

1/16/2013

**NORTH
SMITHFIELD
SCHOOL
DEPARTMENT**

ENGLISH LANGUAGE ARTS CURRICULUM GRADE 4

Elementary School

Curriculum Writers: Jenn Fraioli and Carla Giarrusso

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The North Smithfield School Department English Language Arts Curriculum for grades K-12 was completed in June 2012 by a K-12 team of teachers. The team, identified as the English Language Arts Task Force and English Language Arts Curriculum Writers, referenced a variety of resources to design the document that included:

- *Common Core Standards for English Language Arts*
- *Common Core State Standards for English Language Arts, Appendix A*
- *Understanding Common Core State Standards, Kendall*
- *PARCC Model Content Frameworks*
- *Numerous state curriculum Common Core frameworks, e.g. Ohio Department of Education*
- *Classroom Instruction That Works*
- *Best Practice, New Standards for Teaching and Learning in America's Schools*
- *Common Core Curriculum Maps*
- *Differentiated Instructional Strategies*
- *Goals for the district*

Mission Statement
North Smithfield School Department is committed to engaging and challenging all students in a rigorous K-12 ELA curriculum integrating reading, writing, listening, and speaking to ensure the continued success of all students in a global and technological society

The North Smithfield School Department English Language Arts Curriculum identifies what students should know and be able to do in English Language Arts. Each grade or course includes Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects (CCSS), grade level tasks, teacher notes, best practice instructional strategies, resources, map (or suggested timeline), rubrics, checklists, and common formative and summative assessments.

COMMON CORE STATE STANDARDS

The **Common Core State Standards (CCSS)** anchor standards include:

- **College and Career Readiness Anchor Standards for Reading**
 - Key Ideas and Details
 - Craft and Structure
 - Integration of Knowledge
 - Range of Reading
- **College and Career Readiness Anchor Standards for Writing**
 - Text Types and Purposes
 - Production and Distribution of Writing
 - Research to Build and Present Knowledge
 - Range of Writing
- **College and Career Readiness Anchor Standards for Speaking and Listening**
 - Comprehension and Collaboration
 - Presentation of Knowledge and Ideas
- **College and Career Readiness Anchor Standards for Language**
 - Conventions of Standard English
 - Knowledge of Language
 - Vocabulary Acquisition and Use

The **North Smithfield School Department Common Core English Language Arts Curriculum** provides all students with a sequential comprehensive education in English Language Arts through the study of:

- Reading (literary and Informational)
- Writing
- Speaking and Listening
- Language

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RESEARCH-BASED INSTRUCTIONAL STRATEGIES

The North Smithfield School Department Common Core English Language Arts Curriculum provides a list of research-based **best practice instructional strategies** that the teacher may model and/or facilitate. It is suggested the teacher:

- Use **formative assessment** to guide instruction
- Use **constructive and extended responses**
- Use **Classroom Instruction That Works Strategies**:
 - Setting objectives and providing feedback
 - Reinforcing effort and providing recognition
 - Cooperative learning
 - Cues, questions, and advance organizers
 - Nonlinguistic representations
 - Summarizing and note taking
 - Assigning homework and providing practice
 - Identifying similarities and differences
 - Generating and testing hypotheses
 - Provide opportunities for **independent, partner** and **collaborative group work**
- Differentiate **instruction** by varying the **content, process, and product** and providing opportunities for:
 - 5-3-1 strategy
 - anchoring
 - cubing
 - jig-sawing
 - pre/post assessments
 - tiered assignments
- Address **multiple intelligences** instructional strategies, e.g. visual, bodily kinesthetic, interpersonal
- Provide opportunities for **higher level thinking: Webb's Depth of Knowledge, 2,3,4**, skill/conceptual understanding, strategic reasoning, extended reasoning
- Facilitate integration of the **Applied Learning Standards (SCANS)**:
 - communication
 - critical thinking
 - problem solving
 - reflection/evaluation
 - research
- Model the use of **graphic organizers**:
 - sequence organizers (chains, cycle),
 - concept development (mind map),
 - compare/contrast organizers (Venn diagrams, comparison charts),
 - organizers (word web, concept map),
 - evaluation organizers (charts, scales),
 - categorize/classify organizers (categories, tree)
 - relational organizers (fish bone, pie chart)
- Employ best practice **reading strategies**
 - read aloud
 - think aloud
 - shared reading
 - guided reading
 - self-selected reading
- Model the following **reading strategies**
 - using prior knowledge
 - sampling a page for readability
 - summarizing
 - predicting and making text based inferences

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- determining importance
- generating literal, clarifying, and inferential questions
- constructing sensory images (making pictures in one's mind)
- making connections (text to self, text to text, and text to world)
- taking notes
- locating, using and analyzing text features e.g. transition words, subheadings, bold/italicized
- using text structure clues, e.g. chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical sequential
- using metacognition strategies for understanding text
- Facilitate **comprehension strategies**
 - making connections
 - questioning
 - visualizing
 - inferring
 - determining importance
 - synthesizing information
 - self-monitoring or fix-up
 - predicting
 - summarizing
- Model **writers' workshop**
- Facilitate
 - Academic word wall
 - Annotated works cited
 - Article of the week
 - Book clubs
 - Class discussion
 - Guided reading
 - Literature circles
 - RAISE
 - Readers' theater
 - Socratic seminar
 - Think-pair-share
 - Writer's Notebook
- Employ strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging)
- Provide **rubrics** and **models**

COMMON ASSESSMENTS

The North Smithfield School Department Common Core English Language Arts Curriculum includes common assessments. Required (red ink) indicates the assessment is required of all students e.g. common tasks/performance-based tasks, standardized mid-term exam, standardized final exam.

- **REQUIRED COMMON ASSESSMENTS**
 - Constructed response
 - DRA
 - Extended response
 - Formative
 - Grade level Assessments, e.g. SLO
 - IMS Fixed Form Assessment
 - Summative
- **Common Instructional Assessments (I)** - used by teachers and students during the instruction of CCSS.
- **Common Formative Assessments (F)** - used to measure how well students are mastering the content standards **before** taking state assessments
 - teacher and student use to make decisions about what actions to take to promote further learning
 - on-going, dynamic process that involves far more frequent testing
 - serves as a practice for students
- **Common Summative Assessment (S)** - used to measure the level of student, school, or program success
 - make some sort of judgment, e.g. what grade
 - program effectiveness
 - e.g. state assessments (AYP), mid-year and final exams

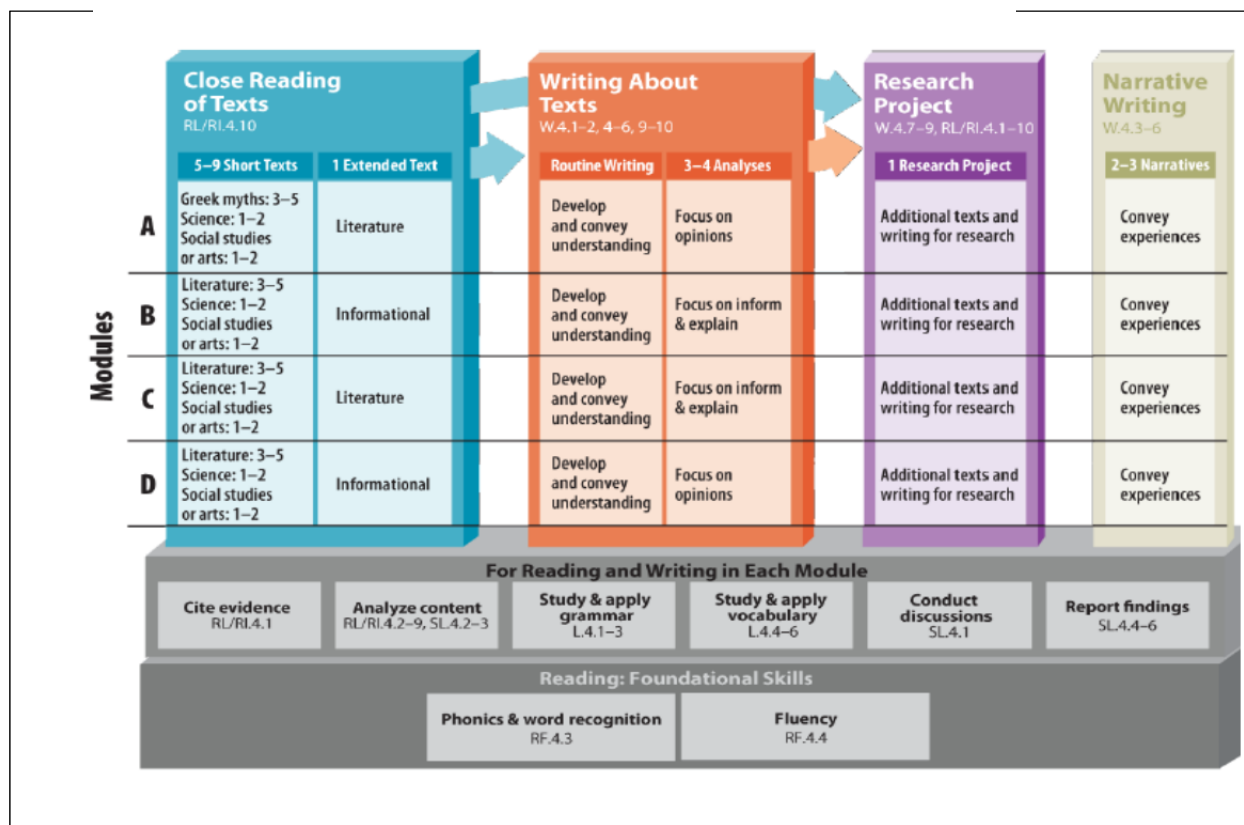
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• **Additional assessments include:**

- Anecdotal records
- Conferencing
- Exhibits
- Interviews
- Graphic organizers
- Journals
- Multiple Intelligences assessments, e.g.
 - Role playing - bodily kinesthetic
 - Graphic organizing - visual
 - Collaboration - interpersonal
- Multi-media/technology
- Non-linguistic representations
- Oral presentations
- Problem/Performance based/common tasks
- RAISE responses
- Rubrics/checklists (mathematical practice)
- Tests and quizzes
- Technology tasks (Photo-story, Power Point, etc.)
- Think-alouds
- Writing genres
 - Arguments/ opinion
 - Information
 - Narrative
 - Research

Standards organized into suggested quarter modules (PARCC)



RESOURCES GRADE 4

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Textbooks

- *Treasures*
- *Who Was Thomas Alva Edison?*
- *Stone Fox*

Supplementary Student

- **Literary** (Lexile rates 770-980)
- **Informational** (Lexile rates 770-980)
- Core Books
- *Sentence Composing for Elementary School*
- *Sentence Composing for Middle School*, Don and Jenny Killgallon
- Suggested Reading
- Write Source
- Write Traits Kit

Supplementary Teacher

- *Classroom Instruction That Works*, McRel
- *7 Keys to Comprehension: How to Help Your Kids Read It and Get It*, Zimmermann, Hutchins
- *Activators: Activity Structure to Support Integration and Retention of New Learning*, Research for Better Teaching, Inc.
- *Common Core Curriculum Maps by Teachers for Teachers*
- Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects
- *Formative Assessment and Standards-Based Grading, Classroom Strategies That Work*, Marzano
- *Guiding Readers and Writers, Grades 3-6*, Irene Fountas and Gay Su Pinnell
- *Literature Circles*, Daniels
- *Make It Real Strategies for Success with Informational text*, Linda Hoyt
- *Mosaic of Thought*, Keene, Zimmerman
- *Nonfiction Matters Reading Writing and Research Grades 3-8*, Stephanie Harvey
- *Reading Essentials*, Routman
- *Rhode Island PreK-12 Literacy Policy*
- *Strategies that Work, Non Fiction Matters*, Harvey
- *Texts and Lessons*, Daniels and Steineke
- *Write Like This, Teaching Real-World Writing Through Modeling and Mentor Text*, Gallagher

Supplementary Teacher Links

- CNN Student News (<http://www.cnn.com/studentnews/index.html>)
- Common Core Maps www.commoncore.org/maps
- Common Core Standards (<http://www.corestandards.org/>)
- Comprehensive Assessment System: Rhode Island Criteria & Guidance http://www.ride.ri.gov/Assessment/DOCS/CAS/CAS_Criteria-Guidance_and_Appendices-FINAL.pdf
- Discovery Education (<http://my.discoveryeducation.com/>)
- Diverse learners, Resources based on the Universal Design for Learning principles are available at www.cast.org
- Formative Assessment and Standards Based Grading (http://www.marzanoresearch.com/reproducibles/formative_assessment.html#reproducibles)
- Grammar girl
- http://www.ride.ri.gov/Instruction/DOCS/CommonCore/DColeman-Feb29_Resources.pdf
- Library Database (Ebsco, World Book, etc.)
- Microsoft Learning
- Ohio State Curriculum <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDefaultPage.aspx?page=1>
- PARCC <http://www.parcconline.org/parcc-content-frameworks>
- PARCC http://www.parcconline.org/sites/parcc/files/PARCC_Draft_ModelContentFrameworksForEnglishLanguageArts0.pdf
- PBS Learning
- Promethean Planet
- Shmoop

- The Teaching Channel
- Thinkfinity.org
- Writingfix.org

Reading Standards Links

- *7 Keys to Comprehension* (<http://www.unit5.org/hoose/brochures/Parents%20Seven%20Keys.pdf>)
- Fountas and Pinnell, **Instructional Level Expectations for Reading** <http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf>
- Graphic Organizers (<http://www.eduplace.com/graphicorganizer/>)
- KWL (<http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf>)
- Lexile Finder (<http://www.lexile.com/>)
- Literature Circles (<http://www.litcircles.org/>)
- Reader's Workshop (<http://www.readersworkshop.org/>)
- Reading Essentials (<http://www.regieroutman.com/teachingessentials/print.asp>)
- RI PreK-12 Literacy Policy (<http://www.ride.ri.gov/instruction/DOCS/reading/RIReadingPolicy.pdf>)
- Strategies the Work: Non Fiction Matters (<http://www.mcte.org/fallwork/archive/harvey/resources.html>)
- T-Chart (http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf)
- Text Structures (<http://www.u-46.org/dbs/roadmap/files/comprehension/3expotext.pdf>)
- Venn Diagram (<http://www.eduplace.com/graphicorganizer/pdf/venn.pdf>)

Writing Standards Links

- Criterion Writing Evaluation (<https://criterion.ets.org/>)
- Editing Checklists (<http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html>)
- KWL (<http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf>)
- References/ Citations (<http://easybib.com/>)
- Research, grammar <http://owl.english.purdue.edu>
- *Teaching Argument Writing*, George Hillocks, Jr.
- *Write Like This*, Kelly Gallagher
- Research, grammar <http://owl.english.purdue.edu>
- Write Source Text (<http://thewritesource.com/>)

Speaking and Listening Standards Links

- Literature Circles (<http://www.litcircles.org/>)
- Reader's Workshop (<http://www.readersworkshop.org/>)
- Socratic Seminars (<http://www.nwabr.org/education/pdfs/PRIMER/PrimerPieces/SocSem.pdf>)
- Living Museums (http://www.educationworld.com/a_curr/curr231.shtml)

Materials

Technology

- Computer lab
- Computers
- Elmo
- Interactive boards
- LCD projectors

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p style="text-align: center;">READING LITERATURE (RL)</p> <p>Key Ideas and Details</p>		<p>Students</p> <p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text..</p> <ul style="list-style-type: none"> ○ "Mystery of Missing Lunch" (unit 1.1) ○ "My Diary" (informational, unit 2.2) ○ "Dear Mrs. LaRve" (unit 4.1) <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <ul style="list-style-type: none"> ○ "The Raft" (character/setting, unit 1.5) ○ "The Astronaut and the Onion" (unit 1.4) ○ "Because of Winn Dixie" (unit 5.1) ○ "Ranita" (5.2) ○ "Cricket in Times Square" (6.2) <p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <ul style="list-style-type: none"> ○ "The Raft" (character/setting, unit 1.5) ○ "Mighty Jackie" (context clues, description, unit 2.1) ○ "The Gold Rush" (character/setting, unit 6.1) 	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • <i>Guided reading</i> • <i>Summarizing and note taking (McRel)</i> • <i>Think Aloud</i> • <i>Thinkmarks</i> • <i>Treasures graphic organizers</i> <p>• <i>Summarizing and note taking (McRel)</i></p> <ul style="list-style-type: none"> • <i>Think Aloud</i> • <i>THinkmarks</i> • <i>Treasures graphic organizers</i> <p>• Becoming a Journalist <i>Teach the four Ws and H (who, what, when, where and how) as a way to simplify summarization. Ask students to answer each of the questions based on what they have read. Once the five questions are answered, have them reduce their answers to a single sentence to produce a concise summary.</i></p> <ul style="list-style-type: none"> • Main Idea – Supporting Details Sort <i>Write the main idea and three to four supporting details from a selected text, each on its own note card. After students have read or heard the text read aloud, place them in small groups. Give each group a set of note cards. Allow small groups to discuss each note card and determine which of the cards has the main idea and which have supporting details. As students' comfort level with this activity increases, they can become card developers for their classmates.</i> <ul style="list-style-type: none"> • <i>Guided reading</i> • <i>Partner reading</i> • <i>Story map (Fountas and Pinnell)</i> • <i>Time line</i> • <i>Treasures graphic organizers</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction, p. 6 <ul style="list-style-type: none"> • <i>Treasures</i> <ul style="list-style-type: none"> ○ "Because of Winn Dixie" (unit 5.1) ○ "Cricket in Times Square" (6.2) ○ "Dear Mrs. LaRve" (4.1) ○ "Mighty Jackie" (2.1) ○ "My Diary" (2.2) ○ "Mystery of Missing Lunch" (1.1) ○ "Ranita" (5.2) ○ "The Astronaut and the Onion" 1.4) ○ "The Gold Rush" (6.1) ○ The Raft" (1.5) <ul style="list-style-type: none"> • <i>Treasures graphic organizers</i> • <i>Classroom Instruction That Works, McRel</i> • <i>Guiding Readers and Writers, Grades 3-6, Irene Fountas and Gay Su Pinnell</i> • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf • Fontas and Pinnell , Instructional Level Expectations for Reading http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf 	<p>ASSESSMENT NOTES</p> <p>Required</p> <ul style="list-style-type: none"> • Constructed response • DRA • Extended response • Formative • Grade level Assessments, e.g. SLO • IMS Fixed Form Assessment • Summative <p>Suggested (see assessment list in the introduction)</p> <ul style="list-style-type: none"> • <i>Treasures Assessments</i>

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
				<ul style="list-style-type: none"> Diverse Learners: www.cast.org 	
<p>READING LITERATURE (RL)</p> <p>Craft and Structure</p>		<p>Students</p> <p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).</p> <ul style="list-style-type: none"> “The Cricket in Times Square” (6.2) “The Raft” (unit 1.5) “Mighty Jackie” (context clues, description, unit 2.1) <p>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <ul style="list-style-type: none"> “Adelina’s Whales”/ Limericks (meter) (unit 4.4) “Because of Winn Dixie”/“I Love the Look of Words” (similes, onomatopoeia, free verse) (unit 5.1) “Ranita” (drama) (unit 5.2) <p>RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <ul style="list-style-type: none"> “Dear Mrs. LaRue” (unit 4.1) “Adelina’s Whales” (unit 4.4) with introduction story (1st person (3rd person) “My Diary From Here to There” (unit 2.2) 	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> Guided reading Nonlinguistic representation (McRel) Story map (Fountas and Pinnell) Think Aloud Treasures graphic organizers <ul style="list-style-type: none"> Comprehension strategies: making connections, synthesizing Guided writing Treasures graphic organizers <ul style="list-style-type: none"> Guided reading Treasures graphic organizers Think Aloud Visualizing <ul style="list-style-type: none"> Comparison charts (Fountas and Pinnel, McRel) Treasures graphic organizers 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See Resource list in the introduction, p. 6 Treasures “Adelina’s Whales”/ Limericks (meter) (unit 4.4) “Because of Winn Dixie”/“I Love the Look of Words” (similes, onomatopoeia, free verse) (unit 5.1) “Dear Mrs. LaRue “Mighty Jackie” (context clues, description, unit 2.1) “My Diary From Here to There” (unit 2.2) “Ranita” (drama) (unit 5.2) “The Cricket in Times Square” (6.2) “The Raft” (unit 1.5) <ul style="list-style-type: none"> Classroom Instruction That Works, McRel <ul style="list-style-type: none"> Guiding Readers and Writers, Grades 3-6, Irene Fountas and Gay Su Pinnell (Appendix 24) <ul style="list-style-type: none"> Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf Fontas and Pinnell , 	<p>ASSESSMENT NOTES</p> <p>Required</p> <ul style="list-style-type: none"> Constructed response DRA Extended response Formative Grade level Assessments, e.g. SLO IMS Fixed Form Assessment Summative <p>Suggested (see assessment list in the introduction)</p> <ul style="list-style-type: none"> Graphic organizers Think aloud notes Treasures Assessments

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				<p>Instructional Level Expectations for Reading http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf</p> <ul style="list-style-type: none"> Diverse Learners: www.cast.org 	
<p>READING LITERATURE (RL)</p> <p>Integration of Knowledge and Ideas</p>		<p>Students</p> <p>RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects.</p> <ul style="list-style-type: none"> “Because of Winn Dixie” (unit 5.1) movie “The Cricket in Times Square” (6.2) movie <p>RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <ul style="list-style-type: none"> Reading and writing across text question on comprehension check “My Diary” (different cultures, unit 2.2) “Mystic Horse” (traditional literature, compare and contrast similar topics, unit 5.5) “The Cricket in Times Square” (compare with introduction selection, unit 6.2) 	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> Guided reading Treasures graphic organizers Venn diagram <ul style="list-style-type: none"> Comparison charts (Fountas and Pinnell, McRel) Guided writing Treasures graphic organizers Venn diagram 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See Resource list in the introduction, p. 6 Classroom Instruction That Works, McRel Guiding Readers and Writers, Grades 3-6, Irene Fountas and Gay Su Pinnell Treasures <ul style="list-style-type: none"> “My Diary” (2.2) “Mystic Horse” (5.5) “Because of Winn Dixie” (5.1) “The Cricket in Times Square” (6.2) Trade books for comparing and contrasting 23 Major Illustrators Talk to Children About Their Art, Eric Carle Museum of Picture Book Art Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf Fontas and Pinnell , <p>Instructional Level Expectations for Reading</p>	<p>ASSESSMENT NOTES</p> <p>Required</p> <ul style="list-style-type: none"> Constructed response DRA Extended response Formative Grade level Assessments, e.g. SLO IMS Fixed Form Assessment Summative <p>Suggested (see assessment list in the introduction)</p> <ul style="list-style-type: none"> Brochure Graphic organizers Treasures Assessments

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				http://www.heinemann.com/forums/ountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf • Diverse Learners: www.cast.org	
<p style="text-align: center;">READING LITERATURE (RL)</p> <p>Range of Reading and Level of Text Complexity</p>		<p>Students</p> <p>RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text (Lexile rates 770– 980 complexity band independently and proficiently.)</p> <ul style="list-style-type: none"> • “Ranita- The Frog Princess” (play, unit 5.2) 	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • <i>Broad range quality reading</i> • <i>Dimensions for measuring text complexity:</i> <ul style="list-style-type: none"> ○ <i>Qualitative dimensions of text</i> ○ <i>Quantitative dimension of text complexity</i> ○ <i>Reader and task considerations</i> ○ <i>CCSS ELA Appendices A and B</i> • <i>Guided reading</i> • <i>Scaffolded instruction in core and independent reading</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction, p. 6 • Common Core State Standards, Appendices A and B • <i>Treasures</i> <ul style="list-style-type: none"> ○ “Ranita- The Frog Princess” • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf • Fontas and Pinnell , Instructional Level Expectations for Reading http://www.heinemann.com/forums/ountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf • Diverse Learners: www.cast.org 	<p>ASSESSMENT NOTES</p> <p>Required</p> <ul style="list-style-type: none"> • Constructed response • DRA • Extended response • Formative Assessments, e.g. SLO • IMS Fixed Form Assessment • Summative <p>Suggested (see assessment list in the introduction)</p> <ul style="list-style-type: none"> • Anecdotal record/notes taken during guided reading • Graphic organizers • <i>Treasures</i> Assessments
<p style="text-align: center;">READING INFORMATIONAL TEXT (RI)</p> <p>Key Ideas and Details</p>		<p>Students</p> <p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <ul style="list-style-type: none"> • “My Brother Martin” (clues to determine author’s purpose, unit 3.2) • <i>Who Was ...Thomas Alva Edison</i>, Frith 	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • <i>Book Talks</i> • <i>Graphic organizing</i> • <i>Guided reading</i> • <i>RAISE</i> • <i>Summarizing and note taking (McRel)</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction, p. 6 • <i>Fighting Ground</i>, Avi • <i>My Brother Sam is Dead</i>, Collier 	<p>ASSESSMENT NOTES</p> <p>Required</p> <ul style="list-style-type: none"> • Constructed response • DRA • Extended response • Formative

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <ul style="list-style-type: none"> • “A Walk in Dessert” (unit 1.2) • “Snowflake Bentley” (summarize, unit 3.5) • “The Life and Times of the Ant (details 6.5) • <i>Who Was... Thomas Alva Edison, Frith</i> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <ul style="list-style-type: none"> • “Putting Together the Pieces of the Puzzle” (technical text, extra reading, unit 1.1) • “Snowflake Bentley” (scientific historical text, unit 3.5) • “My Brother Martin” (historical 3.2) • “The Life and Times of the Ant (details 6.5) 	<ul style="list-style-type: none"> • <i>Treasures graphic organizers</i> • <i>Discussions</i> • <i>Guided reading</i> • <i>Inference chart (Treasures)</i> • <i>RAISE</i> • <i>Synthesizing chart (Fountas and Pinnell)</i> • <i>Think Alouds</i> • <i>Thinkmarks</i> • <i>Treasures graphic organizers</i> 	<ul style="list-style-type: none"> • <i>Who Was ...Thomas Alva Edison, Frith</i> • <i>Treasures</i> <ul style="list-style-type: none"> ○ “A Walk in Dessert” (1.2) ○ “My Brother Martin” (3.2) ○ “Putting Together the Pieces of the Puzzle” (1.1) ○ “Snowflake Bentley” (3.5) ○ “The Life and Times of the Ant (details 6.5) • <i>Classroom Instruction That Works</i>, McRel • <i>Guiding Readers and Writers, Grades 3-6</i>, Irene Fountas and Gay Su Pinnell (Appendix 23) • <i>Make It Real Strategies for Success with Informational text</i>, Linda Hoyt • <i>Nonfiction Matters Reading Writing and Research Grades 3-8</i>, Stephanie Harvey • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf • Fountas and Pinnell , Instructional Level Expectations for Reading http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf • <i>Diverse Learners:</i> www.cast.org 	<ul style="list-style-type: none"> • Grade level Assessments, e.g. SLO • IMS Fixed Form Assessment • Summative • Suggested (see assessment list in the introduction) <ul style="list-style-type: none"> • Anecdotal notes taken • Book talk rubrics • Graphic organizers • RAISE response rubric • Thinkmark rubric • <i>Treasures Assessments</i>

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p style="text-align: center;">READING INFORMATIONAL TEXT (RI)</p> <p>Craft and Structure</p>		<p>Students</p> <p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <ul style="list-style-type: none"> • “A Walk in Desert” (unit 1.2) • “Snowflake Bentley” (unit 3.5) • “At Home in the Coral Reef” (4.5) <p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <ul style="list-style-type: none"> • “Ben Franklin” (unit 2.4) • “Snowflake Bentley” (sidebar, historical information unit 3.5) • “At Home in the Coral Reef” (compare and contrast 4.5) <p>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • <i>Class discussion</i> • <i>Guided reading</i> • <i>Think aloud</i> • <i>Treasures graphic organizers</i> • <i>Vocabulary and concept graphic organizers (McRel)</i> • <i>Word walls with academic vocabulary</i> <ul style="list-style-type: none"> • <i>Graphic organizers (McRel)</i> • <i>Treasures graphic organizers</i> • <i>Categorizing Structural Elements</i> <p><i>Create a three-column chart. Label each column with a literary form (i.e., poetry, drama, narrative). Have students brainstorm the structural elements that are common to each. Encourage students to provide examples of each genre from their own reading to include on the chart. Post the chart and revisit it throughout the year to add or refine elements or to add other examples. Have students use the chart to classify pieces of literature and informational text that they read independently. The chart also can be used as a guide for setting up and running a student-led classroom library that is organized by genre.</i></p> <ul style="list-style-type: none"> • <i>Class discussions</i> • <i>Guided reading</i> • <i>Main idea web (Treasures)</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction, p. 6 • <i>Treasures</i> <ul style="list-style-type: none"> ○ “A Walk in Desert” (1.2) ○ “At Home in the Coral Reef” (4.5) ○ “At Home in the Coral Reef” (4.5) ○ “Ben Franklin” (2.4) ○ “Snowflake Bentley” (3.5) • <i>Classroom Instruction That Works</i>, McRel • <i>Guided Reading</i> • <i>Text-to-text</i> • <i>Guiding Readers and Writers, Grades 3-6</i>, Irene Fountas and Gay Su Pinnell • <i>Make It Real Strategies for Success with Informational text</i>, Linda Hoyt • <i>Nonfiction Matters Reading Writing and Research Grades 3-8</i>, Stephanie Harvey • <i>Words, Words, Words</i>, Janet Allen • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf • Fontas and Pinnell , Instructional Level Expectations for Reading http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf 	<p>ASSESSMENT NOTES</p> <p>Required</p> <ul style="list-style-type: none"> • Constructed response • DRA • Extended response • Formative • Grade level Assessments, e.g. SLO • IMS Fixed Form Assessment • Summative <p>Suggested (see assessment list in the introduction)</p> <ul style="list-style-type: none"> • Anecdotal notes taken during guided reading • Double-sided journal entries • Graphic organizers • <i>Treasures</i> Assessments

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
				<ul style="list-style-type: none"> Diverse Learners: www.cast.org 	
<p style="text-align: center;">READING INFORMATIONAL TEXT (RI)</p> <p>Integration of Knowledge and Ideas</p>		<p>Students</p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <ul style="list-style-type: none"> “A Walk in Desert” (diagram, unit 1.2) “The Power of Oil” (graphs, unit 4.3) “Exploring Under Sea Territory (Timeline introduction) (unit 5.3) “The Gold Rush” (Timeline, unit 6.1) <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <ul style="list-style-type: none"> “Stealing Beauty” (unit 2.3) “My Brother Martin” (unit 3.2) “Exploring Undersea Territory” (fact and opinion) (5.3) “The Cricket in Times Square”/“The Chance of a Lifetime” (editorial) (6.2) <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <ul style="list-style-type: none"> Wax Museum (2 sources) with speaking knowledgeably “The Power of Oil” (coincides with geography unit 4.3) Leveled readers (4.3) Animal research project 	<p style="color: red;">TEACHER NOTES, for example</p> <ul style="list-style-type: none"> Guided reading RAISE Skimming and scanning Synthesize from notes Text questions Treasures graphic organizers <ul style="list-style-type: none"> Fact and opinion chart (Treasures) Guided reading Notetaking (McRel) RAISE Thinkmarks Treasures graphic organizers <ul style="list-style-type: none"> Conclusion chart (Treasures) Guided reading Note taking Picture Book Practice <p>Use two informational picture books on the same topic to compare the evidence the authors use to support their ideas. Students can work in small groups to chart the similarities and differences. Repeat this activity before moving students on to more complex text.</p> <ul style="list-style-type: none"> Practice with Purpose: Literacy Work Stations for Grades 3-6 by Debbie Diller (Stenhouse, 2005) discusses ways to build centers that allow students to work together on the skills of reading, writing, speaking and listening. The book includes practical strategies for setting up literacy centers that are rigorous enough for intermediate students. ODE <ul style="list-style-type: none"> Treasures graphic organizers 	<p style="color: red;">RESOURCE NOTES</p> <ul style="list-style-type: none"> See Resource list in the introduction, p. 6 Treasures <ul style="list-style-type: none"> “A Walk in Desert” (unit 1.2) “Exploring Undersea Territory” “Exploring Undersea Territory” (fact and opinion, Timeline introduction) (5.3) “My Brother Martin” (3.2) “Stealing Beauty” (2.3) “The Cricket in Times Square” (unit 6.2) “The Cricket in Times Square”/“The Chance of a Lifetime” (6.2) “The Power of Oil” (4.3) “The Gold Rush” (timeline, 6.1) Classroom Instruction That Works, McRel Guiding Readers and Writers, Grades 3-6, Irene Fountas and Gay Su Pinnell Make It Real Strategies for Success with Informational text, Linda Hoyt Nonfiction Matters Reading Writing and Research Grades 3-8, Stephanie Harvey Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=3366844 	<p style="color: red;">ASSESSMENT NOTES</p> <p style="color: red;">Required</p> <ul style="list-style-type: none"> Constructed response DRA Extended response Formative Grade level Assessments, e.g. SLO IMS Fixed Form Assessment Summative <p>Suggested (see assessment list in the introduction)</p> <ul style="list-style-type: none"> Anecdotal records taken during guided reading Graphic organizers Thinkmarks Treasures Assessments

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
				5&folder=Inbox&partId=3&sav eAs=Comprehensive Assesseme nt.pdf <ul style="list-style-type: none"> Fontas and Pinnell , Instructional Level Expectations for Reading http://www.heinemann.com/f ountasandpinnell/handouts/In structionalLevelExpectationsFo rReading.pdf Diverse Learners: www.cast.org 	
<p style="text-align: center;">READING INFORMATIONAL TEXT (RI)</p> <p>Range of Reading Level of Text Complexity</p>		<p style="text-align: center;">Students</p> <p>RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Lexile rates 770- 980).</p> <ul style="list-style-type: none"> Treasures Core Reading Program <ul style="list-style-type: none"> Leveled guided reading text Core selections Complementary readings “The Life and Times of the Ant” (unit 6.5) Science texts <i>Who Was ...Thomas Alva Edison</i>, Frith 	<p style="text-align: center;">TEACHER NOTES, for example</p> <ul style="list-style-type: none"> Broad range quality reading Dimensions for measuring text complexity: <ul style="list-style-type: none"> Qualitative dimensions of text Quantitative dimension of text complexity Reader and task considerations CCSS ELA Appendices A and B Guided reading Informational reading strategies applied to content areas Sequence chart (Treasures) Features of informational text Scaffolded instruction in core and independent reading Treasures graphic organizers 	<p style="text-align: center;">RESOURCE NOTES</p> <ul style="list-style-type: none"> See Resource list in the introduction, p. 6 Treasures Core Reading Program <ul style="list-style-type: none"> Leveled guided reading text Core selections Complementary readings “The Life and Times of the Ant” (6.5) Science texts <i>Who Was ...Thomas Alva Edison</i>, Frith Classroom Instruction That Works, McRel Guiding Readers and Writers, Grades 3-6, Irene Fountas and Gay Su Pinnell Make It Real Strategies for Success with Informational text, Linda Hoyt Nonfiction Matters Reading Writing and Research Grades 3-8, Stephanie Harvey Comprehensive Assessment System: Rhode Island Criteria & Guidance 	<p style="text-align: center;">ASSESSMENT NOTES</p> <p>Required</p> <ul style="list-style-type: none"> Constructed response DRA Extended response Formative Grade level Assessments, e.g. SLO IMS Fixed Form Assessment Summative <p>Suggested (see assessment list in the introduction)</p> <ul style="list-style-type: none"> DRA Graphic organizers Informal running records Reading logs Treasures Assessments

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
				http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf • Fontas and Pinnell , Instructional Level Expectations for Reading http://www.heinemann.com/forums/ountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf • Diverse Learners: www.cast.org	
READING (RF) Foundational Phonics and Word Recognition		Students RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (RF.4.3a) <ul style="list-style-type: none"> • “Snowflake Bentley” (compound words, unit 3.5) • “Because of Winn Dixie” (VCCV patterns) (unit 5.1) • “Ranita” (V/CV and VC/V patterns) (unit 5.2) 	TEACHER NOTES, for example <ul style="list-style-type: none"> • <i>Direct instruction basic rules</i> • <i>Fluency checks</i> • <i>Guided reading</i> • <i>Paired reading</i> • <i>Readers Theater</i> • <i>Repeated reading</i> • <i>Say It Like a Character</i> • <i>Structural analysis charts</i> • <i>Thinkmarks</i> • <i>Word sorts</i> 	RESOURCE NOTES <ul style="list-style-type: none"> • See Resource list in the introduction, p. 6 • <i>Treasures</i> <ul style="list-style-type: none"> ○ “Snowflake Bentley” (3.5) ○ “Because of Winn Dixie” (5.1) ○ “Ranita” (5.2) • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf • Fontas and Pinnell , Instructional Level Expectations for Reading http://www.heinemann.com/forums/ountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf 	ASSESSMENT NOTES Required <ul style="list-style-type: none"> • Constructed response • DRA • Extended response • Formative • Grade level Assessments, e.g. SLO • IMS Fixed Form Assessment • Summative Suggested (see assessment list in the introduction) <ul style="list-style-type: none"> • DRA • Graphic organizers • Running Record • Timed assessments • <i>Treasures</i> Assessments

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<p>READING (RF)</p> <p>Foundational Skills Fluency</p>		<p>Students</p> <p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding. (RF.4.4a)</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (RF.4.4b)</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.4c)</p>	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> Independent conferencing Guided reading Paired reading Readers Theater Repeated reading Say It Like a Character 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> Diverse Learners: www.cast.org See Resource list in the introduction, p. 6 Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf Fontas and Pinnell , Instructional Level Expectations for Reading http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf Diverse Learners: www.cast.org 	<p>ASSESSMENT NOTES</p> <p>Required</p> <ul style="list-style-type: none"> Constructed response DRA Extended response Formative Grade level Assessments, e.g. SLO IMS Fixed Form Assessment Summative <p>Suggested (see assessment list in the introduction)</p> <ul style="list-style-type: none"> DRA Running Record Treasures Assessments
<p>WRITING (W)</p> <p>Text Types and Purposes*</p>		<p>Students</p> <p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W.4.1)</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. (W.4.1a)</p> <p>b. Provide reasons that are supported by facts and details. (W.4.1b)</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., for instance, in order to, in addition). (W.4.1c)</p>	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> Story: <i>Stone Fox</i> Prompt: <i>opinion piece on a given topic, e.g. Stone Fox (4-5 paragraphs)</i> RAISE Transition words and phrases 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See Resource list in the introduction, p. 6 Treasures Writers Workshop Common Core State Standards, “zoo Field Trip,” Appendix c, p. 25, Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/ 	<p>ASSESSMENT NOTES</p> <p>Required</p> <ul style="list-style-type: none"> Constructed response DRA Extended response Formative Grade level Assessments, e.g. SLO IMS Fixed Form Assessment Summative

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		<p>d. Provide a concluding statement or section related to the opinion presented. (W.4.1d)</p>		<p>35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf</p> <ul style="list-style-type: none"> Diverse Learners: www.cast.org 	<p>Suggested (see assessment list in the introduction)</p> <ul style="list-style-type: none"> Graphic organizers Opinion writing rubric/checklist RAISE rubric Teacher peer conferencing Treasures Assessments
<p>WRITING (W)</p> <p>Text Types and Purposes*</p>		<p>Students</p> <p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.4.2)</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.4.2a)</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.4.2b)</p> <p>c. Link ideas within and across categories of information using words and phrases (e.g., another, for example, also, because). (W.4.2c)</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.4.2d)</p> <p>e. Provide a concluding statement or section related to the information or explanation presented. (W.4.2e)</p>	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> Story: <i>Who Was... Thomas Alva Edison</i>, Fritto <ul style="list-style-type: none"> Prompt: Summarize Thomas Edison's life (use similar headings from Wax Museum) Wax museum written piece with specific headings: <ul style="list-style-type: none"> Family and childhood Living/job Hobbies/interests Major accomplishments Impact on others Interesting information Famous quotes Research on an animal Brochure on RI Slater Mill Owl informational brochure 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See Resource list in the introduction, p. 6 Treasures, Writing a magazine article Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf Diverse Learners: www.cast.org 	<p>ASSESSMENT NOTES</p> <p>Required</p> <ul style="list-style-type: none"> Constructed response DRA Extended response Formative Grade level Assessments, e.g. SLO IMS Fixed Form Assessment Summative <p>Suggested (see assessment list in the introduction)</p> <ul style="list-style-type: none"> Brochure Graphic organizers Information writing rubric/checklist RAISE rubric Treasures Assessments Wax Museum

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>WRITING (W)</p> <p>Text Types and Purposes*</p>		<p>Students</p> <p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (W.4.3a)</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. (W.4.3b)</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events. (W.4.3c)</p> <p>d. Use concrete words and phrases and sensory details to convey experience and events precisely. (W.4.3d)</p> <p>e. Provide a conclusion that follows from the narrated experiences or events. (W.4.3e)</p>	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • <i>Personal Narrative (published piece)</i> • <i>Short fictional narrative</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction, p. 6 • Common Core State Standards, “Glowing Shoes” Appendix c, p.27,” • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf • Diverse Learners: www.cast.org 	<p>ASSESSMENT NOTES</p> <p>Required</p> <ul style="list-style-type: none"> • Constructed response • DRA • Extended response • Formative • Grade level Assessments, e.g. SLO • IMS Fixed Form Assessment • Summative <p>Suggested (see assessment list in the introduction)</p> <ul style="list-style-type: none"> • Narrative rubric/checklist • RAISE response rubric • Treasures Assessments
<p>WRITING (W)</p> <p>Production and Distribution of Writing</p>		<p>Students</p> <p>W.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by</p> <ul style="list-style-type: none"> • Planning/prewriting • Revising/drafting • Editing/revising <p>W.4.6 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • <i>Published pieces</i> • <i>Graphic organizers, e.g.</i> <ul style="list-style-type: none"> ○ <i>sequence organizers (chains, cycle),</i> ○ <i>concept development (mind map),</i> ○ <i>compare/contrast organizers (Venn diagrams, comparison charts),</i> ○ <i>organizers (word web, concept map),</i> ○ <i>evaluation organizers (charts, scales),</i> ○ <i>categorize/classify organizers (categories, tree)</i> ○ <i>relational organizers (fish bone, pie chart)</i> • KWL 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction, p. 6 • <i>Mentor Texts: Teaching Writing Through Children’s Literature, K-6</i> by Lynne R. Dorfman and Rose Cappelli (Stenhouse, 2007) provides suggestions of titles and methods for using children’s books as models during writing instruction. • <i>Treasures</i> • <i>The Production and Distribution of Writing</i> • <i>Wondrous Words: Writers and Writing in the Elementary Classroom</i> by Katie Wood Ray (National Council of Teachers 	<p>ASSESSMENT NOTES</p> <p>Required</p> <ul style="list-style-type: none"> • Constructed response • DRA • Extended response • Formative • Grade level Assessments, e.g. SLO • IMS Fixed Form Assessment • Summative <p>Suggested (see assessment list in the introduction)</p> <ul style="list-style-type: none"> • Brochure • Graphic organizers

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
			<p>http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf</p> <ul style="list-style-type: none"> • <i>Big 6 Research Strategies</i> http://www.crlsresearchguide.org/Big_Six_Steps.asp • <i>Ideas and development organizations</i> • <i>Structure of language</i> • <i>Conventions</i> 	<p>of English, 1996) discusses how children learn to write from their reading, and includes student writing samples, student illustrations and writing strategies from contemporary children’s book authors. ODE</p> <ul style="list-style-type: none"> • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf • Diverse Learners: www.cast.org 	<ul style="list-style-type: none"> • PowerPoint • RAISE response • <i>Treasures</i> Assessments
<p>WRITING (W)</p> <p>Research to Build and Present Knowledge</p>		<p>Students</p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <ul style="list-style-type: none"> • Brochure • Animal research project • Wax museum written piece with specific headings: <ul style="list-style-type: none"> ○ Family and childhood ○ Living/job ○ Hobbies/interests ○ Major accomplishments ○ Impact on others ○ Interesting information ○ Famous quotes • Owl brochure <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <ul style="list-style-type: none"> • <i>Who Was.... Thomas Alva Edison?</i> 	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • Story: <ul style="list-style-type: none"> • Prompt: • <i>Activate prior knowledge</i> • <i>Engage in the process of independent shared inquiry</i> • <i>Opinion piece - Who Was ...Thomas Alva Edison?</i> • <i>Wax Museum</i> • <i>Animal research project</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction, p. 6 • <i>Who Was.... Thomas Alva Edison?</i> • <i>Stone Fox</i> • <i>Comprehension, Collaboration: Inquiry Circles in Action</i>, Harvey Daniels and Stephanie Harvey • <i>Strategies That Work</i>, Stephanie Harvey • References/ Citations (http://easybib.com/) • Research, grammar http://owl.english.purdue.edu • www.readwrite.think.com • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get- 	<p>ASSESSMENT NOTES</p> <p>Required</p> <ul style="list-style-type: none"> • Constructed response • DRA • Extended response • Formative • Grade level Assessments, e.g. SLO • IMS Fixed Form Assessment • Summative <p>Suggested (see assessment list in the introduction)</p> <ul style="list-style-type: none"> • Anecdotal records • Animal research project • Brochure

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		<p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • 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”). (W.4.9a) <ul style="list-style-type: none"> ○ <i>Stone Fox</i> • 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”). (W.4.9b) <ul style="list-style-type: none"> ○ <i>Who Was.... Thomas Alva Edison?</i> 		<p>attachment.aspx?uid=33668445&folder=Inbox&partId=3&sav eAs=Comprehensive_Assessme nt.pdf</p> <ul style="list-style-type: none"> • Diverse Learners: www.cast.org 	<ul style="list-style-type: none"> • Extended response rubric • Graphic organizers • RAISE • Teacher conferencing notes • <i>Treasures</i> Assessments • Wax museum
<p>WRITING (W)</p> <p>Range of Writing</p>		<p>Students</p> <p>W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • <i>Math writing to explain</i> • <i>Reader’s notebook</i> • <i>Reflection logs</i> • <i>Science notebook</i> • <i>Writer’s notebook</i> • <i>Reflection on</i> <ul style="list-style-type: none"> ○ <i>Animal research project</i> ○ <i>Wax museum</i> • <i>Comprehension questions at end of Treasures’ selections</i> • <i>Fluency passages per unit</i> • <i>Weekly assessments #8 response</i> • <i>RAISE responses</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction, p. 6 • http://enningtonpublishing.com • Launch an Intermediate Writing Workshop: <i>Getting Started with Units of Study for Teaching Writing, Grades 3-5</i> by Lucy Calkins provides strategies for effectively teaching narrative and expository writing. <ul style="list-style-type: none"> • Craft Lesson Teaching Writing K-8, Ralph Fletcher and Joann Portalupi • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&sav eAs=Comprehensive_Assessme nt.pdf • Diverse Learners: www.cast.org 	<p>ASSESSMENT NOTES</p> <p>Required</p> <ul style="list-style-type: none"> • Constructed response • DRA • Extended response • Formative • Grade level Assessments, e.g. SLO • IMS Fixed Form Assessment • Summative <p>Suggested (see assessment list in the introduction)</p> <ul style="list-style-type: none"> • <i>Treasures</i> Assessments • Reflection logs • Science notebook • Writer’s notebook

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<p>SPEAKING AND LISTENING (SL)</p> <p>Comprehension and Collaboration</p>		<p>Students</p> <p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 4 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.4.1a)</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles. (SL.4.1b)</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (SL.4.1c)</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (SL.4.1d)</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • <i>Book Talks</i> • <i>Classroom Instruction That Works, McRel</i> <ul style="list-style-type: none"> ◦ <i>Note taking and summarizing</i> • <i>Literature Circles</i> (http://www.litcircles.org/) • <i>Peer conferencing</i> • <i>Reader's Workshop</i> (http://www.readersworkshop.org/) • <i>Real Talk in Elementary Classrooms: Effective Oral Language Practice</i> by Maureen P. Boyd PhD, Lee Galda PhD, and Donald L. Rubin PhD (Guilford Press, 2011) promotes the use of dialogue as a classroom-learning tool for literacy. ODE • <i>Socratic Seminars</i> (http://www.nwabr.org/education/pdfs/PRIMER/PrimerPieces/SocSem.pdf) • <i>Think Alouds</i> • <i>Science group discussions with assigned roles</i> • <i>Social Studies</i> (chapters 1 and 2) 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction, p. 6 • <i>Classroom Instruction That Works</i>, McRel • <i>Fontas and Pinnell</i> • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf • Diverse Learners: www.cast.org 	<p>ASSESSMENT NOTES</p> <p>Required</p> <ul style="list-style-type: none"> • Constructed response • DRA • Extended response • Formative • Grade level Assessments, e.g. SLO • IMS Fixed Form Assessment • Summative <p>Suggested (see assessment list in the introduction)</p> <ul style="list-style-type: none"> • Anecdotal notes taken during guided reading and Think-pair-share in <i>Treasures</i> assessment • Book Talk rubrics • Graphic organizers • <i>Treasures</i> Assessments
<p>SPEAKING AND LISTENING (SL)</p> <p>Presentation of Knowledge and Ideas</p>		<p>Students</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <ul style="list-style-type: none"> • Shared animal project <p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. .</p> <ul style="list-style-type: none"> • Wax museum speech • Book talks • Animal project 	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • <i>Book discussions</i> • <i>Book talks</i> • <i>Class discussions</i> • <i>Formal/informal class presentations</i> • <i>Powerful words</i> • <i>Providing feedback</i> • <i>Read, write, think</i> • <i>Sequencing charts</i> • <i>Turn and talk</i> • <i>Wax museum speeches</i> • <i>WNB entries</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction, p. 6 • www.readwritethink.org • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf 	<p>ASSESSMENT NOTES</p> <p>Required</p> <ul style="list-style-type: none"> • Constructed response • DRA • Extended response • Formative • Grade level Assessments, e.g. SLO • IMS Fixed Form Assessment • Summative

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		<p>SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)</p> <ul style="list-style-type: none"> • Audience for wax museum speech is different from written piece • Group talk vs. presentation 	<ul style="list-style-type: none"> • Active Literacy Across the Curriculum: <i>Strategies for Reading, Writing, Speaking and Listening by Heidi Hayes Jacobs. (Eye on Education, 2006)</i> • Presenting with Multimedia www.readwritethink.org • Powerful Words <i>This strategy helps students understand that words used in persuasive speaking are critical to the effectiveness of the outcome. Present students with a series of paired statements and have them select the sentence that is the most persuasive. An example of sentence pairs is:</i> <ul style="list-style-type: none"> • Fifth-grade students should be allowed to chew gum in school. • Because mint increases brainpower, chewing gum should be required in the fifth grade. <i>Have students listen to or read excerpts of famous speeches paying attention to the power words and phrases. As they craft their own speeches, encourage students to include power words and phrases to increase the persuasive effectiveness.</i> 	<p>attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf</p> <ul style="list-style-type: none"> • Diverse Learners: www.cast.org 	<p>Suggested (see assessment list in the introduction)</p> <ul style="list-style-type: none"> • Anecdotal records/notes • Graphic organizers • Teacher peer conferencing • <i>Treasures</i> Assessments on spelling and grammar
<p>LANGUAGE (L)</p> <p>Conventions of Standards English</p>		<p>Students</p> <p>Apply and effectively use background knowledge of:</p> <ul style="list-style-type: none"> • Nouns • Verbs • Adverbs • Adjectives • Pronouns <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). L.4.1a</p>	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • <i>Children, Language, and Literacy: Diverse Learners in Diverse Times</i> by Celia Genishi and Anne Haas Dyson (Teachers College Press, 2009) 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction, p. 6 • <i>The Writing Fix</i> • <i>Treasures</i> grammar and 	<p>ASSESSMENT NOTES</p> <p>Required</p> <ul style="list-style-type: none"> • Constructed response • DRA • Extended response

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		<p>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. L.4.1b</p> <ul style="list-style-type: none"> • Main and helping verbs Treasures (unit 3.3) <p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. L.4.1c</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). L.4.1d</p> <ul style="list-style-type: none"> • Treasures (unit 5.1) <p>e. Form and use prepositional phrases. L.4.1e</p> <ul style="list-style-type: none"> • Treasures (unit 6.4 and 6.5) <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* L.4.1f</p> <ul style="list-style-type: none"> • Treasures (unit 1.1, 1.5) <p>g. Correctly use frequently confused words (e.g. to, too, two, their, there).</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.* L.5.2a</p> <ul style="list-style-type: none"> • Info: (http://englishplus.com/grammar/00000072.htm) • Worksheets: (http://printfu.org/coordinate+adjectives+worksheet) • http://owl.english.purdue.edu <p>b. Use a comma to separate an introductory element from the rest of the sentence. L.5.2b</p> <ul style="list-style-type: none"> • Fry Spelling List (http://www.candohelperpage.com/sightvocab_1.html) • Treasures (unit 1) <p>c. Use a comma to set off the words yes and no (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). L.5.2c</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works. L.5.2d</p>	<ul style="list-style-type: none"> • <i>Model to apply in context (ELA and content)</i> • <i>Teacher conference in Writers Workshop</i> • <i>Teacher mini lessons</i> • <i>Treasures practice sheets, ordering of adjectives</i> • <i>Lessons embedded with grammar units</i> 	<p>spelling components</p> <ul style="list-style-type: none"> • <i>Writers' Workshop</i>, Ralph Fletcher • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf • Diverse Learners: www.cast.org 	<ul style="list-style-type: none"> • Formative • Grade level Assessments, e.g. SLO • IMS Fixed Form Assessment • Summative <p>Suggested (see assessment list in the introduction)</p> <ul style="list-style-type: none"> • <i>Treasures Assessments</i>

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		e. Spell grade-appropriate words correctly, consulting references as needed. (L.5.2e)			
LANGUAGE (L) Knowledge of Language		<p>Students</p> <p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.* L.4.3a</p> <ul style="list-style-type: none"> • Word choice lessons, example show vs. tell <p>b. Choose punctuation for effect.* L.4.3b</p> <p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). L.4.3c</p>	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • <i>Classroom Instruction That Works, McRel</i> <ul style="list-style-type: none"> ○ Non-linguistic representation • <i>Grammar to Enrich and Enhance Writing by Constance Weaver and Jonathan Bush (Heinemann, 2008) as described by the publisher states, “an up-to-date, ready-to-use, comprehensive resource for leading students to a better understanding of grammar as an aid to more purposeful, detailed, and sophisticated writing.”</i> ODE 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction, p. 6 • <i>Treasures</i> • Classroom Instruction That Works, McRel • <i>Grammar to Enrich and Enhance Writing</i> by Constance Weaver and Jonathan Bush (Heinemann, 2008) • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf • Diverse Learners: www.cast.org 	<p>ASSESSMENT NOTES</p> <p>Required</p> <ul style="list-style-type: none"> • Constructed response • DRA • Extended response • Formative • Grade level Assessments, e.g. SLO • IMS Fixed Form Assessment • Summative <p>Suggested (see assessment list in the introduction)</p> <ul style="list-style-type: none"> • Class discussions • <i>Treasures</i> Assessments
LANGUAGE (L) Vocabulary Acquisition and Use		<p>Students</p> <p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. L.4.4a</p> <ul style="list-style-type: none"> • <i>Treasures</i> vocabulary practice <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>). L.4.4b</p> <ul style="list-style-type: none"> • <i>Treasures</i>, phonics (unit 6.5) 	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • <i>Compare and contrast poetry</i> • <i>Concept maps</i> • <i>Four Corners</i> <i>This strategy focuses on vocabulary development. Have students divide their papers into four sections. Title the sections as follows:</i> <ul style="list-style-type: none"> • Synonyms/Word Families • Word/Definition • Sentence • Illustration • <i>No excuse word list</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction, p. 6 • <i>Treasures</i> • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=3366844 	<p>ASSESSMENT NOTES</p> <p>Required</p> <ul style="list-style-type: none"> • Constructed response • DRA • Extended response • Formative • Grade level Assessments, e.g. SLO • IMS Fixed Form Assessment • Summative

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Curriculum Writers: Jenn Fraioli and Carla Giarrusso

STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. L.4.4c</p> <ul style="list-style-type: none"> • Treasures dictionary and vocabulary use (unit 2.2) <p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. L.4.5a</p> <ul style="list-style-type: none"> • Treasures, similes – complimentary text (unit 5.1) <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs. L.4.5b</p> <ul style="list-style-type: none"> • Treasures, idioms – complimentary text (unit 2.4) <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). L.4.5c</p> <ul style="list-style-type: none"> • Treasures, similes – vocabulary introduction, focus on antonyms (unit 1-5) <p>L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>	<ul style="list-style-type: none"> • <i>RAISE</i> • <i>Read an discussion of poetry</i> • <i>Read, write, discuss</i> • <i>Teacher prepared notes</i> • <i>Vocabulary analysis</i> • <i>Vocabulary concepts maps</i> • <i>Word walls</i> 	<p>5&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf</p> <ul style="list-style-type: none"> • Diverse Learners: www.cast.org 	<p>Suggested (see assessment list in the introduction)</p> <ul style="list-style-type: none"> • Graphic organizers • RAISE response • Teacher anecdotal notes • Teacher conferencing • <i>Treasures Assessments</i>