

Language Arts

Grade 4

Instructional Planning:

- Pre-read the selection
- Identify reading concept/competency
- Teach pre-requisite lessons
- Organize thinking by use of graphic organizer
- Formulate strategic question/learning goal
- Develop critical vocabulary

- Select before, during, and after strategies
 - ✓ Connect text with learner's prior knowledge
 - ✓ Predict, picture walk, revisit original prediction
 - ✓ Continue predictions throughout
 - ✓ Clarify unclear concepts/words
 - ✓ Model think-aloud process

- ✓ Monitor student thinking (metacognition)
- ✓ Provide personal connection to text
- ✓ Provide opportunities for discussion
- ✓ Provide opportunities for informal writing to learn
- ✓ Respond through discussion, writing/illustration
- ✓ Re-read to verify
- ✓ Provide opportunities to reflect on learning

COMPONENT	OBJECTIVES	COMPETENCY
<p>4.1 Reading/Literature</p>	<p>The following objectives must be used to support the competencies:</p> <p>1.1 Reads and can distinguish the features of a variety of genre, e.g., fiction, drama, poetry, and non-fiction with fluency and expression and participates in repeated readings such as buddy, choral, echo etc.</p> <p>1.2 Listens to daily to teacher modeled reading, on or above grade level, from a wide variety of genres, e.g., nonfiction, fiction, poetry, with a special emphasis on fables, tall tales, and mysteries as well as stories of science and nature while recognizing basic characteristics/text features of these genre</p> <p>1.3 Responds to literature through a variety of activities including choral speaking, role playing, Readers’ Theater, plays, writing (response journal), art, and music and multimedia presentations</p> <p>1.4 Uses literature, pictures, artifacts, technology, and audio visual materials as a means of providing new experiences and new insights (background knowledge)</p> <p>1.5 Relates reading to own experiences (text to self connections); makes predictions relating new information to prior knowledge, previews titles; scans pictures/ text, relates to previously read text (text to text connections); recognizes recurring themes/reading concepts, sets a purpose for reading</p> <p>1.6 Identifies and explores favorite authors/illustrators and titles, and engages in the study of two or more authors (text to text connections), also develops an understanding of gender and other stereotypic and cultural biases portrayed in pictures and in written and oral language</p> <p>1.7 Uses reference research components, pictures, graphs, charts, maps, and captions to gain meaning from the text</p>	<p>Competencies will reflect a meaning-emphasized curriculum where students construct meaning from informational or literary text. Competency performance tasks should reflect both narrative and expository.</p> <p>1.A. Main Idea/Essential Message Identifies relevant supporting details/facts, essential message and arranges events in chronological order</p> <ul style="list-style-type: none"> • After reading grade level, informational and narrative text or participating in other literacy activities, the student will demonstrate comprehension: <ol style="list-style-type: none"> a. through writing including retelling b. by responding to main idea questions (short and extended response) e.g., What is the Main Idea of this passage? e.g., Why do you think this story/ article has the title _____? (L.A.A.2.2.1)(L.A.C.2.2.1)(L.A.E.2.2.4) <p>1.B. Plot Development Understands the development of plot and how conflicts are resolved in a story</p> <ul style="list-style-type: none"> • After reading grade level text or participating in other literacy activities the student will demonstrate comprehension: <ol style="list-style-type: none"> a. through writing including retelling b. by responding to a plot development question (short and extended response) e.g., What problem did the character face? e.g., What events lead to the resolution of the problem in the story? (L.A.E.1.2.2)

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	<p>1.8 Uses reading strategies and critical thinking to understand information presented in a story or informational text</p> <ul style="list-style-type: none"> • identifies and recalls narrative story elements: setting, plot, characters, problem (conflict)/solution/resolution) • identifies and recalls informational text elements/text structures, (description, cause and effect, compare and contrast/similarities and differences, chronological order, problem and solutions) • identifies main idea (stated or implied), theme and support information/details • demonstrates organizational thinking of main idea through use of graphic organizers, i.e., main idea table, two column note • identifies specific information including placing events or steps in sequence • understands different types of questions about a topic by generating and responding to: detail questions who, what, where, and when; higher level questions, how, why • understands the question by using the think aloud process to analyze the question/key words and the requirements of the task • draws conclusions/makes inferences based on text and prior knowledge; for example, character traits, feelings, actions, mood change from the beginning to end • clarifies unknown words by using context clues both meaning and structure • clarifies unknown words by using structural analysis, phonetic as well as picture clues • creates mental images (visualizes) while reading to gain information, to perform a task and learn a new task • distinguishes between fact and opinion <p>1.9 Increases comprehension by rereading, retelling, and discussing text elements/characters of both narrative and expository (informational text) emphasizing main idea</p> <p>1.10 Increases comprehension by predicting, visualizing, clarifying words and phrases, questioning and summarizing (reciprocal teaching)</p> <p>1.11 Includes story elements in a narrative retelling: main characters, setting, sequence of events, and problem/conflict, solution/resolution</p>	<p>1.C. Author's Purpose Identifies author's purpose in a simple text</p> <ul style="list-style-type: none"> • After reading grade level text or participating in other literacy activities, the student will identify the author's purpose <ol style="list-style-type: none"> a. through writing including retelling b. by responding to an author's purpose question (short and extended response) e.g., What does the author mean when he/she writes _____? e.g., Would the author/poet agree with the following statement? (L.A.A.2.2.2) <p><i>Student performance on the short or extended response should be based on the FCAT rubric for performance tasks. Student retelling (oral/written) should be noted/reported on a checklist or anecdotal record, based on a scoring rubric. (refer to CRP Companion 3-5)</i></p>

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	<p>1.12 Includes text elements in an expository retelling: topic/process/people, problem/goal, steps/events, resolution</p> <p>1.13 Supports oral and written responses (student restates/paraphrases/summarizes ideas in own words) with details from narrative or informational text or non-print source</p> <p>1.14 Understands and uses instructional vocabulary and the appropriate transition words related for chronological order (first, second, next, then, last, before, after, when)</p> <p>1.15 Explores the author’s intent and how the author’s choices contribute to the quality of work and responds to: What does the author mean when he/she writes...? Why did the author write the passage? Would the author agree with this statement?</p> <p>1.16 Selects books and participates in daily Structured Independent Reading activities noting theme, author’s style, genre, text difficulty, and makes recommendations, etc.</p> <p>1.17 Responds to a work of literature by explaining how the attitudes and values that exist in a time period affect stories and informational articles written during that time period</p> <p>2.1 Reads a variety of materials/genre with fluency and expression, noting similarities and differences and participates in repeated readings such as buddy, choral, echo etc</p> <p>2.2 Listens to daily to teacher modeled reading, on or above grade level, from a wide variety of genres (noting genre characteristics), e.g., nonfiction (science and nature), fiction (fables, tall tales, mysteries), poetry, in order to compare and contrast text</p> <p>2.3 Responds to comparison and contrast in literature through a variety of activities including graphic organizers, writing (response journals), drama, art, music, and multimedia presentations</p>	<p>2.D. Similarities and Differences</p> <p>2.E. Compare and Contrast Knows similarities and differences/compare and contrast within informational and narrative text.</p> <ul style="list-style-type: none"> • After reading grade level informational or narrative text or participating in other literacy activities, the student will identify similarities and differences between characters/topic, settings and events <ol style="list-style-type: none"> a. through writing including retelling b. by responding to a similarities and differences/compare and contrast question (short and extended response)

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	<p>2.4 Uses literature, pictures, artifacts, technology, and audio visual materials as a means of providing authentic experiences and new insights (background knowledge) in order to compare and contrast</p> <p>2.5 Participates in reading activities using a variety of texts/genres; participates in repeated readings such as buddy and choral noting similarities and differences between characters, settings and events</p> <p>2.6 Relates comparative relationships to own experiences (text to self connections); makes comparisons by relating new information to prior knowledge, previews titles; scans pictures/text, relates to previously read text (text to text connections); recognizes recurring themes/reading concepts, sets a purpose for reading</p> <p>2.7 Identifies and studies favorite authors/illustrators (two or more) while noting comparisons and contrasts</p> <p>2.8 Uses reference research components, pictures, graphs, charts, maps, and captions to compare and contrast information</p> <p>2.9 Develops an awareness of gender and other stereotypic and cultural biases portrayed in pictures, written and oral language in order to compare and contrast</p> <p>2.10 Uses reading strategies and critical thinking to understand information presented within and across narrative and informational text</p> <ul style="list-style-type: none"> • identifies and recalls narrative story elements: setting, plot, characters, problem (conflict)/solution/resolution) • identifies and recalls informational text elements/text structures, (description, cause and effect, compare and contrast/similarities and differences, chronological order, problem and solutions) • identifies main idea (stated or implied), theme and support information/details • demonstrates organizational thinking of comparisons through use of graphic organizers, e.g., venn diagram, content frame • identifies specific information including placing events or steps in sequence 	<p>e.g., How is _____ similar to or different from _____?</p> <p>e.g., How does _____ change from the beginning of the story/article to the end?</p> <ul style="list-style-type: none"> • After reading at least two versions of text the student will compare and contrast or find similarities and differences among text elements, e.g., two biographies of Martin L. King; two poems about the sea <ol style="list-style-type: none"> a. through writing including retelling b. by responding to a similarities and differences/ compare and contrast question (short and extended response) <p>e.g., How is the story similar to or different from _____?</p> <p>(L.A.A.2.2.7)(L.A.E.1.2.3)(L.A.E.2.2.1)</p> <p><i>Student performance on the short or extended response should be based on the FCAT rubric for performance tasks. Student retelling (oral/written) should be noted/reported on a checklist or anecdotal record, based on a scoring rubric. (refer to CRP Companion 3-5)</i></p>

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	<ul style="list-style-type: none"> • uses questioning to understand compare and contrast relationships: detail questions who, what, where, and when; higher level questions, how, why • understands the question by using the think aloud process to analyze the question and the requirements of the task • draws conclusions/makes inferences based on text and prior knowledge; for example, character traits, feelings, actions, mood change from the beginning to end • clarifies unknown words by using context clues both meaning and structure • clarifies unknown words by using structural analysis, phonetic as well as picture clues • creates mental images (visualizes) while reading to gain information, to perform a task and learn a new task • distinguishes between fact and opinion <p>2.11 Increases comprehension of compare and contrast elements by rereading, retelling, and discussion of both narrative and expository (informational) texts</p> <p>2.12 Increases comprehension by predicting, visualizing, clarifying words and phrases, questioning and summarizing (reciprocal teaching)</p> <p>2.13 Includes story elements relating to comparison in a narrative retelling: main characters, setting, sequence of events, and problem (conflict) solution/resolution</p> <p>2.14 Includes text elements relating to comparisons in an expository retelling: topic/process/people, problem/goal, steps/events, resolution</p> <p>2.15 Supports oral and written responses (student restates/paraphrases/summarizes ideas in own words) with details from narrative, informative text or a non-print source in order to find similarities and differences</p> <p>2.16 Understands and uses instructional vocabulary relating to comparisons (alike, different, but)</p>	

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	<p>3.1 Reads a variety of materials with fluency and expression, noting cause and effect relationships and participates in repeated readings such as buddy, choral, echo etc</p> <p>3.2 Listens to daily teacher modeled reading, on or above grade level, from a wide variety of genres (noting genre characteristics), e.g., nonfiction (science and nature), fiction (fables, tall tales, mysteries), poetry, noting cause and effect relationships</p> <p>3.3 Responds to cause and effect relationships in literature both stated and implied through a variety of activities including graphic organizers, writing (response journals), drama, art, music, and multimedia presentations</p> <p>3.4 Uses literature, pictures, artifacts, technology, and audio visual materials as a means of providing authentic experiences and new insights (background knowledge) into cause and effect relationships</p> <p>3.5 Participates in reading activities using a variety of texts/genres; participates in repeated readings such as buddy and choral noting cause and effect relationships between characters, settings and events</p> <p>3.6 Relates cause and effect relationships to own experiences (text to self connections); makes connections by relating new information to prior knowledge, previews titles; scans pictures/text, relates to previously read text (text to text connections); recognizes recurring themes/ reading concepts, sets a purpose for reading</p> <p>3.7 Identifies and studies favorite authors/illustrators (two or more) while noting cause and effect relationships</p> <p>3.8 Uses reference research components, pictures, graphs, charts, maps, and captions to understand cause and effect relationships</p> <p>3.9 Develops an awareness of gender and other stereotypic and cultural biases portrayed in pictures, written and oral language in order to understand cause and effect relationships.</p>	<p>3.F. Cause and Effect Identifies cause and effect relationships in text (applies to fiction, non-fiction, poetry and drama)</p> <ul style="list-style-type: none"> • After reading grade level text or participating in other literacy activities, the student will describe the cause or effect of an action or event <ol style="list-style-type: none"> a. through writing including retelling b. by responding to cause and effect questions (short or extended response) <ul style="list-style-type: none"> e.g., What is the effect or cause of _____? e.g., Why does a character take a particular action? e.g., What might happen if _____? <p>(L.A.E.2.2.1)</p> <p><i>Student performance on the short or extended response should be based on the FCAT rubric for performance tasks. Student retelling (oral/written) should be noted/reported on a checklist or anecdotal record, based on a scoring rubric. (refer to CRP Companion 3-5)</i></p>

COMPONENT	OBJECTIVES	COMPETENCY
	<p>3.10 Uses reading strategies and critical thinking to understand information presented in a story or informational text</p> <ul style="list-style-type: none"> • identifies and recalls narrative story elements: setting, plot, characters, problem (conflict)/solution/resolution) • identifies and recalls informational text elements/text structures, (description, cause and effect, compare and contrast/similarities and differences, chronological order, problem and solutions) • identifies main idea (stated or implied), theme and support information/details • demonstrates organizational thinking of cause and effect relationships through use of graphic organizers, e.g., two column note • identifies specific information including placing events or steps in sequence • uses questioning to understand cause and effect relationships: detail questions who, what, where, and when e.g., What is the effect or cause of . . . ?; higher level questions, how, why e.g., Why does the character take a particular action. • understands the question by using the think aloud process to analyze the question and the requirements of the task • draws conclusions/makes inferences based on text and prior knowledge; for example, character traits, feelings, actions, mood change from the beginning to end • clarifies unknown words by using context clues both meaning and structure • clarifies unknown words by using structural analysis, phonetic as well as picture clues • creates mental images (visualizes) while reading to gain information, to perform a task and learn a new task • distinguishes between fact and opinion <p>3.11 Increases comprehension of cause and effect relationships by rereading, retelling, and discussion of both narrative and expository (informational) texts</p> <p>3.12 Increases comprehension by predicting, visualizing, clarifying words and phrases, questioning and summarizing (reciprocal teaching)</p>	

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	<p>3.13 Includes story elements relating to cause and effect in a narrative retelling: main characters, setting, sequence of events, and problem (conflict) solution/resolution</p> <p>3.14 Includes text elements relating to cause and effect in an expository retelling: topic/process/people, problem/goal, steps/events, resolution</p> <p>3.15 Supports oral and written responses (student restates/paraphrases/summarizes ideas in own words) with details from narrative, informative text or a non-print source in order to find cause and effect relationships</p> <p>3.16 Understands and uses instructional vocabulary relating to cause and effect (because, as a result of etc.)</p> <p>4.1 Participates in reading activities from a variety of texts/genres; participates in repeated readings such as buddy and choral while using pictures, graphs, charts, maps, and captions to gain meaning from the text</p> <p>4.2 Listens to daily to teacher modeled reading, on or above grade level, from a wide variety of genres (noting genre characteristics), e.g., nonfiction (science and nature), fiction (fables, tall tales, mysteries), poetry, while exploring multiple representations of information</p> <p>4.3 Develops awareness of reference research instructional vocabulary, e.g., captions, footnotes, subheadings, etc.</p> <p>4.4 Develops awareness of how an author creates text with reference research components to enhance comprehension, e.g., “What has the author added to the passage to help me understand?” (maps, charts, pictures, captions, etc.)</p> <p>4.5 Relates reading to own experiences (text to self connections); makes predictions by relating new information to prior knowledge, previewing titles; scans pictures/text, relates to previously read text (text to text connections); recognizes recurring themes/reading concepts, sets purpose for reading</p>	<p>4.G. Reference Research Understands, recognizes, and uses maps, charts, captions, photos, footnotes and other reference materials (dictionary, index, glossary, etc.) to comprehend text</p> <ul style="list-style-type: none"> • Before, during and after the reading of text, the student will notice the multiple representation of information. The student applies, synthesizes, analyzes and or evaluates the information from a single text or across text. <ol style="list-style-type: none"> a. through writing b. by responding to a higher order reference research question (short or extended response) such as: <p>Read/refer to the information in the passage (including captions, maps, charts, and footnotes) to answer the questions using the following formats:</p> <ul style="list-style-type: none"> • Based on the article and the picture...? • Using the chart/map/caption ...? e.g., Using the chart, which object will move when it is next to the magnet?

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	<p>4.6 Supports oral and written responses (student restates/paraphrases/summarizes ideas in own words) with details from multiple representation of information found in narrative or informational text</p> <p>4.7 Uses literature, pictures, artifacts, technology, and audio visual materials as a means of providing new experiences and understanding of multiple representation of information</p> <p>4.8 Selects a topic, formulates a question, plans how to gather information, utilizes the title, guide words and indices</p> <p>4.9 Connects information from narrative and informational text to events in history</p> <p>4.10 Uses simple reference materials, e.g., dictionary, index, glossary</p> <p>5.1 Reads a variety of material/genre with fluency and expression and participates in repeated readings such as buddy, choral, echo etc. while understanding inferred relationships</p> <p>5.2 Listens to daily teacher modeled reading, on or above grade level, from a wide variety of genres, noting genre characteristics e.g., non-fiction (science and nature), fiction (fables, tall tales, mysteries), poetry and discusses inferred relationships</p> <p>5.3 Uses literature, pictures, artifacts, technology, and audio visual materials as a means of providing new experiences and new insights (background knowledge)</p> <p>5.4 Relates reading to own experiences (text to self connections); makes predictions relating new information to prior knowledge, previews titles; scans pictures/ text, relates to previously read text (text to text connections); recognizes recurring themes/reading concepts, sets a purpose for reading and makes text-connecting inferences</p> <p>5.5 Uses reference research components, pictures, graphs, charts, maps, and captions to infer meaning from the text</p>	<p>e.g., Explain what the map tells you about the state. Include details about the location and land forms. (L.A.A.1.2.1)(L.A.A.2.2.8)(L.A.A.2.2.5)</p> <p><i>Student performance on the short or extended response should be based on the FCAT rubric for performance tasks.</i></p> <p>5.H. Inference</p> <ul style="list-style-type: none"> • After reading grade level text, listening to a read-aloud, or participating in a literacy activity the student will respond to inference questions • through writing and discussion e.g., I can infer that ... (L.A.E.2.2.1)(L.A.A.1.2.1)(L.A.C.1.2.1)(L.A.E.2.2.5) <p><i>Student performance should be noted/reported on a checklist or anecdotal record.</i></p>

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	<p>5.6 Uses reading strategies and critical thinking to understand information presented in a story or informational text to find out what the author’s intents but does not say</p> <ul style="list-style-type: none"> • identifies and recalls narrative story elements: setting, plot, characters, problem (conflict)/solution/resolution) • identifies and recalls informational text elements/text structures, (description, cause and effect, compare and contrast/similarities and differences, chronological order, problem and solutions) • identifies main idea (stated or implied), theme and support information/details • demonstrates organizational thinking of inference through use of graphic organizers • identifies specific information including placing events or steps in sequence • understands different types of questions about a topic by generating and responding to: detail questions who, what, where, and when; higher level questions, how, why • understands the question by using the think aloud process to analyze the question and the requirements of the task • draws conclusions/makes inferences based on text and prior knowledge; for example, character traits, feelings, actions, mood change from the beginning to end • clarifies unknown words by using context clues both meaning and structure • clarifies unknown words by using structural analysis, phonetic as well as picture clues • creates mental images (visualizes) while reading to gain information, to perform a task and learn a new task • distinguishes between fact and opinion <p>5.7 Increases comprehension by predicting, visualizing, clarifying words and phrases, questioning and summarizing (reciprocal teaching)</p> <p>5.8 Supports oral and written responses (student restates/paraphrases/summarizes ideas in own words) with details from narrative or informational text or non-print source</p>	

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	<p>5.9 Understands and uses instructional vocabulary of inference and answers inferential questions by accessing prior knowledge and what was learned in the text</p> <ul style="list-style-type: none"> • What advice would you give the <i>Three Little Pigs</i>? (From the fairy tale <i>The Three Little Pigs</i>) <p>5.10 Uses non-verbal cues in a variety of non-print media such as television, films, art, music to understand inferred relationships</p> <p>6.1 Participates in oral discussion using a clear voice, appropriate body language, appropriate grade level vocabulary, sentence length, sentence complexity and expression</p> <p>6.2 Listens to daily teacher modeled reading, on or above grade level, from a wide variety of genres (noting genre characteristics), e.g., nonfiction (science and nature), fiction (fables tall tales, mysteries), poetry</p> <p>6.3 Responds to literature (both grade level and developmentally appropriate) through repeated reading activities including reader's theater, choral reading, tape assisted-reading, drama, partner reading and re-reading familiar text in order to build phrasing and expression</p> <p>6.4 Participates in <i>daily word work</i> that targets high frequency words promoting accuracy and automaticity</p> <p>6.5 Participates in Guided Reading Groups</p> <p>6.6 Participates in daily Structured Independent Reading activities</p> <ul style="list-style-type: none"> • Self-selects a variety of books, magazines from home, school or library at independent reading level <p>6.7 Practices oral rereading of text at independent level while noting speed and accuracy</p>	<p>6.I Fluency (Oral)</p> <ul style="list-style-type: none"> • Reads targeted high frequency words fluidly using appropriate speed and in an audible manner <ul style="list-style-type: none"> • by oral response • Reads text using appropriate rate and quality (expression to convey meaning) <ul style="list-style-type: none"> • by oral response (L.A.C.3.2.1) <p><i>Student performance should be noted/reported on a checklist or anecdotal record.</i></p>

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<p>4.II Composition</p>	<p>The following objectives must be used to support the competencies:</p> <p>7.1 References high frequency word wall and theme boards when completing shared, personal, published writing using correct spelling</p> <p>7.2 Incorporates a rich vocabulary of vivid language to enhance writing including, but not limited to anecdotal details, personification, and figurative language/idiomatic expressions such as similes</p> <p>7.3 Elaborates on ideas by using a topic sentence, relevant supporting details, facts from a variety of sources, examples, vivid and specific language and concluding statements, to clarify meaning and focus; creates a central focus through the use of suspense, humor, creativity or fantasy</p> <p>7.4 Uses writing conventions/syntax correctly incorporating concepts from teacher instruction:</p> <ul style="list-style-type: none"> • uses correct pronouns, singular/plural nouns, proper nouns (nationalities, organizations, races, languages, religions, and letter parts), verb tenses (present, past, future), subject/verb agreement, regular verbs, singular possessives, demonstrative pronouns, coordinating conjunctions • uses correct capitalization (proper nouns, titles, first word of a direct quotation) and punctuation (periods, commas, question marks, exclamation marks, apostrophe/contractions and possessives • uses hyphens • uses dialogue with appropriate punctuation • uses commas correctly in a series, date, between city/state, to set off nouns of direct address, after introductory phrases, after yes/no responses, etc. • uses appropriate format for written work <p>7.5 Uses handwriting appropriate for age and grade level consistently: forms upper and lower case cursive letters correctly; spaces words evenly; writes final drafts legibly</p>	<p>Competencies will reflect a meaning-emphasized curriculum where students construct meaning from informational or literary text.</p> <p>7.A After using a prewriting strategy such as outlining, clustering, or listing, the student will draft and publish a narrative piece of several paragraphs:</p> <ol style="list-style-type: none"> a. telling a complete story (beginning, middle, end) b. including elaborated events in chronological order c. using conventions of standard and written English (L.A.B.1.2.1)(L.A.B.1.2.3) <p>7.B After using a prewriting strategy such as outlining, clustering, or listing, the student will draft and publish an expository piece of several paragraphs:</p> <ol style="list-style-type: none"> a. including organizational structure, steps and elaborated supporting details b. using conventions of standard and written English (L.A.B.2.2.6)(L.A.B.2.2.5) <p>7.C In response to a narrative and expository prompt, students will write several paragraphs</p> <ol style="list-style-type: none"> a. using prewriting strategies, such as, outlining, clustering, or listing b. using the writing process of drafting, revising, editing, and publishing c. including sequenced ideas, elaborated details and smooth transitions d. using conventions of standard written English

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	<p>7.6 Uses conventional spelling in daily writing and published work (including high frequency words, words from content and literature) facilitated by an understanding of homophones, phonics patterns and structures and phonics generalizations</p> <p>7.7 Writes daily for a variety of modes:</p> <ul style="list-style-type: none"> • expository e.g., directions, experiments/science observations, reports, oral presentations • persuasive: e.g., oral presentations, letters, essays • narrative/expressive: e.g., journals, poems, letters, personal notes, dialogue/response logs, word problems • functional : e.g., note-taking, lists, forms, charts, graphs • humorous and suspenseful stories to entertain • instructions to inform <p>7.8 Uses the correct form for writing business and personal letters</p> <p>7.9 Participates in various “writing to learn” activities including reflections, anecdotes, journals, instructions with multiple steps, response/learning logs, scientific observations, labels, titles, captions, lists, questions, letters, invitations, and personal notes using quick writes and other writing modes</p> <p>7.10 Writes pieces of at least three paragraphs with transitional phrases in narrative, expository, persuasive, and objective research based modes, from both teacher-assigned prompts and self selected topics</p> <p>7.11 Uses technology, e.g., computers in the production of writing pieces with teacher assistance</p> <p>7.12 Understands how the author’s choices of language and structure contribute to the literary work</p> <p>7.13 Writes stories with a beginning, middle, and an end; produces a piece of writing that shows evidence of dialogue and story elements</p> <p>7.14 Contributes and evaluates writing from a variety of genre and other work to a portfolio (selected by both teacher and student); sets goals for improvement</p>	<p>7.D The student will demonstrate the ability to write daily for a variety of purposes:</p> <ol style="list-style-type: none"> a. teacher directed writing b. self-initiated writing <p>(L.A.B.2.2.3)</p> <p>7.E Portfolio The student will demonstrate growth in literacy by maintaining a reading/writing portfolio that will include reactions to text, e.g., predicting, webbing, outlining, reflecting, noting difficult or interesting vocabulary read, as well as student created writing, e.g., reading journals, book reports, invitations, etc., of which one must include a piece produced by using electronic technology.</p> <ol style="list-style-type: none"> a. many pieces of self-selected writing, which show use of the writing process b. evaluations of own progress for selected entries c. a list or log of books read <p>(L.A.B.2.2.4)(L.A.D.2.2.4)</p> <p><i>Student performance on writing prompt should be based on the Department of Education rubric for performance tasks. Student performance should be noted/reported on a checklist or anecdotal record.</i></p>

COMPONENT	OBJECTIVES	COMPETENCY
	<p>7.15 Shares and discusses all individual writing with a group or partner</p> <p>7.16 Participates in all steps of the writing process with focus on a purpose and a central idea elaborating using topic sentence, relevant supporting details, examples, facts, and vivid language to clarify meaning and create a central focus for the audience/reader through the use of suspense, humor, creativity or fantasy</p> <p>7.17 Explores the process of elaboration and recognizes/generates appropriate supporting details, e.g., Which sentence or detail should be added to the third paragraph to show how you feel about the dinner?</p> <p>7.18 Uses a consistent and appropriate voice throughout communication using known, learned, or imagined knowledge</p> <p>7.19 Plans the organization of ideas generated by prewriting, showing appropriate organizational patterns, for narrative, expository, and persuasive writing maintaining focus on a single topic</p> <p>7.20 Understands the prewriting/planning process and can recognize and generate new ideas/subtopics that support the main topic</p> <p>7.21 Understands and self selects appropriate graphic organizers for various writing modes that reflect the organizational writing pattern, e.g., selects standard outline format for main idea and supporting details or selects sequence chart for chronological order</p> <p>7.22 Produces a first draft independently that shows an understanding of the topic with increasing fluency</p> <p>7.23 Revises pieces narrative and expository, individually and in groups, incorporating concepts from teacher instruction and including some fresh, original ideas not contained in the rough draft (add something, move something, or take something away):</p> <ul style="list-style-type: none"> • Organizes ideas in a logical sequence and focuses on a single topic • Uses precision word choice, descriptive words, and vivid descriptive language that enhance writing 	

COMPONENT	OBJECTIVES	COMPETENCY
<p>4.III Vocabulary/Word Study</p>	<ul style="list-style-type: none"> • Uses complete sentences in a variety of lengths, structures and kinds (declarative, interrogatory, imperative, exclamatory) • Uses sentence combining to improve the flow of writing • Maintains consistent and appropriate voice • Uses creative writing strategies appropriate to the format (for example using appropriate voice, using descriptive language to clarify ideas and create vivid images; using elements of style such as appropriate tone) • Uses devices to develop relationships of ideas, e.g., transitional devices; paragraphs that show time; cause and effect relationships <p>7.24 Edits a draft, for conventional spelling, grammar, mechanics, indenting format, and sentence variety using appropriate proof reading</p> <p>7.25 Publishes final edited writing in a variety of ways including oral sharing with a peer, small group or entire class as well as displaying class made or individual books, mailings to pen pals or family members, public displays</p> <p>7.26 Participates in peer, self-evaluation, and/or a teacher conferencing throughout the writing process as appropriate particularly during revision and editing</p> <p>The following objectives are to be used to support the competencies:</p> <p>8.1 Participates in phonemic awareness activities through read alouds and word wall activities as well as:</p> <ul style="list-style-type: none"> • Listening and rhyming games • Awareness of syllables • Segmenting/blending phonemes • Developing spelling sound correspondences through writing (Reference: Phonemic Awareness in Young Children by M.J. Adams, Put Reading First the Research Building Blocks for Teaching Children to Read from National Institute for Literacy) 	<p>Competencies will reflect a meaning-emphasized curriculum where students construct meaning from informational or literary text</p> <p>8.A. Student will complete a performance task demonstrating knowledge of the sounds/patterns of oral language by:</p> <ol style="list-style-type: none"> a. Generating rhymes b. Counting number-of-word syllables (L.A.A.1.2.2)(L.A.D.1.2.1)(L.A.B.1.2.3)

COMPONENT	OBJECTIVES	COMPETENCY
	<p>8.2 Participates in daily word work in order to transfer and apply word knowledge (use word walls/theme boards)</p> <p>8.3 Uses pictures, graphs, charts, maps, word walls, and personal word banks to explore the meaning of words</p> <p>8.4 Participates in context-related activities to ensure the recognition and standard spelling of high frequency words and common decoding patterns using:</p> <ul style="list-style-type: none"> • Fry Words • word patterns: CVC (red, sat); CV (he, go); CVC e (bike, came) <p>8.5 Uses knowledge of letter sound correspondence and phonics generalizations when reading and writing</p> <ul style="list-style-type: none"> • initial, medial, final single consonant sounds • initial and final blends and digraphs such as sh, ch, ck, ll, nd • short and long vowel patterns in words • vowels: r controlled, diphthongs, and other irregular patterns • compares words, discovering spelling patterns/word families and relationships between words (Making Words Activities) <p>8.6 Uses structural analysis to obtain meaning when reading and writing: base words, root words, common prefixes and suffixes, (refer to DOE Test Item Specifications for L.A.1.2.3.) possessives, comparatives, superlatives, nouns (regular and irregular), inflected nouns, pronouns and verb endings</p> <p>8.7 Uses the context of a sentence to determine unfamiliar word meanings; definition, restatement of synonym, contrast or antonym, comparison, example, list or series, cause and effect, and description or inference</p> <p>8.8 Expands a print-related vocabulary by participating in meaningful real-world experiences through reading, listening and viewing a variety of materials daily; understands that word choice shapes reactions, maintains and explores new words through recording activities such as vocabulary notebooks/logs, class lists, or card files</p>	<p>8.B. Student will complete a performance task of producing sounds and letters by:</p> <ol style="list-style-type: none"> a. Writing dictated sentences b. Matching letters, sounds and patterns (L.A.A.1.2.2)(L.A.D.1.2.1) <p>8.C. Student will complete a performance task identifying meanings of unfamiliar words or phrases in text, illustrations, graphs or charts using good reader strategies by:</p> <ol style="list-style-type: none"> a. Reading and explaining meaning using context clues, e.g., definition, restatement or synonym, example, description or inference, etc. b. Identifying word relationships, e.g., multiple meaning, structural analysis, (affixes, root words) compound words, contractions, synonyms, antonyms, homophones and figurative language. (L.A.A.1.2.3) <p>8.D. The student will demonstrate acquisition and use of expanded vocabulary through:</p> <ol style="list-style-type: none"> a. Selecting a theme and generating a poem b. Responding to a vocabulary question (in context) <ul style="list-style-type: none"> • Read this sentence from the story. Find the two words below that have the SAME meaning as _____ • Choose the words that mean the OPPOSITE of _____ • Read the sentence from the story. e.g., “We are weightless.” What does the word <i>weightless</i> mean? (A) lightweight (B) without weight* (C) underweight (D) needs weight

COMPONENT	OBJECTIVES	COMPETENCY
	<p>8.9 Participates in meaningful and rich word study, literary terminology, and word relationships when reading and writing, e.g., poems, that include adjectives, synonyms, antonyms, homonyms, multiple meanings, compound words, contractions, figurative language/ idioms, metaphors, similes and alliteration</p> <p>8.10 Uses negative words, e.g., none, with understanding</p> <p>8.11 Explores multi-meaning words in text by mapping and responding to vocabulary questions, e.g., He stands watch. Which sentence means the same? (A) Watch out for trouble! (B) Lily has a gold watch. *(C) The guard will watch for trouble. (D) Zac’s watch broke.</p> <p>8.12 Uses graphic organizers to generate, map and classify words and concepts</p> <p>8.13 Integrates the use of varied word recognition strategies: context, rhyme, patterns, structures and phonics</p> <p>8.14 Compares words, discovering spelling patterns and relationships between spelling and meaning using various strategies, e.g., knowing root words, prefixes, suffixes; using word families, syllabication</p> <p>8.15 Begins to understand and generate analogies</p> <p>8.16 Participates in Guided Reading groups</p>	<p>e.g., “Maybe if he shifted his body, twisted to the left a little—maybe then the straps would loosen just the least little bit.”</p> <p>Which word means the OPPOSITE of <i>loosen</i>?</p> <p>(A) shorten (B) soften (C) tighten* (D) weaken (L.A.A.1.2.3)</p> <p><i>Student performance should be noted/reported on a checklist or anecdotal record.</i></p>

COMPONENT	OBJECTIVES	COMPETENCY
<p>4.IV Listening/ Speaking/ Viewing</p>	<p>The following objectives must be used to support the competencies:</p> <p>9.1 Pronounces words clearly using standard English, appropriate body language and vocabulary, sentence length, and complexity appropriate for third grade level.</p> <ul style="list-style-type: none"> • Uses elements of grammar in speech including but not limited to subject-verb agreement, singular and plural nouns, comparatives, superlatives and verb tenses <p>9.2 Participates in oral language activities daily:</p> <ul style="list-style-type: none"> • Conducts interviews, introductions, and other social activities • Presents reports, news broadcasts (explaining and persuading) • Retells, summarizes, dramatizes stories (including beginning, middle and end) • Develops questions for peer/group discussions • Memorizes and recites poems, dialogue from plays, songs • Generates and follows multi-step oral directions • Expresses and supports opinion and ideas to persuade, inform, etc. • Develops criteria and evaluates oral presentations by self and peers <p>9.3 Evaluates oral presentations by self and peers, demonstrates understanding of the power of language through using similes, metaphors, idiomatic language, using teacher/student criteria including conveying of meaning, engagement of audience, body language (eye contact, gestures, posture), articulation and pronunciation, standard conventions of English, appropriate word choice</p> <p>9.4 Uses active listening and courteous, appropriate feedback during class discussions; contributes effectively in cooperative learning situation</p> <p>9.5 Gains a deeper understanding of the relationship between self and others and recognizes different perspectives through reading, viewing interviewing, discussing and listening to a variety of multicultural materials</p>	<p>Competencies will reflect a meaning-emphasized curriculum where students construct meaning from informational or literary text.</p> <p>9.A After viewing, listening or reading about a topic a cooperative group of students will lead a group discussion. Each student leader will</p> <ol style="list-style-type: none"> a. clarify understanding (main concept/ supporting details) b. ask questions c. seek ideas and opinions of others (L.A.C.1.2.1)(L.A.C.2.2.1)(L.A.C.2.2.2)(L.A.C.3.2.3) <p>9.B The student will demonstrate effective speaking, viewing and listening skills by:</p> <ol style="list-style-type: none"> a. Delivering oral presentations including exposition, e.g., reports, essays, speeches , narration, e.g., original legends, biographies and plays/recitation e.g., retelling selections, poetry, plays b. Evaluating the oral presentations of self and peers using teacher-student developed criteria (L.A.C.1.2.1)(L.A.C.1.2.2)(L.A.C.2.2.1)(L.A.C.3.2.3) (L.A.C.3.2.4)(L.A.D.2.2.2)(L.A.D.2.2.3) <p><i>Student performance should be noted/reported on a checklist or anecdotal record.</i></p>

COMPONENT	OBJECTIVES	COMPETENCY
<p>4.V Information Literacy/Study Test-Taking Skills</p>	<p>9.6 Listens and speaks respectfully to persons of all racial/ethnic backgrounds to gain and share information, ideas, values and points of view reflecting their cultures</p> <p>9.7 Listens for a variety of purposes: to recognize and understand major points of emphasis; to identify details, sequence, similes, symbols, idioms and other literal content; to evaluate the effectiveness and style of the speaker</p> <p>9.8 Understands purpose (e.g., entertain, persuade, inform) and message from oral and/or visual presentations, mass media, (e.g., television, movies)</p> <p>9.9 Participates in a variety of oral presentations (skits, role play) and understands that language formality varies according to situations and audiences</p> <p>9.10 Selects personal listening preferences (e.g., poetry, songs, stories, fiction, non-fiction, drama, informational speeches)</p> <p>The following objectives must be used to support the competencies:</p> <p>10.1 Demonstrates self-questioning while reading or writing using pictures, charts, graphs, text, etc. and formulates passage related questions</p> <p>10.2 Understands the question by using the think aloud process to analyze the question, key words and the requirements of the task</p> <p>10.3 Reads, rereads, and revisits text to verify information or perform other tasks that include use of graphs, charts, signs maps and captions</p> <p>10.4 Targets information by underlining, highlighting, framing or circling</p> <p>10.5 Uses study skill strategies, e.g., predicts, surveys the text, clarifies unknown words/phrases, visualizes, questions, takes notes, paraphrases/summarizes, reviews, analyzes/improves responses</p>	<p>Competencies will reflect a meaning-emphasized curriculum where students construct meaning from informational or literary text</p> <p>10.A Working independently or in a cooperative group, the student will demonstrate the ability to access and use information by:</p> <ul style="list-style-type: none"> a. selecting a topic related to a current classroom theme in reading or content areas b. preparing a presentation using a least three sources to gather information c. making a multimedia presentation (e.g., slides, word processor, video or audio tope, books, songs, posters illustrations) d. selecting and presenting to an audience beyond the classroom (e.g., other classroom at same or other grade levels)

COMPONENT	OBJECTIVES	COMPETENCY
	<p>10.6 Follows oral and written directions for test-taking and to complete daily assignments</p> <p>10.7 Uses testing formats such as multiple choice, and performance tasks (written)</p> <p>10.8 Practices and prepares for formal assessment situations including the use of grade level materials and answer sheets in simulated testing situations</p> <p>10.9 Participates in periodic timed reading activities to increase reading rate using fiction and non-fiction selections of varying lengths at fourth grade level</p> <p>10.10 Understands the Department of Education rubrics for performance tasks both reading and writing</p> <p>10.11 Locates information in parts of a book; table of contents, title page, index, glossary, chapter titles, paragraph headings, italics, bold faced print, diagrams and illustrations as study tools</p> <p>10.12 Identifies, secures, handles, and uses communication/learning tools such as computers, Internet, filmstrips, audiotapes, interactive videos, newspapers, magazines, encyclopedias, other books</p> <p>10.13 Uses a variety of reference materials to research answers to questions, seek information, e.g., dictionary, encyclopedia, map, and clarifies the accuracy of text</p> <p>10.14 Uses graphic organizers to initiate planning , research and support thinking before oral or written response as well as simple alphabetic and numerical systems such as outlining, power notes, timelines</p> <p>10.15 Develops a personal time frame for planning/outlining, drafting, revising, and editing when responding to a prompt in a timed situation</p> <p>10.16 Manages home study strategies (time/place for homework)</p>	<p>e. evaluating presentations using teacher/ student developed criteria (L.A.B.2.2.4)(L.A.C.3.2.5)</p> <p>10.B The student monitors his/her thinking by: a. self –questioning, e.g., What was easy/ difficult?, Does it make sense?, Does it sound and look right? (L.A.A.1.2.4)</p> <p>10.C The student will demonstrate basic study/ test-taking skills by: a. revisiting/re-reading text, charts, maps, pictures, etc. b. marking targeted words/information, e.g., underlining, highlighting, circling, etc. (L.A.A.1.2.4)</p> <p>10.D The student will answer a multiple choice question after reading grade level text by: a. analyzing the question and the requirements of the task b. thinking out the best response c. revisiting the text to verify thinking d. selecting and justifying the best answer</p> <p>10.E The student will respond to a performance question after reading grade level text by: a. analyzing the question and the requirements of the task b. revisiting text to locate information and details c. answering the question in a short or extended response format d. self score response using the Department of Education rubric</p> <p><i>Student performance should be noted/reported on a checklist or anecdotal record.</i></p>