Structure to:

- i. 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). (CCSS: RL.4.4)
- ii. 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. (CCSS: RL.4.5)
- iii. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (CCSS: RL.4.6)

c. Use Integration of Knowledge and Ideas to:

- i. 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. (CCSS: RL.4.7)
- ii. 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. (CCSS: RL.4.9)
- iii. Summarize text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence.

d. Use Range of Reading and Complexity of Text to:

- i. 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. (CCSS: RL.4.10)
- ii. Read familiar texts orally with fluency, accuracy, and prosody (expression)

Inquiry Questions:

1. How do people use different reading strategies to better understand different genres (poetry, stories, nonfiction)?
2. What can readers infer about the main character of a text?
3. How are you similar or different from the characters in the text?
4. How did the author use events to prepare the reader for the ending?
5. How would the story be different if the author changed the setting?

Relevance and Application:

1. The skills used in reading comprehension transfers to readers’ ability to understand and interpret events.
2. Analyzing character traits supports working relationships in the workplace.
3. It is important to be able to identify conflict and how it occurs and to look for strategies to deal with conflict.
4. Reading with prosody increases comprehension and fluency. These are skills of proficient readers.
5. Use of voice recording software to record, listen to and follow along with words and texts can enhance understanding

Nature of Reading, Writing, and Communicating:

1. Readers think about the tone and message of the text. They use the expression to make reading clear.
2. Readers continually monitor their thinking as they read.
3. Readers think about how the setting of a story can completely change how they think about the plot. Readers think about how the story would have been different in a different setting.

Content Area: Reading, Writing, and Communicating

Standard: 2. Reading for All Purposes

Prepared Graduates:

- Engage in a wide range of nonfiction and real-life reading experiences to solve problems, **judge the quality of ideas**, or complete daily tasks

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

- 2. Comprehension and fluency matter when reading informational and persuasive texts in a fluent way

Evidence Outcomes

Students can:

- a. Use Key Ideas and Details to:
 - i. **Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.** (CCSS: RI.4.1)
 - ii. Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)
 - iii. **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.** (CCSS: RI.4.3)
 - iv. Skim materials to develop a general overview of content
 - v. Scan to locate specific information or to perform a specific task (finding a phone number, locating a definition in a glossary, identifying a specific phrase in a passage)
- b. Use Craft and Structure to:
 - i. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. (CCSS: RI.4.4)
 - ii. 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. (CCSS: RI.4.5)
 - iii. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (CCSS: RI.4.6)
 - iv. Identify common organizational structures (paragraphs, topic sentences, concluding sentences) and **explain how they aid comprehension**
 - v. Use text features (bold type, headings, visuals, captions, glossary) to organize or categorize information
 - vi. Identify conclusions
- c. Use Integration of Knowledge and Ideas to:
 - i. 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. (CCSS: RI.4.7)
 - ii. **Explain how an author uses reasons and evidence to support particular points in a text.** (CCSS: RI.4.8)
 - iii. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.4.9)
- d. Use Range of Reading and Complexity of Text to:
 - i. 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. (CCSS: RI.4.10)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What does informational text tell readers about themselves, others, and the world?
2. How do text features help readers gain information that they need?
3. How do readers know if the text is informing them or trying to persuade them?

Relevance and Application:

1. Announcers read stylized print with appropriate inflection.
2. Readers interpret the intended message in various genres (such as fables, billboards, Web pages, poetry, and posters).
3. Online comprehension strategies differ from those used to comprehend printed text due to non-linear design and the addition of multimedia clues which can greatly distract or aid in understanding.

Nature of Reading, Writing, and Communicating:

1. Readers read for enjoyment and information.
2. Readers make connections from what they are reading to previous selections within text or other sources.
3. When readers analyze well-written paragraphs, they support their writing skills.

Content Area: Reading, Writing, and Communicating

Standard: 2. Reading for All Purposes

Prepared Graduates:

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

- 3. Knowledge of complex orthography (spelling patterns), morphology (word meanings), and word relationships to decode (read) multisyllabic words contributes to better reading skills

Evidence Outcomes

Students can:

- a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.4.3)
 - i. 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. (CCSS: RF.4.3a)
- b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)
 - i. Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)
 - ii. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS: RF.4.4b)
 - iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)
- c. 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. (CCSS: L.4.4)
 - i. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4a)
 - ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*). (CCSS: L.4.4b)
 - iii. Read and understand words with common prefixes (un-, re-, dis-) and derivational suffixes (-ful, -ly, -ness)
 - iv. Read and understand words that change spelling to show past tense: write/wrote, catch/caught, teach/taught
 - v. Read multisyllabic words with and without inflectional and derivational suffixes
 - vi. Infer meaning of words using explanations offered within a text
 - vii. 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. (CCSS: L.4.4c)
- d. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.4.5)
 - i. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. (CCSS: L.4.5a)
 - ii. Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS: L.4.5b)
 - iii. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (CCSS: L.4.5c)
- e. 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., *wildlife*, *conservation*, and *endangered* when discussing animal preservation). (CCSS: L.4.6)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How can analyzing word structures help readers understand word meanings?
- 2. How do prefixes (un-, re-) and suffixes (-ness, -ful) change the meaning of a word (meaning, meaningful)?
- 3. Why do root words change their spelling when suffixes are added?

Relevance and Application:

- 1. Changing accent changes the meaning of words (CONtest, conTEST).
- 2. Voice recording software and tools a iPods provide students opportunity to listen to and record multisyllabic words and text
- 3. Readers can create new words by adding prefixes and suffixes (such as wood, wooden).
- 4. The spelling of multisyllabic root words can change when suffixes are added (transfer, transferrable).

Nature of Reading, Writing, and Communicating:

- 1. The ability to notice accent is essential for successful communication.
- 2. Readers use phonemes, graphemes (letters), and morphemes (suffixes, prefixes) in an alphabetic language.

Content Area: Reading, Writing, and Communicating

Standard: 3. Writing and Composition

Prepared Graduates:

- Implement the writing process successfully to plan, revise, and edit written work

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

1. The recursive writing process is used to create a variety of literary genres for an intended audience

Evidence Outcomes

Students can:

- a. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS: W.4.1)
 - i. 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. (CCSS: W.4.1a)
 - ii. Provide reasons that are supported by facts and details. (CCSS: W.4.1b)
 - iii. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*). (CCSS: W.4.1c)
 - iv. Provide a concluding statement or section related to the opinion presented. (CCSS: W.4.1d)
- b. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.4.3)
 - i. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.4.3a)
 - ii. Choose planning strategies to support text structure and intended outcome
 - iii. Use dialogue and description to develop experiences and events or show the responses of characters to situations. (CCSS: W.4.3b)
 - iv. Use a variety of transitional words and phrases to manage the sequence of events. (CCSS: W.4.3c)
 - v. Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.4.3d)
 - vi. Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.4.3e)
- c. Write poems that express ideas or feelings using imagery, figurative language, and sensory details

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How are literary genres different in form and substance?
2. How does a graphic organizer assist a writer?
3. How does writing create a visual image for the reader?

Relevance and Application:

1. Different forms of literary genre can express the same ideas in different ways.
2. Learning to write with strong words will increase how readers will perceive the messages writers are trying to convey. (Write about an event using formal and informal language.)
3. Writers who connect their personal experiences to writing will increase their skills.

Nature of Reading, Writing, and Communicating:

1. Writers include personal experiences in their writing.

Content Area: Reading, Writing, and Communicating
Standard: 3. Writing and Composition

Prepared Graduates:
 ➤ Implement the writing process successfully to plan, revise, and edit written work

Grade Level Expectation: Fourth Grade

Concepts and skills students master:
 2. Informational and persuasive texts use the recursive writing process

Evidence Outcomes	21 st Century Skills and Readiness Competencies
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Students can:

- a. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.4.2)
 - i. 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. (CCSS: W.4.2a)
 - ii. Choose planning strategies to support text structure and intended outcome
 - iii. Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast)
 - iv. Organize relevant ideas and details to convey a central idea or prove a point
 - v. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b)
 - vi. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*). (CCSS: W.4.2c)
 - vii. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)
 - viii. Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)

Inquiry Questions:

1. Which tools are available to assist the writer in planning, drafting, and revising personal writing?
2. How is word choice affected by audience and purpose?
3. How are writers persuasive without being biased?

Relevance and Application:

1. When preparing for a presentation writers can use electronic resources to add graphics and visual effects to a project.
2. Businesses use proposals to persuade consumers to buy their products.

Nature of Reading, Writing, and Communicating:

1. Writers use transition words in their writing to make transitions clearer and easier to follow.
2. Writers will sometimes use a visual that will help convey their message.

Content Area: Reading, Writing, and Communicating
Standard: 4. Research and Reasoning

Prepared Graduates:
 ➤ Use primary, secondary, and tertiary written sources to generate and answer research questions

Grade Level Expectation: Fourth Grade

Concepts and skills students master:
 1. Comprehending new information for research is a process undertaken with discipline both alone and within groups

Evidence Outcomes	21 st Century Skills and Readiness Competencies
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Students can:

- a. Conduct short research projects that build knowledge through investigation of different aspects of a topic. (CCSS: W.4.7)
 - i. Identify a topic and formulate open-ended research questions for further inquiry and learning
 - ii. Present a brief report of the research findings to an audience
- b. **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.** (CCSS: W.4.8)
 - i. Identify relevant sources for locating information
 - ii. Locate information using text features, (appendices, indices, glossaries, and table of content)
 - iii. Gather information using a variety of resources (reference materials, trade books, online resources, library databases, print and media resources)
 - iv. Read for key ideas, take notes, and organize information read (using graphic organizer)
 - v. Interpret and communicate the information learned by developing a brief summary with supporting details
 - vi. **Develop relevant supporting visual information (charts, maps, diagrams, photo evidence, models)**
- c. **Draw evidence from literary or informational texts to support analysis, reflection, and research.** (CCSS: W.4.9)
 - i. Apply *grade 4 Reading standards* to literature (e.g., "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]."). (CCSS: W.4.9.a)
 - ii. **Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").** (CCSS: W.4.9.b)

Inquiry Questions:

1. What facts do writers use to support their ideas and opinions?
2. Which text features did you find the most useful as you wrote your report?
3. As researchers begin a research project, how do they organize their resources as they gather them?
4. How would you rate your own contributions to your group and why?
5. How does a group resolve conflicts as it works on a group project?
6. What evidence can students use to ensure that all members of a group make a strong contribution?

Relevance and Application:

1. Writers plan, write, and present information to an audience that reflects their point of view.
2. Students use a rubric to self-evaluate their project.
3. Good readers ask good questions.
4. Researchers who use multiple resources create a stronger research project.
5. Use electronic tools to summarize and organize your thinking
6. Use social networking tools to create and share your information.

Nature of Reading, Writing, and Communicating:

1. Researcher plan, present, and evaluate projects that define a point of view.
2. Before researchers begin a research project, they always have materials ready to take notes and highlight key ideas so that they can refer to them later.
3. Researcher can use the glossary or appendix.

Content Area: Reading, Writing, and Communicating
Standard: 4. Research and Reasoning

Prepared Graduates:
 ➤ Articulate the position of self and others using experiential and material logic

Grade Level Expectation: Fourth Grade

Concepts and skills students master:
 2. Identifying implications, concepts, and ideas enriches reasoning skills

Evidence Outcomes	21st Century Skills and Readiness Competencies
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Students can:

- a. Consider negative as well as positive implications of their own thinking or behavior, or others thinking or behavior
- b. State, elaborate, and give an example of a concept (for example, state, elaborate, and give an example of friendship or conflict)**
- c. Identify the key concepts and ideas they and others use
- d. Ask primary questions of clarity, significance, relevance, accuracy, depth, and breadth

Inquiry Questions:

1. What are the implications or what might happen if someone takes action about an issue?
2. What are the consequences of the action?
3. How do students identify key concepts and ideas?
4. How do students know they clearly understand the concepts and topics?
5. What problems may arise if students use only their own thinking in their work?
6. How do students include the perspectives, thinking, or opinions of others as they learn?
7. How does elaborating help others understand a concept with more clarity?
8. What strategy do readers use to help them identify the key concepts or main ideas of a text?

Relevance and Application:

1. Concepts and ideas may reflect prior knowledge and experiences.
2. Presenters are able to clarify what is useful when speaking or writing.
3. When asked to share ideas, presenters must be precise and share key points so that others will be able to follow their information.
4. People must ask questions of themselves and of others for the purpose of quality understanding and reasoning.
5. People who put their thinking or the thinking of a favorite author or researcher aside to entertain other thinking use a fair-minded way to gain understanding.
6. Good communicators acknowledge that further reading or research can increase their depth of understanding.

Nature of Reading, Writing, and Communicating:

1. Researchers understand that clear concepts and ideas must be supported with facts.
2. All reasoning is expressed through and shaped by concepts, and leads somewhere or has implications and consequences.
3. Good communicators are able to state the issue or concept, elaborate on it, and have an example to clearly express their thinking.