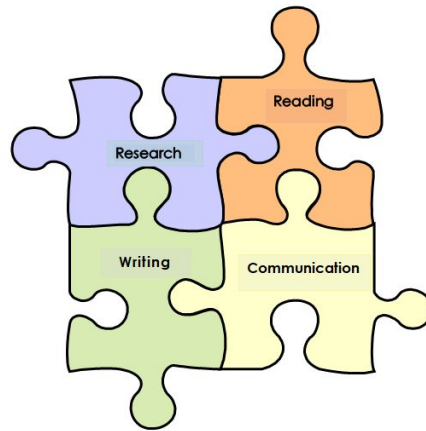


Grade 4 English Curriculum & Pacing Guide



Amherst County Public Schools
Every Child Every Day

Teacher Notes

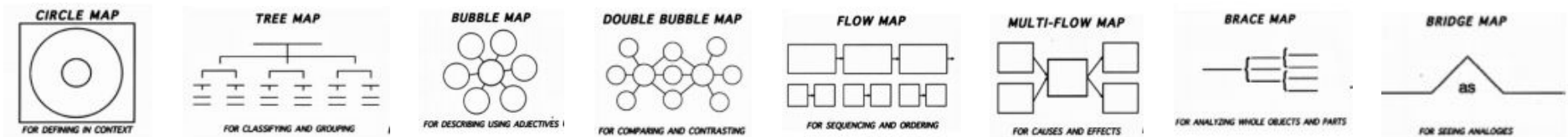
ACPS will utilize a theme approach to integrate the English strands of reading, writing, research, and communication. To the extent possible, a variety of genres should be utilized during a unit of study. Best practices include:

- **Paired texts** (Paired texts can include books, plays, articles, poems, functional text, graphics, or digital media)
- **Use of text-dependent questions** (QAR)
- **Use of inference questions** (QAR)
- **Use of text-based vocabulary**
- **Writing components in every lesson**
- **Frequent research components**


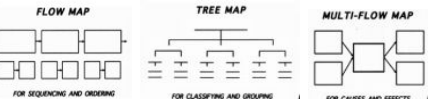
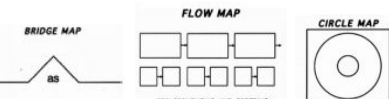
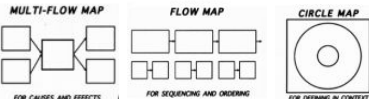
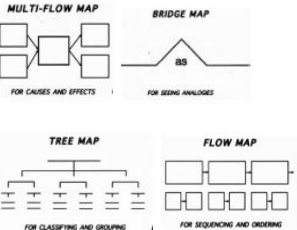
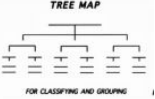
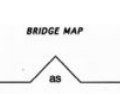
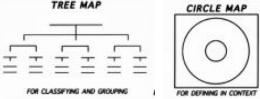
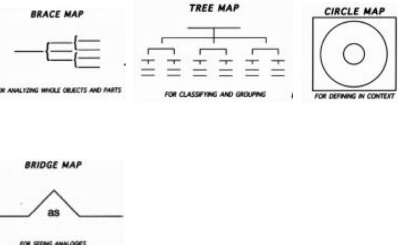
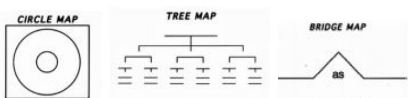
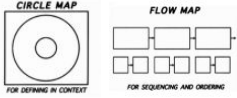
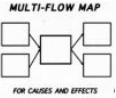

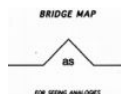



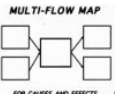

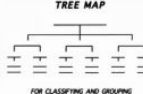

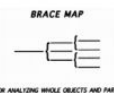




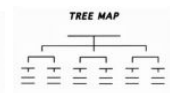


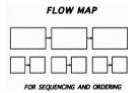
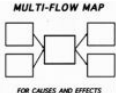
ACPS Literacy Plan outlines **seven comprehension strategies** that will be incorporated during units of study throughout the reading process. “Strategies are conscious, flexible plans a reader applies to a variety of texts, both narrative and expository. The use of strategies implies awareness, reflection, and interaction between the reader and the author. Strategies do not operate individually or sequentially, but are interrelated and recursive. The goal is the active construction of meaning and the ability to adapt strategies to varying reading demands.” (Vogt & Verga, 1998) Explicit teaching and modeling of the strategies is necessary to assist students in learning to use them independently to make sense of the text they encounter.

- Monitoring Comprehension/Metacognition
- Predicting/Activating Background Knowledge/Schema
- Questioning
- Visualizing
- Determining Importance
- Summarizing & Synthesizing
- Inferring

ACPS utilizes **Thinking Maps** in order for students to create mental visual patterns for thinking based on the fundamental thinking processes.



The following are examples of reading skills associated with each of the maps. These can be expanded upon based on teacher discretion.

Predictions	Summarizing (Story Elements, BME, Problem/Solution, Main Idea/Details, etc.)	Making Connections	Ask/Answer Questions
  	  	  	  
Character Analysis	Fact & Opinion	Context Clues	Author's Purpose
   		 	 
Vocabulary (Affixes, Compound Words, Phonics, Homophones, Synonyms/Antonyms)	Multi-Meaning Words	Locate Information	Cause & Effect
   	  	 	

*All resources and products listed within this document are for guidance purposes.

Content Knowledge for Implementation of the Standards

(taken from 2010 VDOE English Curriculum Framework)

Audience - Who is the person or persons meant to see the message?

Purpose - Why is the message being sent – is it meant to persuade, inform, entertain, sell, or a combination of these?

Auditory media can be heard (e.g., music, radio, speeches, video, etc.)

Visual media can be viewed (e.g., television, video, Web-based materials, etc.).

Written media includes text (e.g., newspapers, magazines, books, advertising, etc.)

Affixes are added to root words to form new words (e.g., prefixes, suffixes).

Prefixes are added to the front of the root (e.g., like→dislike).

Suffixes are added to the end of the root (e.g., short→shorten).

Homophones are words that are pronounced the same and have different meanings regardless of their spelling (e.g., principle/ principal, prince/prints)

Antonyms are opposites (e.g., off/on, fast/slow).

Synonyms are words that have similar meanings (e.g., small, little, tiny).

Prosody refers to the rhythmic and intonational aspect of language, which should be noticeable during oral reading. Prosody contributes to reading fluency and comprehension.

Before reading - students use text structures to predict and categorize information.

During reading - students formulate questions and make and revise ongoing predictions and inferences, using given information.

After reading - students confirm or dismiss previous predictions and inferences. Students should also summarize content by identifying important ideas and providing details.

Informative/explanatory – students write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Narrative – students write narrative to develop real or imagined experiences or events using descriptive details, and clear event sequences.

Composing – the structuring and elaborating a writer does to construct an effective message for readers (e.g., staying on topic; beginning, middle, and end)

Written expression – those features that show the writer purposefully shaping and controlling language to affect readers (e.g., specific vocabulary, descriptive words, tone/voice)

Usage/mechanics – the features that cause written language to be acceptable and effective for standard discourse (e.g., spelling, punctuation, capitalization, grammar).

Transition words and phrases - provide organization to student writing by improving the connections between thoughts. Categories of transitions include, but are not limited to: example (e.g., that is, for example, in fact), sequence (e.g., then, next, finally) or time or location (e.g., before, meanwhile, nearby).

Plagiarism is using someone else’s ideas or words without giving credit.

NINE WEEKS 1

Division Required Assessments: PALS, ACPS Writing Prompt (narrative), ACPS Reading Rubric, NW1 Division Reading & Writing Assessment

Ongoing Assessments: Common Assessments, Running Records, PALS Quick Checks

***Once introduced, all SOLs will continue to be revisited throughout the year until mastery.**

<p>THEME: Strategic Reading and Thinking: Introduction to Seven Comprehension Strategies SKILLS TARGETED: Oral communication, Summarize, Drawing Conclusions STRATEGY FOCUS: All strategies listed on page 1 of this document APPROXIMATE TIME: 2 weeks</p>					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>4.1a Listen actively and speak using appropriate discussion rules.</p> <p>4.1b Contribute to group discussions cross content areas.</p> <p>4.1c Orally summarize information expressing ideas clearly.</p> <p>4.1d Ask specific questions to gather ideas and opinions from others.</p> <p>4.1e Use evidence to support opinions and conclusions.</p>	<p>4.5d Identify genres.</p> <p>4.5c Summarize events in the plot.</p> <p>4.5h Draw conclusions/make inference about text using the text as support.</p> <p>4.5k/4.6h Use reading strategies throughout the reading process to monitor comprehension.</p> <p>4.6d Summarize supporting details.</p> <p>4.6e Draw conclusions and make inferences using textual</p>	<p>4.7a Engage in writing as a process.</p> <p>4.7b Select audience and purpose.</p> <p>4.7d Use a variety of prewriting strategies.</p> <p>4.7g Write a clear topic sentence focusing on main idea.</p>	<p>4.9e Avoid plagiarism and use own words.</p> <p>4.9f Demonstrate ethical use of the Internet.</p>	<p><i>Comprehension Connections: Bridges to Strategic Reading</i> by Tanny McGregor</p> <p>Background Knowledge/Making Connections/Schema: <i>Stellaluna, Alexander and the Terrible, Horrible, No Good Very Bad Day, My Rotten Redheaded Older Brother</i></p> <p>Determine Importance: <i>The Art Lesson, The Biggest Bear, Two Bad Ants</i></p> <p>Questioning: <i>Officer Buckle and Gloria, Owl</i></p>	<p>Create circle maps to review strategy of the day. Use this information to write a summary of the strategy.</p> <p>Create a tree map of the strategies including two important details for each. Use this information to write a summary.</p> <p>Create a tree map for the different genres and include titles under the correct heading. Write a journal entry explaining which genre may be your favorite and why.</p>

<p>4.1f Connect comments to the remarks of others.</p> <p>4.1g Use specific vocabulary to communicate ideas.</p> <p>4.1h Demonstrate the ability to collaborate with diverse teams, while sharing responsibility of the work.</p> <p>4.1i Work respectfully with others, and show value for individual contributions.</p>	<p>information as support.</p>			<p><i>Moon, Sylvester and the Magic Pebble</i></p> <p>Visualize: <i>The Popcorn Book, Cloudy with a Chance of Meatballs, The Cloud Book</i></p> <p>Infer/Predict/Draw Conclusions: <i>Where the Wild Things Are, Tuesday, Crow Boy, The Wall</i></p> <p>Summarize/Synthesize: <i>Hansel and Gretel, Mirette on the High Wire, The Rag Coat</i></p>	
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THEME: Cooperation

SKILLS TARGETED: Context clues, Identifying main idea and theme, Identifying and summarizing events/details, Identifying genres

STRATEGY FOCUS: Determining Importance, Summarize, Questioning

APPROXIMATE TIME: 3.5 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>4.1a Listen actively and speak using appropriate discussion rules.</p> <p>4.1b Contribute to group discussions across content areas.</p> <p>4.1c Orally summarize information expressing ideas clearly.</p> <p>4.1d Ask specific questions to gather ideas and opinions from others.</p> <p>4.1e Use evidence to support opinions and conclusions.</p> <p>4.1g Use specific vocabulary to communicate ideas.</p> <p>4.2c Use language and style appropriate to the audience, topic, and purpose.</p>	<p>4.4a Use context to clarify meanings of unfamiliar words.</p> <p>4.4c Use word reference materials.</p> <p>4.5b Identify the theme(s). (old 4.5c main idea)</p> <p>4.5c Summarize events in the plot. (old 4.5d supporting details)</p> <p>4.5d Identify genres.</p> <p>4.5k/4.6h Use reading strategies throughout the reading process to monitor comprehension.</p> <p>4.5l/4.6i Read with fluency, accuracy, and meaningful expression.</p> <p>4.6a Use text features such as type, headings, and graphics to predict and categorize information.</p>	<p>4.7 Write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <p>4.7a Engage in writing process.</p> <p>4.7b Select audience and purpose.</p> <p>4.7c Narrow the topic.</p> <p>4.7d Use a variety of prewriting strategies.</p> <p>4.7e Recognize different forms of writing have different patterns.</p> <p>4.7f Organize writing to convey a central idea.</p> <p>4.7g Write a clear topic sentence focusing on the main idea.</p> <p>4.7i Elaborate writing by including details to support the purpose.</p>	<p>4.9a Construct question about topic.</p> <p>4.9b Collect and organize information from multiple resources.</p> <p>4.9c Evaluate the relevance and reliability of information.</p> <p>4.9e Avoid plagiarism and use own words.</p>	<p>HMH Journeys: Unit 1: <i>Because of Winn Dixie, Because of Bookends, How Tia Lola Came to Stay, The Life and Times of the Ant,</i></p> <p>Reading A-Z <i>The Black Stones, The Junior Iditarod, Leo the Lion</i></p> <p>Epic: <i>Animal Partners, Cooperation, How Do They Help: The Greenpeace Fund</i></p> <p>ACPS Literacy Plan</p> <p>Youtube: cooperation video https://www.youtube.com/watch?v=uL5m</p> <p>Poem: " Two Raindrops" by Joseph Morris http://www.rainydaypoems.com/poems-for-kids/cooperation-poems/two-raindrops-joseph-morris</p>	<p>Create a flow map of key events/details. Use this information to write a summary.</p> <p>In a reader's response journal, write about how you determined the meaning of 3 unfamiliar words and how this helps you as a reader and a writer.</p> <p>Write about a time you had to cooperate with someone.</p> <p>Research ways that the Native Americans cooperated with the Englishmen. Use this information to write a narrative about the events.</p>

<p>4.3b Compare and contrast how ideas and topics are depicted in a variety of media and formats.</p>	<p>4.6c Identify the main idea</p> <p>4.6d Summarize supporting details.</p> <p>4.5/4.6i Read with fluency, accuracy, and meaningful expression.</p>	<p>4.8a Use subject/verb agreement.</p> <p>4.8c Use noun/pronoun agreement.</p> <p>*Continue to review previous grammar skills introduced.</p>			
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THEME: Self-Discipline

SKILLS TARGETED: Synonyms, Antonyms, Author’s choice of language, Sensory words, Identifying narrator and speaker, Conflict/Resolution

STRATEGY FOCUS: Visualize, Determining Importance, Questioning,

APPROXIMATE TIME: 3.5 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>4.1b Contribute to group discussions across content areas.</p> <p>4.1c Orally summarize information expressing ideas clearly.</p> <p>4.1d Ask specific questions to gather ideas and opinions from others.</p> <p>4.1e Use evidence to support opinions and conclusions.</p> <p>4.1g Use specific vocabulary to communicate ideas.</p> <p>4.2c Use language and style appropriate to the audience, topic, and purpose.</p>	<p>4.4b Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.</p> <p>4.5a Describe how the choice of language, setting, and characters contributes to the development of the plot.</p> <p>4.5d Identify genres.</p> <p>4.5f Identify the conflict and resolution.</p> <p>4.5e Identify the narrator of a story and the speaker of a poem.</p> <p>4.5g Identify sensory words.</p> <p>4.6b Explain the author’s purpose.</p> <p>4.5k/4.6h Use reading strategies throughout the reading process to monitor comprehension.</p>	<p>4.7 Write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <p>4.7c Narrow the topic</p> <p>4.7f Organize writing to convey a central idea.</p> <p>4.7g Write a clear topic sentence focusing on the main idea.</p> <p>4.7i Elaborate writing by including details to support the purpose.</p> <p>4.8e Correctly use adjectives and adverbs.</p> <p>4.8h Use singular Possessives.</p> <p>*Continue to review previous grammar skills introduced.</p>	<p>4.9b Collect and organize information from multiple resources.</p> <p>4.9c Evaluate the relevance and reliability of information.</p> <p>4.9d Give credit to sources used in research.</p> <p>4.9e Avoid plagiarism and use own words.</p> <p>4.9f Demonstrate ethical use of the Internet.</p>	<p>HMH Journeys: Unit 1: <i>My Brother Martin, Langston Hughes: A Poet,</i> Unit 4: <i>Riding Freedom, Spindletop, Harvesting Hope: The Story of Cesar Chavez</i></p> <p>Reading A-Z: <i>Female Sports Stars, Alberto Salazar: An American Runner, Thomas Edison</i></p> <p>Epic: <i>Exercise by the Numbers</i></p> <p>ACPS Literacy Plan</p> <p>Youtube video: self-discipline video https://www.youtube.com/watch?v=5Vr3rQIGg6M</p>	<p>Create a tree map of story elements. Use this information to explain how the main character changed from the beginning of the selection.</p> <p>In a reader’s response journal, write about how the author used synonyms and antonyms to convey their meaning.</p> <p>Write about a time you had to use self-discipline in order to accomplish a task.</p> <p>Create a tree map of interesting facts versus what the author wants the reader to know. Use this information to write a summary. (p.97 Thinking Maps: Comprehension Strategies for Constructing Meaning)</p> <p>Create a brace map to</p>

	<p>4.5/4.6i Read with fluency, accuracy, and meaningful expression.</p>				<p>identify one story element (for example the setting) discussed in the text. In the Frame of Reference, include what was visualized and how the author's choice of language contributed to their visualization. (p. 57 <i>Comprehension Strategies for Construction Meaning</i>)</p> <p>Research ways that the Native Americans cooperated with the Englishmen. Use this information to write a narrative about the events.</p>
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NINE WEEKS 2

Division Required Assessments: ACPS Writing Prompt (descriptive), ACPS Reading Rubric, NW2 Division Reading & Writing Assessment

Ongoing Assessments: common assessment, running records, PALS Quick Checks

***Once introduced, all SOLs will continue to be revisited throughout the year until mastery.**

<p>THEME: Persistence/Determination SKILLS TARGETED: Roots, affixes, Drawing conclusions/inferences, Compare/contrast, Text features STRATEGY FOCUS: Inferring/Predicting/Drawing Conclusions, Making Connections, Questioning APPROXIMATE TIME: 3 weeks</p>					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>4.1a Listen actively and speak using appropriate discussion rules.</p> <p>4.1b Contribute to group discussions cross content areas.</p> <p>4.1e Use evidence to support opinions and conclusions.</p> <p>4.1f Connect comments to the remarks of others.</p> <p>4.1h Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.</p> <p>4.1i Work respectfully with others, and show</p>	<p>4.4b Use knowledge of roots, affixes, synonyms, and homophones to determine the meaning of new words.</p> <p>4.5d Identify genres.</p> <p>4.5h Draw conclusions/make inferences about text using the text as support.</p> <p>4.5i Compare/contrast details in literary and informational nonfiction texts.</p> <p>4.6a Use text features such as type, headings, and graphics to predict and categorize information.</p>	<p>4.7 Write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <p>4.7a Engage in the writing process.</p> <p>4.7b Select audience and purpose.</p> <p>4.7d Use a variety of prewriting strategies</p> <p>4.7e Recognize different forms of writing have different patterns of organization.</p> <p>4.7h Write related paragraphs on the same topic.</p>	<p>4.9a Construct questions about a topic.</p> <p>4.9b Collect and organize information from multiple resources.</p> <p>4.9c Evaluate the relevance and reliability of information.</p> <p>4.9f Demonstrate ethical use of the Internet.</p>	<p>HMH Journeys: <i>Knowing Noses: Search and Rescue Dogs</i> (Unit 1), <i>Jose, Born to Dance</i> (Unit 2), <i>Antarctic Journal</i> (Unit 3), <i>Life and Times of the Ant</i> (Unit 3), <i>The Sticky Coyote</i> (Unit 4)</p> <p>Reading A-Z: <i>Climbing Mountains: An Interview with Erik Weihenmayer, Galilea</i></p> <p>Epic: <i>Animal Rights Activist, Our Earth, The Soda Bottle School American</i></p> <p>Poem: "All My Great Excuses" https://www.poetry4kids.com/poems/all-my-gre</p>	<p>In a reader's response journal, write about how you determined the meaning of 3 words with roots/affixes and how this helps you as a reader and a writer.</p> <p>Create a double-bubble thinking map to compare and contrast details in texts. Use this information to write a summary of the differences and similarities.</p> <p>Research how the early settlers in Jamestown used their resources to survive. Use this information to write a descriptive essay, journal entries, or letter</p>

<p>value for individual contributions.</p> <p>4.3a Differentiate between auditory, visual, and written media messages and their purposes.</p> <p>4.3b Compare and contrast how ideas and topics are depicted in a variety of media and formats.</p>	<p>4.6e Draw conclusions and make inferences using textual information as support.</p> <p>4.5k/4.6h Use reading strategies throughout the reading process to monitor comprehension.</p> <p>4.5l/4.6i Read with fluency, accuracy, and meaningful expression.</p>	<p>4.7k Use transition words and prepositional phrases for sentence variety.</p> <p>4.8d Use commas in series, dates, and addresses. *Continue to review previous grammar skills introduced.</p>		<p>at-excuses/</p> <p>Paired Text: Readworks: <i>The Surfer Girl</i>, paired with Newsela text: Surfer-Shark https://newsela.com/read/surfer-shark/id/6397</p> <p>Readworks: <i>Lizzie Escapes</i> https://www.readworks.org/article/Lizzie-Escapes/6b5dc923-b7a2-475b-8a26-6dde0ef73e50#!articleTab:content/</p> <p>Paired with: <i>Student Inventors</i> https://newsela.com/read/hover-bike-smart-watch/id/20449</p> <p>ACPS Literacy Plan</p> <p>Youtube: persistence/determination video https://www.youtube.com/watch?v=S7vouKO84ol</p>	<p>writing.</p>
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THEME: Courage

SKILLS TARGETED: Homophones, Specialized vocabulary, Main idea/theme, Summarizing, Fact/opinion

STRATEGY FOCUS: Questioning, Determining Importance, Summarizing

APPROXIMATE TIME: 3 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>4.1a Listen actively and speak using appropriate discussion rules.</p> <p>4.1b Contribute to group discussions cross content areas.</p> <p>4.1c Orally summarize information expressing ideas clearly.</p> <p>4.1f Connect comments to the remarks of others.</p> <p>4.1g Use specific vocabulary to communicate ideas.</p> <p>4.1h Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.</p> <p>4.1i Work respectfully with others, and show value for individual contributions.</p>	<p>4.4b Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.</p> <p>4.4e Develop and use general and specialized vocabulary through speaking, listening, reading, and writing.</p> <p>4.5b Identify the theme(s). (old 4.5c main idea)</p> <p>4.5c Summarize events in the plot. (old 4.5d supporting details)</p> <p>4.5d Identify genres.</p> <p>4.6c Identify the main idea.</p> <p>4.6d Summarize supporting details.</p> <p>4.6g Distinguish between fact and</p>	<p>4.7 Write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <p>4.7l Utilize elements of style, including word choice and sentence variation.</p> <p>4.7m Revise writing for clarity of content using specific vocabulary and information.</p> <p>4.8b Eliminate double negatives.</p> <p>4.8g Use correct spelling, including common homophones.</p> <p>*Continue to review previous grammar skills introduced.</p>	<p>4.9b Collect and organize information from multiple resources.</p> <p>4.9c Evaluate the relevance and reliability of information.</p> <p>4.9f Demonstrate ethical use of the Internet.</p>	<p>HMH: Journeys: <i>Me and Uncle Romie</i> (Unit 2), <i>The Earth Dragon Awaits</i> (Unit 3), <i>Riding Freedom</i> (Unit 4)</p> <p>Reading A-Z: <i>Atlantic Crossing</i>, <i>The Buffalo Soldiers</i>, <i>Bullying Hurts Everyone</i></p> <p>Epic: <i>Stand up for Yourself</i>, <i>Tales of Heroes</i>, <i>War Dogs</i></p> <p>ACPS Literacy Plan</p> <p>Youtube: courage video https://www.youtube.com/watch?v=yqr2GcFIY3I</p>	<p>In a reader's response journal, write about how you determined the meaning of 3 homophones and how this helps you as a reader and a writer.</p> <p>Write about a time you or someone you know demonstrated being courageous.</p> <p>Research how the early settlers in Jamestown used their resources to survive. Use this information to write a descriptive essay, journal entries, or letter writing.</p>

<p>4.3a Differentiate between auditory, visual, and written media messages and their purposes.</p> <p>4.3b Compare and contrast how ideas and topics are depicted in a variety of media and formats.</p>	<p>opinion.</p> <p>4.5k/4.6h Use reading strategies throughout the reading process to monitor comprehension.</p> <p>4.5l/4.6i Read with fluency, accuracy, and meaningful expression.</p>				
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THEME: Motivation

SKILLS TARGETED: Context clues, Conflict/resolution, Identify narrator/speaker, Cause/effect, Summarize

STRATEGY FOCUS: Making Connections, Determining importance, Summarize

APPROXIMATE TIME: 3 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>4.1a Listen actively and speak using appropriate discussion rules.</p> <p>4.1b Contribute to group discussions cross content areas.</p> <p>4.1f Connect comments to the remarks of others.</p> <p>4.1g Use specific vocabulary to communicate ideas.</p> <p>4.1h Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.</p> <p>4.1i Work respectfully with others, and show value for individual contributions.</p> <p>4.3b Compare and contrast how ideas and topics are depicted in a variety of media and</p>	<p>4.4a Use context to clarify meanings of unfamiliar words.</p> <p>4.5c Summarize events in the plot.</p> <p>4.5d Identify genres.</p> <p>4.5e Identify the narrator of a story and the speaker of a poem</p> <p>4.5f Identify the conflict and resolution.</p> <p>4.5j Identify cause and effect relationships.</p> <p>4.6b Explain the author’s purpose.</p> <p>4.6d Summarize supporting details.</p> <p>4.6f Distinguish between cause and effect.</p> <p>4.5k/4.6h Use reading strategies throughout the reading process to</p>	<p>4.7 Write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <p>4.7c Narrow the topic.</p> <p>4.8c Use noun-pronoun agreement.</p> <p>4.8e Correctly use adjectives and adverbs.</p> <p>*Continue to review previous grammar skills introduced.</p>	<p>4.9b Collect and organize information from multiple resources.</p> <p>4.9d Give credit to sources used in research.</p> <p>4.9e Avoid plagiarism and use own words.</p>	<p>HMH/Journeys: <i>The Screech Owl Who Liked Television</i> (Unit 3), <i>The Right Dog for the Job: Ira’s Path from Service Dog to Guide Dog</i> (Unit 17), <i>The Edible Schoolyard</i> (Unit 4)</p> <p>Reading A-Z: <i>Female Sports Stars, Ships of Discovery,</i></p> <p>Epic: <i>Game Face: Chasing the Baton, Aviation: Cool Women Who Could Fly, Northwest Passage</i></p> <p>Poem: “I Tried to Do My Homework” https://www.poetry4kids.com/poems/i-tryed-to-do-my-homework/</p> <p>ACPS Literacy Plan</p> <p>Motivation video : https://www.ted.com/talks/thomas_suarez_a_12</p>	<p>In a reader’s response journal, write about how you determined the meaning of 3 unfamiliar words and how this helps you as a reader and a writer.</p> <p>Write about a time you had to be motivated to accomplish a task.</p> <p>Research how the early settlers in Jamestown used their resources to survive. Use this information to write a descriptive essay, journal entries, or letter writing.</p>

formats.	monitor comprehension. 4.5/4.6i Read with fluency, accuracy, and meaningful expression.			year old app developer	
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NINE WEEKS 3

Division Required Assessments: PALS, ACPS Writing Prompt (Persuasive), ACPS Reading Rubric, NW3 Division Reading & Writing Assessment

Ongoing Assessments: Common Assessments, Running Records, PALS Quick Checks

***Once introduced, all SOLs will continue to be revisited throughout the year until mastery.**

<p>THEME: Loyalty SKILLS TARGETED: Roots, Affixes, Fact and opinion, Main idea/themes, Summarizing details, Author’s Purpose, Choice of language, setting and characters, Compare and contrast details in literary and informational and nonfiction texts. STRATEGY FOCUS: Determining Importance, Drawing Conclusions, Questioning APPROXIMATE TIME: 3 weeks</p>					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>4.1c Orally summarize information expressing ideas clearly.</p> <p>4.1d Ask specific questions to gather ideas and opinions from others.</p> <p>4.1e Use evidence to support opinions and conclusions.</p> <p>4.1f Connect comments to the remarks of others.</p> <p>4.1g Use specific vocabulary to communicate ideas.</p>	<p>4.4b Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words</p> <p>4.5a Describe how the choice of language, setting, and characters contribute to the development of plot.</p> <p>4.5b Identify the theme(s). (old 4.5c main idea)</p> <p>4.5d Identify genres.</p> <p>4.5g Identify sensory words.</p>	<p>4.7 Write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <p>4.7a Engage in writing as a process.</p> <p>4.7b Select audience and purpose.</p> <p>4.7d Use a variety of prewriting strategies.</p> <p>4.7e Recognize different forms of writing have different patterns of organization.</p> <p>4.7f Organize writing to convey a central idea.</p>	<p>4.9a Construct questions about a topic.</p> <p>4.9b Collect and organize information from multiple resources.</p> <p>4.9c Evaluate the relevance and reliability of information.</p> <p>4.9f Demonstrate ethical use of the Internet.</p>	<p>HMH/Journeys: <i>The Screech Owl Who Liked Television</i> (Unit 2), <i>The Earth Dragon Awaits</i> (Unit 3), <i>Harvesting Hope: The Story of Cesar Chavez</i> (Unit 4)</p> <p>Reading A-Z: <i>Guy Fawkes Day, How Little John Joined Robin Hood, Doll Bones</i></p> <p>Epic: <i>The Blossoms and the Green Phantom, Favorite Greek Myths, Myths and Legends</i></p> <p>ACPS Literacy Plan</p> <p>Paired Text: “Lady of Loyalty (Molly Pitcher)”/</p>	<p>In a reader’s response journal, write about how you determined the meaning of 3 unfamiliar words with roots/affixes and how this helps you as a reader and a writer.</p> <p>Create a circle map about a character who was loyal. Cite evidence from the text using the author’s language.</p> <p>Research the beliefs of the loyalists and patriots during the American Revolution. Prepare a speech persuading a Virginian to be either a loyalist or patriot.</p>

<p>4.2a Locate, organize, and analyze information from a variety of multimodal text.</p> <p>4.2b Speak audibly with appropriate pacing.</p> <p>4.2c Use language and style appropriate to the audience, topic and purpose.</p> <p>4.2d Make eye contact with the audience.</p> <p>4.2e Ask and answer questions to gather or clarify information presented orally.</p> <p>4.3b Compare and contrast how ideas and topics are depicted in a variety of media and formats.</p>	<p>4.5i Compare/contrast literary & informational nonfiction texts.</p> <p>4.6b Explain the author’s purpose</p> <p>4.6c identify the main idea.</p> <p>4.6g Distinguish between fact and opinion.</p> <p>4.5k/4.6h Use reading strategies throughout the reading process to monitor comprehension.</p> <p>4.5l/4.6i Read with fluency, accuracy, and meaningful expression.</p>	<p>4.7g Write a clear topic sentence focusing on the main idea.</p> <p>4.7h Write related paragraphs on the same topic.</p> <p>4.8e Correctly use adjectives and adverbs.</p> <p>4.8f Use quotation marks with dialogue.</p> <p>4.8h Use singular possessives.</p> <p>*Continue to review previous grammar skills introduced.</p>		<p>“Hachiko” (Newsela) https://newsela.com/read/elem-hist-hachiko-dog-japan-story/id/37427</p> <p>Youtube: loyalty video https://www.ted.com/talks/thomas_suarez_a_12_year_old_app_developer</p>	
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THEME: Honor/Bravery

SKILLS TARGETED: Word Reference, Content Vocabulary, Drawing Conclusions/Inferencing, Cause/Effect, Context Clues

STRATEGY FOCUS: Inferring/Predicting/Drawing conclusions, Summarize/Synthesize, Determining importance

APPROXIMATE TIME: 3 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>4.1c Orally summarize information expressing ideas clearly.</p> <p>4.1d Ask specific questions to gather ideas and opinions from others.</p> <p>4.1e Use evidence to support opinions and conclusions.</p> <p>4.1f Connect comments to the remarks of others.</p> <p>4.1g Use specific vocabulary to communicate ideas.</p> <p>4.2a Locate, organize, and analyze information from a variety of multimodal text.</p> <p>4.2b Speak audibly with appropriate pacing.</p> <p>4.2c Use language and style appropriate to the audience, topic and</p>	<p>4.4a Use context to clarify meanings of unfamiliar words.</p> <p>4.4c Use word-reference materials.</p> <p>4.4d Use vocabulary from other content areas.</p> <p>4.5d Identify genres.</p> <p>4.5h Draw conclusions/make inferences about text using the text as support.</p> <p>4.5j Identify cause and effect relationships.</p> <p>4.6e Draw conclusions and make inferences using textual information as support.</p> <p>4.6f Distinguish between cause and effect.</p>	<p>4.7 Write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <p>4.7i Elaborate writing by including details to support the purpose.</p> <p>4.7j Express an opinion about a topic and provide fact-based reasons for support.</p> <p>4.8c Use noun-pronoun agreement.</p> <p>4.8g Use correct spelling, including common homophones.</p> <p>*Continue to review previous grammar skills introduced.</p>	<p>4.9c Evaluate the relevance and reliability of information.</p> <p>4.9d Give credit to sources used in research.</p>	<p>HMH: Journeys: <i>Owen and the Maze: The True Story of a Remarkable Friendship</i> (Unit 5), <i>I Could Do That: Esther Morris Get People to Vote</i> (Unit 5), <i>The World According to Humphrey</i> (Unit 5), <i>Me and Uncle Romie</i> (Unit 2), <i>Jose, Born to Dance</i> (Unit 2)</p> <p>Reading A-Z: <i>The Nobel Prize, The Olympics: Past and Present, Roll of Thunder Hear My Cry</i></p> <p>Epic: <i>Delta Force, The Swiss Family Robinson, American Heroes Every Kid Should Meet</i></p> <p>ACPS Literacy Plan</p> <p>Youtube: honor/bravery video https://www.youtube.com/watch?v=vRWU4V4OY68</p>	<p>In a reader's response journal, write about how you determined the meaning of 3 unfamiliar words by using a glossary, dictionary, or thesaurus and how this helps you as a reader and a writer.</p> <p>Research the beliefs of the loyalists and patriots during the American Revolution. Prepare a speech persuading a Virginian to be either a loyalist or patriot.</p> <p>Create multi-flow maps showing the causes and effects of events in the text. Then summarize your conclusion about the character.</p> <p>Write about a time when you had to be brave in a certain situation. Include the causes for your bravery.</p>

<p>purpose.</p> <p>4.2d Make eye contact with the audience.</p> <p>4.2e Ask and answer questions to gather or clarify information presented orally.</p> <p>4.3b Compare and contrast how ideas and topics are depicted in a variety of media and formats.</p>	<p>4.5k/4.6h Use reading strategies throughout the reading process to monitor comprehension.</p> <p>4.5l/4.6i Read with fluency, accuracy, and meaningful expression.</p>				
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THEME: Compassion

SKILLS TARGETED: Context clues, Themes, Genres, Compare/contrast, Text features, Main idea, Summarizing, Context clues, Roots, Affixes

STRATEGY FOCUS: Questioning, Determining Importance, Summarizing/Synthesizing

APPROXIMATE TIME: 3 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>4.1c Orally summarize information expressing ideas clearly.</p> <p>4.1d Ask specific questions to gather ideas and opinions from others.</p> <p>4.1e Use evidence to support opinions and conclusions.</p> <p>4.1f Connect comments to the remarks of others.</p> <p>4.1g Use specific vocabulary to communicate ideas.</p> <p>4.2a Locate, organize, and analyze information from a variety of multimodal text.</p> <p>4.2b Speak audibly with appropriate pacing.</p> <p>4.2c Use language and style appropriate to the audience, topic and purpose.</p>	<p>4.4a Use context to clarify meanings of unfamiliar words.</p> <p>4.4b Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.</p> <p>4.5b Identify the theme(s). (old 4.5c main idea)</p> <p>4.5c Summarize events in the plot. (old 4.5d supporting details)</p> <p>4.5d Identify genres.</p> <p>4.5f Identify the conflict and resolution.</p> <p>4.5i Compare/contrast details in literary and informational nonfiction texts.</p> <p>4.6a Use text features such as type, headings, and graphics to predict</p>	<p>4.7 Write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <p>4.7 k Use transition words and prepositional phrases for sentence variety.</p> <p>4.7l Utilize elements of style, including word choice and sentence variation.</p> <p>4.7m Revise writing for clarity of content using specific vocabulary and information.</p> <p>4.8a Use subject-verb agreement.</p> <p>4.8f Use quotation marks with dialogue.</p> <p>*Continue to review previous grammar skills introduced.</p>	<p>4.9e Avoid plagiarism and use own words.</p>	<p>HMH Journeys: <i>How Tia Lola Came to Stay</i> (Unit 1), <i>Sacagawea</i> (Unit 4), <i>Owen and Maze: The True Story of a Remarkable Friendship</i> (Unit 5), <i>The Right Dog for the Job</i> (Unit 4)</p> <p>Reading A-Z: <i>The Golden Compass</i>,</p> <p>Epic: <i>Jasper's Story: Saving Moon Bears, Sterling North and the Story of Rascal, Saving Samantha</i></p> <p>ACPS Literacy Plan</p> <p>Youtube: compassion video https://www.youtube.com/watch?v=GpVQs2_oXB8</p>	<p>In a reader's response journal, write about how you determined the meaning of 3 unfamiliar words and how this helps you as a reader and a writer.</p> <p>Create a double bubble comparing literary and informational nonfiction text characteristics. Then write a summary about how both text illustrate examples of compassion.</p> <p>Write about time where you had to show compassion to someone in need.</p> <p>Research the beliefs of the loyalists and patriots during the American Revolution. Prepare a speech persuading a Virginian to be either a loyalist or patriot.</p>

<p>4.2d Make eye contact with the audience.</p> <p>4.2e Ask and answer questions to gather or clarify information presented orally.</p> <p>4.3b Compare and contrast how ideas and topics are depicted in a variety of media and formats.</p>	<p>and categorize information.</p> <p>4.6c Identify the Main idea.</p> <p>4.6d Summarize supporting details.</p> <p>4.5k/4.6h Use reading strategies throughout the reading process to monitor comprehension.</p> <p>4.5l/4.6i Read with fluency, accuracy, and meaningful expression.</p>				
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NINE WEEKS 4

Division Required Assessments: PALS, ACPS Writing Prompt (Expository), ACPS Reading Rubric, NW4 Division Writing Assessment

Ongoing Assessments: Common Assessments, Running Records, PALS Quick Checks

***Once introduced, all SOLs will continue to be revisited throughout the year until mastery.**

THEME: Diversity SKILLS TARGETED: Context clues, Roots, Affixes, Synonyms, Antonyms, Homophones, Sensory words, Author's purpose/Choice of words, Main idea, Theme (reviewing for SOL testing) STRATEGY FOCUS: monitoring comprehension, testing strategies APPROXIMATE TIME: 4 weeks					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>4.1c Orally summarize information expressing ideas clearly.</p> <p>4.1d Ask specific questions to gather ideas and opinions from others.</p> <p>4.1e Use evidence to support opinions and conclusions.</p> <p>4.1f Connect comments to the remarks of others.</p> <p>4.1g Use specific vocabulary to communicate ideas.</p> <p>4.2a Locate, organize, and analyze information from a variety of multimodal text.</p>	<p>4.4a Use context to clarify meanings of unfamiliar words.</p> <p>4.4b Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.</p> <p>4.5a Describe how the choice of language, setting, and characters contributes to the development of plot.</p> <p>4.5b Identify the theme(s) (old 4.5c main idea)</p> <p>4.5d Identify genres.</p>	<p>4.7 Write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <p>4.7a Engage in writing as a process.</p> <p>4.7b Select audience and purpose.</p> <p>4.7c Narrow the topic.</p> <p>4.7d Use a variety of prewriting strategies.</p> <p>4.7e Recognize different forms of writing have different patterns of organization.</p> <p>4.8g Use correct spelling, including common homophones.</p>	<p>4.9a Construct questions about a topic.</p> <p>4.9b Collect and organize information from multiple resources.</p> <p>4.9c Evaluate the relevance and reliability of information.</p>	<p>HMH Journeys: <i>Harvesting Hope: The Story Cesar Chavez</i> (Unit 4), <i>Moon Runner</i> (Unit 4), <i>Sacagawea</i> (Unit 4), <i>The World According to Humphrey</i> (Unit 5),</p> <p>Reading A-Z: <i>The Eurovision Song Contest!</i>, <i>Water Cities</i>,</p> <p>Epic: <i>Diversidad, Pop Pop and Me and a Recipe, Justin McKeen: Walk the Talk</i></p> <p>Youtube: diversity video https://www.youtube.com/watch?v=KJ1ygFknjY0</p>	<p>In a reader's response journal, write about how you determined the meaning of 3 unfamiliar words and how this helps you as a reader and a writer.</p> <p>Select a character from the text who is demonstrating acceptance of cultural diversity. Then, create a circle map that identifies the text evidence proving acceptance. Use this information to write an explanation of how this character is showing cultural diversity.</p> <p>Research the effects of</p>

<p>4.2b Speak audibly with appropriate pacing.</p> <p>4.2c Use language and style appropriate to the audience, topic and purpose.</p> <p>4.2d Make eye contact with the audience.</p> <p>4.2e Ask and answer questions to gather or clarify information presented orally.</p> <p>4.3b Compare and contrast how ideas and topics are depicted in a variety of media and formats.</p>	<p>4.5g Identify sensory words.</p> <p>4.5k/4.6h Use reading strategies throughout the reading process to monitor comprehension.</p> <p>4.6b Explain author’s purpose.</p> <p>4.6c Identify the main idea.</p> <p>4.6d Summarize important details</p> <p>4.5l/4.6i Read with fluency, accuracy, and meaningful expression.</p>	<p>*Continue to review previous grammar skills introduced.</p>			<p>Jim Crow laws on African Americans and Native Americans. Summarize why these laws were unfair and why it’s important to accept individual differences.</p>
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THEME: Acceptance

SKILLS TARGETED: Word reference, Content vocabulary, Summarizing, Cause/effect, Drawing conclusions/Inferences

STRATEGY FOCUS: Monitoring comprehension, Testing strategies

APPROXIMATE TIME: 3 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>4.1c Orally summarize information expressing ideas clearly.</p> <p>4.1d Ask specific questions to gather ideas and opinions from others.</p> <p>4.1e Use evidence to support opinions and conclusions.</p> <p>4.1f Connect comments to the remarks of others.</p> <p>4.1g Use specific vocabulary to communicate ideas.</p> <p>4.2a Locate, organize, and analyze information from a variety of multimodal text.</p> <p>4.2b Speak audibly with appropriate pacing.</p> <p>4.2c Use language and style appropriate to the audience, topic and</p>	<p>4.4a Use context to clarify meanings of unfamiliar words.</p> <p>4.4c Use word-reference materials.</p> <p>4.5c Summarize events in the plot. (old 4.5d supporting details).</p> <p>4.5d Identify genres.</p> <p>4.5f Identify conflict and resolution.</p> <p>4.5h Draw conclusions/make inferences about text using the text as support.</p> <p>4.5i Compare/contrast details in literary and informational nonfiction texts.</p> <p>4.5j Identify cause and effect relationships.</p>	<p>4.7 Write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <p>4.7h Write related paragraphs on the same topic.</p> <p>4.7i Elaborate writing by including details to support the purpose.</p> <p>4.7k Use transition words and prepositional phrases for sentence variety.</p> <p>4.7l Utilize elements of style, including word choice and sentence variation.</p> <p>4.7m Revise writing for clarity of content using specific vocabulary and information.</p> <p>*Continue to review previous grammar skills introduced.</p>	<p>4.9d Give credit to sources used in research.</p> <p>4.9e Avoid plagiarism.</p> <p>4.9f Demonstrate ethical use of the Internet.</p>	<p>HMH Journeys: <i>Me and Uncle Romie</i> (Unit 2), <i>Owen and Mazee: A True Story of a Remarkable Friendship</i> (Unit 5)</p> <p>Epic: <i>Secret Signs, Malala, Everything is a Poem</i></p> <p>ACPS Literacy Plan</p>	<p>In a reader’s response journal, write about how you determined the meaning of 3 unfamiliar words and how this helps you as a reader and a writer.</p> <p>Create a flow map of events from the text. Then use this information to summarize the plot.</p> <p>Write about a time when you had to be understanding of someone who was different from you.</p> <p>Research the effects of Jim Crow laws on African Americans and Native Americans. Summarize why these laws were unfair and why it's important to accept individual differences.</p>

<p>purpose.</p> <p>4.2d Make eye contact with the audience.</p> <p>4.2e Ask and answer questions to gather or clarify information presented orally.</p>	<p>4.6c Identify the main idea.</p> <p>4.6d Summarize supporting details.</p> <p>4.6e Draw conclusions and make inferences using textual information as support.</p> <p>4.6f Distinguish between cause and effect.</p> <p>4.5l/4.6i Read with fluency, accuracy, and meaningful expression.</p> <p>4.5k/4.6h Use reading strategies throughout the reading progress to monitor comprehension.</p>				
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*Remaining days of instruction will be spent to review previously taught content.

VDOE SKILL PROGRESSION CHARTS

Key for Progression Charts

Standard Introduction Level	Symbol
The skill has not been introduced.	-
The skill is introduced and appears in the grade-level reading standards.	I
The skill is not formally introduced in the grade level reading standard. Students should be knowledgeable about the skill from previous instruction. Teachers should review skills taught in previous grades.	P

Strand: Communication and Multimodal Literacies

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Listen actively and speak using agreed-upon rules for discussion.	I	I	I	I	I	P	P	P	P	P	P	P	P
Follow implicit rules for conversation, including taking turns and staying on topic.	I	I	P	P	P	P	P	P	P	P	P	P	P
Listen and speak in informal conversations with peers and adults.	I	I	P	P	P	P	P	P	P	P	P	P	P
Discuss various texts and topics collaboratively and with partners.	I	I	I	P	P	P	P	P	P	P	P	P	P
Use voice level, phrasing, and intonation appropriate for various language situations.	I	I	I	P	P	P	P	P	P	P	P	P	P
Ask how and why questions to seek help, get information, or clarify information.	I	I	I	P	P	P	P	P	P	P	P	P	P
Work respectfully with others.	I	I	I	I	P	P	P	P	P	P	P	P	P
Listen and respond to a variety of text and media.	I	I	P	P	P	P	P	P	P	P	P	P	P
Initiate conversation with peers and adults	-	I	P	P	P	P	P	P	P	P	P	P	P
Adapt or change oral language to fit the situation.	-	I	I	I	I	I	I	I	P	P	P	P	P
Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond.	-	-	I	I	I	I	I	I	P	P	P	P	P
Share information orally with appropriate facts and relevant details.	-	-	I	I	P	P	P	P	P	P	P	P	P
Participate as a contributor and leader in collaborative and partner discussions.	-	-	I	I	I	I	P	P	P	P	P	P	P
Create a simple presentation using multimodal tools.	-	-	I	I	I	P	P	P	P	P	P	P	P
Use active listening strategies including but not limited to making eye contact, facing the speaker, asking questions, and summarizing.	-	-	-	I	I	I	P	P	P	P	P	P	P
Orally summarize information expressing ideas clearly.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use language appropriate for context and audience.	-	-	-	I	I	I	P	P	P	P	P	P	P
Organize ideas sequentially or around major points of information using appropriate facts and relevant details.	-	-	-	I	I	I	P	P	P	P	P	P	P
Contribute to group discussions across content areas.	-	-	-	-	I	I	P	P	P	P	P	P	P
Connect comments to the remarks of others.	-	-	-	-	I	I	I	I	P	P	P	P	P

Use specific vocabulary to communicate ideas.	-	-	-	-	I	I	P	P	P	P	P	P	P
Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.	-	-	-	-	I	I	I	P	P	P	P	P	P
Locate, organize, and analyze information from a variety of multimodal texts.	-	-	-	-	I	I	I	I	I	P	P	P	P
Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual, formal and informal, interactive presentations.	-	-	-	-	-	-	I	P	P	P	P	P	P
Evaluate group activities.	-	-	-	-	-	-	I	P	P	P	P	P	P
Analyze the effectiveness of participant interactions.	-	-	-	-	-	-	I	I	I	P	P	P	P
Evaluate one's own contributions to discussions.	-	-	-	-	-	-	I	I	I	P	P	P	P
Give collaborative and individual, formal and informal, interactive presentations.	-	-	-	-	-	-	I	I	I	P	P	P	P
Make statements to communicate agreement or tactful disagreement with others' ideas.	-	-	-	-	-	-	-	I	I	I	P	P	P
Exhibit willingness to make necessary compromises to accomplish a goal.	-	-	-	-	-	-	-	I	I	I	I	P	P
Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.	-	-	-	-	-	-	-	-	I	I	I	P	P
Select, organize, and create multimodal content that encompasses opposing points of view.	-	-	-	-	-	-	-	-	I	I	I	I	P
Respond to audience questions and comments.	-	-	-	-	-	-	-	-	I	I	P	P	P
Differentiate between Standard English and informal language.	-	-	-	-	-	-	-	-	I	P	P	P	P
Evaluate presentations.	-	-	-	-	-	-	-	-	I	I	I	P	P
Assist with setting rules for group work, including informal consensus, taking votes on key issues, presentation of alternate views, and goal setting.	-	-	-	-	-	-	-	-	-	I	I	I	I
Access, critically evaluate, and use information accurately to solve problems.	-	-	-	-	-	-	-	-	-	-	I	I	I
Evaluate a speaker's point of view, reasoning, use of evidence, and rhetoric and identify any faulty reasoning.	-	-	-	-	-	-	-	-	-	-	I	I	I
Anticipate and address alternative or opposing perspectives and counterclaims.	-	-	-	-	-	-	-	-	-	-	-	I	I
Evaluate various techniques used to construct arguments in multimodal presentations.	-	-	-	-	-	-	-	-	-	-	-	I	I
Critique effectiveness of multimodal presentations.	-	-	-	-	-	-	-	-	-	-	-	-	I
Media Literacy	-	-	-	-	-	-	-	-	-	-	-	-	-
Differentiate between auditory, visual, and written media messages and their purposes.	-	-	-	-	I	I	P	P	P	P	P	P	P
Compare and contrast how ideas and topics are depicted in a variety of media and formats.	-	-	-	-	I	I	I	I	P	P	P	P	P
Identify the purpose and audience of auditory, visual, and written media messages.	-	-	-	-	-	I	I	I	I	P	P	P	P

Identify the characteristics and effectiveness of a variety of media messages.	-	-	-	-	-	I	I	I	I	P	P	P	P
Interpret information presented in diverse media formats and explain how it contributes to the topic.	-	-	-	-	-	-	I	I	I	P	P	P	P
Craft and publish audience-specific media messages.	-	-	-	-	-	-	I	I	I	P	P	P	P
Identify persuasive/informative techniques used in media.	-	-	-	-	-	-	-	I	I	I	P	P	P
Distinguish between fact and opinion, and between evidence and inference.	-	-	-	-	-	-	-	I	I	P	P	P	P
Describe how word choice, visual images, and sound convey a viewpoint.	-	-	-	-	-	-	-	I	I	P	P	P	P
Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.	-	-	-	-	-	-	-	-	I	I	P	P	P
Evaluate sources for relationships between intent and factual content.	-	-	-	-	-	-	-	-	I	I	P	P	P
Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).	-	-	-	-	-	-	-	-	I	I	P	P	P
Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.	-	-	-	-	-	-	-	-	I	I	P	P	P
Describe possible cause-and-effect relationships between mass media coverage and public opinion trends.	-	-	-	-	-	-	-	-	-	I	I	P	P
Monitor, analyze, and use multiple streams of simultaneous information.	-	-	-	-	-	-	-	-	-	I	I	I	P
Analyze the impact of selected media formats on meaning.	-	-	-	-	-	-	-	-	-	-	I	P	P

Strand: Reading

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Relate previous experiences to what is read.	I	I	I	P	P	P	P	P	P	P	P	P	P
Identify text features.	I	I	I	I	P	P	P	P	P	P	P	P	P
Set a purpose for reading.	-	I	I	I	P	P	P	P	P	P	P	P	P
Make and confirm predictions.	-	I	I	I	P	P	P	P	P	P	P	P	P
Identify theme.	-	I	I	I	P	P	P	P	P	P	P	P	P
Identify the main idea.	-	I	I	I	P	P	P	P	P	P	P	P	P
Ask and answer questions using the text for support.	-	-	I	I	I	I	P	P	P	P	P	P	P
Describe characters, setting, and plot events in fiction and poetry.	-	-	I	I	I	I	P	P	P	P	P	P	P
Identify the conflict and resolution.	-	-	I	I	I	P	P	P	P	P	P	P	P
Summarize stories and events with beginning, middle, and end in the correct sequence.	-	-	I	I	I	P	P	P	P	P	P	P	P
Draw conclusions based on the text.	-	-	I	I	I	P	P	P	P	P	P	P	P
Make connections between reading selections.	-	-	-	I	I	I	I	P	P	P	P	P	P
Compare and contrast settings, characters, and plot events.	-	-	-	I	I	I	P	P	P	P	P	P	P

Differentiate between fiction and nonfiction.	-	-	-	I	I	P	P	P	P	P	P	P	P
Identify the author's purpose.	-	-	-	I	I	I	P	P	P	P	P	P	P
Summarize information found in nonfiction texts.	-	-	-	I	I	I	P	P	P	P	P	P	P
Identify supporting details.	-	-	-	I	I	I	P	P	P	P	P	P	P
Describe how the choice of language, setting, and characters contributes to the development of plot.	-	-	-	-	I	I	P	P	P	P	P	P	P
Identify genres.	-	-	-	-	I	I	P	P	P	P	P	P	P
Draw conclusions/make inferences about text using the text as support.	-	-	-	-	I	I	P	P	P	P	P	P	P
Compare/contrast details in literary and informational nonfiction texts.	-	-	-	-	I	I	P	P	P	P	P	P	P
Identify cause-and-effect relationships.	-	-	-	-	I	I	P	P	P	P	P	P	P
Distinguish between fact and opinion.	-	-	-	-	I	I	P	P	P	P	P	P	P
Discuss the impact of setting on plot development.	-	-	-	-	-	I	I	P	P	P	P	P	P
Describe character development.	-	-	-	-	-	I	I	I	P	P	P	P	P
Differentiate between first and third person point of view.	-	-	-	-	-	I	I	I	P	P	P	P	P
Differentiate between free verse and rhymed poetry.	-	-	-	-	-	I	I	P	P	P	P	P	P
Explain how an author's choice of vocabulary contributes to the author's style.	-	-	-	-	-	I	I	I	P	P	P	P	P
Skim materials to develop a general overview of content and to locate specific information.	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify organizational pattern(s).	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify transitional words and phrases that signal an author's organizational pattern.	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.	-	-	-	-	-	-	I	I	I	P	P	P	P
Describe how word choice and imagery contribute to the meaning of a text.	-	-	-	-	-	-	I	I	I	P	P	P	P
Identify and analyze the author's use of figurative language.	-	-	-	-	-	-	I	I	I	P	P	P	P
Analyze ideas within and between selections providing textual evidence.	-	-	-	-	-	-	I	I	I	I	P	P	P
Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other.	-	-	-	-	-	-	-	I	I	I	P	P	P
Identify the source, viewpoint, and purpose of texts.	-	-	-	-	-	-	-	I	I	I	P	P	P
Explain the use of symbols and figurative language.	-	-	-	-	-	-	-	-	I	I	P	P	P
Compare and contrast the authors' use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.	-	-	-	-	-	-	-	-	I	I	P	P	P
Compare and contrast authors' styles.	-	-	-	-	-	-	-	-	I	I	P	P	P
Analyze details for relevance and accuracy.	-	-	-	-	-	-	-	-	I	I	P	P	P
Identify the characteristics that distinguish literary forms.	-	-	-	-	-	-	-	-	-	I	P	P	P
Analyze the cultural or social function of a literary text.	-	-	-	-	-	-	-	-	-	I	I	P	P
Explain the influence of historical context on the form, style, and point of view of a written work.	-	-	-	-	-	-	-	-	-	I	I	P	P
Identify characteristics of expository, technical, and persuasive texts.	-	-	-	-	-	-	-	-	-	I	I	P	P
Identify a position/argument to be confirmed, disproved, or modified.	-	-	-	-	-	-	-	-	-	I	I	P	P
Evaluate clarity and accuracy of information.	-	-	-	-	-	-	-	-	-	I	I	P	P

Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Examine a literary selection from several critical perspectives.	-	-	-	-	-	-	-	-	-	-	I	I	P	
Compare and contrast character development in a play to characterization in other literary forms.	-	-	-	-	-	-	-	-	-	-	I	I	P	
Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.	-	-	-	-	-	-	-	-	-	-	I	I	P	
Analyze literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.	-	-	-	-	-	-	-	-	-	-	-	I	I	
Analyze the use of dramatic conventions.	-	-	-	-	-	-	-	-	-	-	-	I	I	
Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical-thinking questions about the text(s).	-	-	-	-	-	-	-	-	-	-	-	I	I	
Read and correctly interpret an application for employment, workplace documents, or an application for college admission.	-	-	-	-	-	-	-	-	-	-	-	I	I	
Analyze technical writing for clarity.	-	-	-	-	-	-	-	-	-	-	-	I	I	
Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.	-	-	-	-	-	-	-	-	-	-	-	I	I	
Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.	-	-	-	-	-	-	-	-	-	-	-	I	I	
Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.	-	-	-	-	-	-	-	-	-	-	-	-	I	

Strand: Writing

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Differentiate pictures from writing.	I	P	P	P	P	P	P	P	P	P	P	P	P
Generate ideas.	I	I	I	P	P	P	P	P	P	P	P	P	P
Compose simple sentences.	I	I	I	P	P	P	P	P	P	P	P	P	P
Begin each sentence with a capital letter and use ending punctuation.	I	I	I	P	P	P	P	P	P	P	P	P	P
Identify audience and purpose.	-	I	I	I	I	P	P	P	P	P	P	P	P
Use prewriting activities.	-	I	I	I	I	I	I	P	P	P	P	P	P
Focus on one topic.	-	I	I	I	P	P	P	P	P	P	P	P	P
Organize writing to suit purpose.	-	I	I	I	P	P	P	P	P	P	P	P	P
Revise writing by adding description.	-	I	I	I	P	P	P	P	P	P	P	P	P
Write an opinion and give a reason.	-	I	I	I	I	P	P	P	P	P	P	P	P
Engage in the writing process.	-	-	I	I	I	I	P	P	P	P	P	P	P
Use strategies for organization according to writing type.	-	-	I	I	I	I	P	P	P	P	P	P	P

Organize writing to include a beginning, middle and end.	-	-	I	I	P	P	P	P	P	P	P	P	P
Write facts to support the main idea.	-	-	I	I	I	P	P	P	P	P	P	P	P
Revise writing for clarity.	-	-	I	I	I	I	P	P	P	P	P	P	P
Write a clear topic sentence focusing on main idea.	-	-	-	I	I	I	P	P	P	P	P	P	P
Elaborate by adding supporting details.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use transition words for sentence variety.	-	-	-	I	I	I	P	P	P	P	P	P	P
Give fact based support for opinions.	-	-	-	I	I	I	P	P	P	P	P	P	P
Write a paragraph focusing on a main idea.	-	-	-	I	I	I	P	P	P	P	P	P	P
Select audience and purpose.	-	-	-	-	I	I	P	P	P	P	P	P	P
Narrow the topic.	-	-	-	-	I	I	P	P	P	P	P	P	P
Recognize different forms of writing have different patterns of organization.	-	-	-	-	I	I	P	P	P	P	P	P	P
Write related paragraphs on the same topic.	-	-	-	-	I	I	P	P	P	P	P	P	P
Utilize elements of style, including word choice and sentence variation.	-	-	-	-	I	I	I	P	P	P	P	P	P
Clearly state a position including reasons and evidence to persuade the intended audience.	-	-	-	-	-	I	I	I	P	P	P	P	P
Write multiparagraph compositions.	-	-	-	-	I	I	P	P	P	P	P	P	P
Use precise and descriptive vocabulary to create voice and tone.	-	-	-	-	-	I	I	P	P	P	P	P	P
Compose thesis statements for expository and persuasive writing.	-	-	-	-	-	-	I	I	I	P	P	P	P
Select vocabulary and information to enhance central idea, tone, and voice.	-	-	-	-	-	-	I	I	I	P	P	P	P
Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.	-	-	-	-	-	-	I	I	I	P	P	P	P
Use transition words and phrases within and between paragraphs	-	-	-	-	-	-	-	I	I	I	I	P	P
Distinguish between fact and opinion to support a position.	-	-	-	-	-	-	-	I	I	P	P	P	P
Develop and modify the central idea, tone and voice to fit the audience and purpose.	-	-	-	-	-	-	-	I	I	I	P	P	P
Use clauses and phrases for sentence variety.	-	-	-	-	-	-	-	I	I	P	P	P	P
Clearly state and defend a position with reasons and evidence from credible sources.	-	-	-	-	-	-	-	I	I	I	I	P	P
Identify a counter-claim and provide a counter-argument.	-	-	-	-	-	-	-	-	I	I	I	P	P
Blend multiple forms of writing including embedding a narrative.	-	-	-	-	-	-	-	-	-	I	I	P	P
Use textual evidence to compare and contrast multiple texts.	-	-	-	-	-	-	-	-	-	I	I	P	P
Arrange paragraphs in a logical progression using transitions between paragraphs and ideas.	-	-	-	-	-	-	-	-	-	I	I	P	P
Adjust writing content, technique, and voice for a variety of audiences and purposes.	-	-	-	-	-	-	-	-	-	-	I	P	P
Show relationships between claims, reasons and evidence and include a conclusion that follows logically from the information presented.-	-	-	-	-	-	-	-	-	-	-	I	P	P
Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.	-	-	-	-	-	-	-	-	-	-	I	I	I
Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.	-	-	-	-	-	-	-	-	-	-	-	I	I
Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.	-	-	-	-	-	-	-	-	-	-	-	I	I
Use a variety of rhetorical strategies to accomplish a specific purpose.	-	-	-	-	-	-	-	-	-	-	-	-	I

Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented.	-	-	-	-	-	-	-	-	-	-	-	-	-	I
Write to clearly describe personal qualifications for potential occupational or educational opportunities.	-	-	-	-	-	-	-	-	-	-	-	-	-	I

Strand: Writing (Grammar)

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Begin each sentence with a capital letter and use ending punctuation.	I	I	I	P	P	P	P	P	P	P	P	P	P
Use complete sentences.	-	I	I	I	P	P	P	P	P	P	P	P	P
Capitalize all proper nouns and the word I.	-	-	I	I	P	P	P	P	P	P	P	P	P
Use singular and plural nouns and pronouns.	-	I	I	I	P	P	P	P	P	P	P	P	P
Use apostrophes in contractions and possessives.	-	-	I	I	I	P	P	P	P	P	P	P	P
Use contractions and singular possessives.	-	-	I	I	I	P	P	P	P	P	P	P	P
Use past and present verb tense.	-	-	I	I	P	P	P	P	P	P	P	P	P
Use commas in a series.	-	-	I	I	P	P	P	P	P	P	P	P	P
Use subject-verb agreement.	-	-	-	I	I	P	P	P	P	P	P	P	P
Use noun-pronoun agreement.	-	-	-	I	P	P	P	P	P	P	P	P	P
Eliminate double negatives.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use quotation marks with dialogue.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use plural possessives.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use adjective and adverb comparisons.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use interjections.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use prepositional phrases.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use commas to indicate interrupters, items in a series, and to indicate direct address.	-	-	-	-	-	I	P	P	P	P	P	P	P
Edit for fragments and run-ons.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use coordinating conjunctions.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use subject-verb agreement with intervening clauses and phrases.	-	-	-	-	-	-	I	I	P	P	P	P	P
Use pronoun-antecedent agreement to include indefinite pronouns.	-	-	-	-	-	-	I	I	P	P	P	P	P
Maintain consistent verb tense across paragraphs.	-	-	-	-	-	-	I	I	I	P	P	P	P
Edit for verb tense consistency and point of view.	-	-	-	-	-	-	-	I	P	P	P	P	P
Use quotation marks with dialogue and direct quotations.	-	-	-	-	-	-	-	I	P	P	P	P	P
Use and punctuate correctly varied sentence structures to include conjunctions and transition words.	-	-	-	-	-	-	-	-	I	P	P	P	P
Correctly use pronouns in prepositional phrases with compound objects.	-	-	-	-	-	-	-	-	I	P	P	P	P
Use comparative and superlative degrees in adverbs and adjectives.	-	-	-	-	-	-	-	-	I	P	P	P	P
Use parallel structures across sentences and paragraphs.	-	-	-	-	-	-	-	-	-	I	P	P	P
Use appositives, main clauses, and subordinate clauses.	-	-	-	-	-	-	-	-	-	-	I	P	P

Use commas and semicolons to distinguish and divide main and subordinate clauses.	-	-	-	-	-	-	-	-	-	-	-	I	P	P
Distinguish between active and passive voice.	-	-	-	-	-	-	-	-	-	-	-	I	P	P
Use colons correctly.	-	-	-	-	-	-	-	-	-	-	-	I	P	P
Use verbals and verbal phrases to achieve sentence conciseness and variety.	-	-	-	-	-	-	-	-	-	-	-	-	I	P

Strand: Research

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Generate topics of interest.	I	I	I	P	P	P	P	P	P	P	P	P	P
Generate questions to gather information.	I	I	I	P	P	P	P	P	P	P	P	P	P
Identify pictures, texts, or people as sources of information.	I	I	I	P	P	P	P	P	P	P	P	P	P
Find information from provided sources.	I	I	I	P	P	P	P	P	P	P	P	P	P
Gather and record information.	-	I	I	P	P	P	P	P	P	P	P	P	P
Organize information in writing or a visual display.	-	-	I	I	P	P	P	P	P	P	P	P	P
Create a research product.	-	-	I	I	P	P	P	P	P	P	P	P	P
Describe the difference between plagiarism and using one's own words.	-	-	I	I	P	P	P	P	P	P	P	P	P
Access appropriate resources.	-	-	-	I	I	I	P	P	P	P	P	P	P
Collect and organize information about the topic.	-	-	-	I	I	P	P	P	P	P	P	P	P
Evaluate the relevance of information.	-	-	-	I	I	I	P	P	P	P	P	P	P
Demonstrate ethical use of the Internet.	-	-	-	I	I	I	I	I	P	P	P	P	P
Collect and organize information from multiple resources.	-	-	-	-	I	I	I	P	P	P	P	P	P
Give credit to sources used in research.	-	-	-	-	I	I	I	P	P	P	P	P	P
Formulate and revise questions about a research topic.	-	-	-	-	-	-	I	I	P	P	P	P	P
Evaluate and analyze the validity and credibility of sources.	-	-	-	-	-	-	I	I	I	P	P	P	P
Cite primary and secondary sources.	-	-	-	-	-	-	I	I	I	P	P	P	P
Avoid plagiarism by using one's own words and follow ethical and legal guidelines for gathering and using information.	-	-	-	-	-	-	I	I	I	P	P	P	P
Synthesize information from multiple sources.	-	-	-	-	-	-	-	I	I	I	P	P	P
Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.	-	-	-	-	-	-	-	-	I	I	I	P	P
Cite sources using Modern Language Association (MLA) or American Psychological Association (APA) style.	-	-	-	-	-	-	-	-	I	I	I	P	P
Quote, summarize, and paraphrase research findings.	-	-	-	-	-	-	-	-	I	I	I	P	P
Publish findings and respond to feedback.	-	-	-	-	-	-	-	-	I	I	I	P	P
Verify the validity and accuracy of all information.	-	-	-	-	-	-	-	-	-	I	I	I	P
Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.	-	-	-	-	-	-	-	-	-	I	I	I	P

Synthesize relevant information from primary and secondary sources and present it in a logical sequence.	-	-	-	-	-	-	-	-	-	-	-	-	I	P
Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.	-	-	-	-	-	-	-	-	-	-	-	-	-	P