

## RSU 54/MSAD 54 ELA Curriculum

Content Area: English Language Arts

Grade: 4

### Reading Standards: Foundational Skills (RF)

**Foundational Skills:** These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know-to discern when particular children or activities warrant more or less attention.

#### \*MPCL – Maine Partnership in Comprehensive Literacy

Common Core Standards	RSU 54/MSAD 54 Objectives	Framework/ Resources/Assessments
<p><b>Phonics and Word Recognition</b> 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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.</p>	<p><b>Phonics and Word Recognition</b></p> <p><b>Suggested Reading:</b> <i>The Continuum of Literacy Learning, Grades 3-8, Pages 98-99</i></p> <p><b>Phonics, Spelling and Word Study</b> <i>Spelling Patterns</i></p> <ul style="list-style-type: none"> <li>• Notice and use frequently appearing syllable patterns in multisyllabic words.</li> </ul> <p><i>Word Structure</i></p> <ul style="list-style-type: none"> <li>• Recognize and use syllables.</li> </ul> <p><i>Word Solving Actions</i></p> <ul style="list-style-type: none"> <li>• Connect words that are related to each other because they have the same base or root word (direct, direction, directional).</li> </ul> <p><b>Guided Reading</b> <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> <li>• Solve multisyllabic words (many with</li> </ul>	<p><b><u>MPCL-Framework:</u></b></p> <ul style="list-style-type: none"> <li>• Reading Workshop</li> <li>• Writing Workshop</li> <li>• Language Study</li> <li>• Word Study</li> <li>• Content Workshop (See Glossary)</li> <li>• Coaching Model</li> </ul> <p><b><u>Resources:</u></b> <i>The Continuum of Literacy Learning (Grades 3-8).</i> Gay Su Pinnell &amp; Irene C. Fountas</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Linda Dorn</p> <p><i>Apprenticeship in Literacy.</i> Linda J. Dorn, Cathy French &amp; Tommy Jones</p>

<p><b>Fluency</b> 4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>three or more syllables) using vowel patterns, phonogram patterns, affixes (prefixes and suffixes), and other word parts.</p> <p><i>Understand connotative meanings of words</i></p> <ul style="list-style-type: none"> <li>• Recognize a few easy high-frequency words.</li> <li>• Take apart words with frequently appearing syllable patterns in multisyllabic words (-en in enter, adventure).</li> <li>• Recognize words that have multiple meanings, homographs and homophones.</li> </ul> <p><b>Fluency</b></p> <p><b>Text Gradient and Instructional Level Expectations:</b> P-T (End of Grade 4 Expectation S/T)</p> <p><b>Suggested Reading:</b> <i>Guiding Readers and Writers Gr. 3-6, Pages 313-316</i></p> <p><b>Maintaining Fluency</b></p> <ul style="list-style-type: none"> <li>• Read dialogue with phrasing and expression that reflects understanding of characters and events.</li> <li>• Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding.</li> </ul> <p><b>Adjusting</b></p> <ul style="list-style-type: none"> <li>• Change style and pace of reading to reflect purpose.</li> </ul>	<p><i>Organizing For Literacy</i>. DVD. Dorn &amp; Soffos</p> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• AIMS Web Assessment</li> <li>• Fountas &amp; Pinnell Benchmark Assessment System</li> <li>• Grade 4 Writing Proficiency Guide</li> </ul> <p><b>MPCL-Framework:</b></p> <ul style="list-style-type: none"> <li>• Reading Workshop</li> <li>• Writing Workshop</li> <li>• Language Study</li> <li>• Word Study</li> <li>• Content Workshop (See Glossary)</li> <li>• Coaching Model</li> </ul> <p><b>Resources:</b></p> <p><i>The Continuum of Literacy Learning (Grades 3-8)</i>. Gay Su Pinnell &amp; Irene C. Fountas</p> <p><i>Guiding Readers and Writers Grades 3-6</i>. Gay Su Pinnell &amp; Irene C. Fountas</p> <p><i>Apprenticeship in Literacy</i>. Linda J. Dorn, Cathy French &amp; Tommy Jones</p>
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	<ul style="list-style-type: none"><li>• Slow down or reread to solve words or think about ideas and resume good rate of reading.</li><li>• Change purpose and aspects of processing to reflect understanding of genre.</li><li>• Simultaneously follow illustrations and print in an orchestrated way when reading graphic texts.</li></ul>	<p><i>. Shaping Literate Minds: Developing Self-Regulated Learners.</i> Linda Dorn</p> <p><i>Organizing For Literacy.</i> DVD. Dorn &amp; Soffos</p> <p><b><u>Assessments:</u></b></p> <ul style="list-style-type: none"><li>• AIMSweb</li><li>• Fountas &amp; Pinnell Benchmark Assessment System</li><li>• Grade 4 Writing Proficiency Guide</li></ul>
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## RSU 54/MSAD 54 ELA Curriculum

Content Area: English Language Arts  
**Reading Standards for Literature (RL)**

Grade: 4

**Reading Standards:** The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

**\*MPCL – Maine Partnership in Comprehensive Literacy**

Common Core Standards	RSU 54/MSAD 54 Objectives	Framework/ Resources/Assessments
<p><b>Reading Standards for Literature</b>  <b>Key Ideas and Details</b></p> <p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>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>	<p><b>Reading Standards for Literature</b>  <b>Key Ideas and Details</b>  <i>Interactive Read-Aloud, Shared Reading, and Literature Discussion</i>  <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> <li>• Identify and discuss the problem, the events of the story, and the problem resolution.</li> <li>• Notice and remember attributes and actions that will help in understanding character development.</li> </ul> <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> <li>• Form implicit questions and search for answers in the text while listening and during discussion.</li> </ul> <p><b>Guided Reading</b>  <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> <li>• Identify important ideas in a text (including some longer and more complex narratives) and report them in an organized way, either orally or in writing.</li> </ul>	<p><b><u>MPCL-Framework:</u></b></p> <ul style="list-style-type: none"> <li>• Reading Workshop</li> <li>• Writing Workshop</li> <li>• Language Study</li> <li>• Word Study</li> <li>• Content Workshop (See Glossary)</li> <li>• Coaching Model</li> </ul> <p><b><u>Resources:</u></b>  <i>The Continuum of Literacy Learning (Grades PreK-2).</i> Gay Su Pinnell &amp; Irene C. Fountas</p> <p><i>Guiding Readers and Writers Grades 3-6.</i> Gay Su Pinnell &amp; Irene C. Fountas</p> <p><i>Apprenticeship in Literacy.</i> Linda J Dorn, Cathy French, and Tammy Jones</p> <p><i>Teaching for Deep Comprehension.</i></p>

<p><b>Craft and Structure</b> 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., Herculean).</p>	<ul style="list-style-type: none"> <li>Summarize longer narrative text with multiple episodes either orally or in writing.</li> <li>Remember the story problem and significant details over the reading of a longer text in order to continue constructing meaning.</li> </ul> <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> <li>Apply inferring to multiple characters and complex plots, with some subplots.</li> </ul> <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> <li>State opinions about a text and show evidence to support them.</li> </ul> <p><b>Writing About Reading</b> <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> <li>Write summaries that reflect literal understanding of a text.</li> <li>Provide details that are important to understanding the relationships among plot, setting, and character traits.</li> </ul> <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> <li>Provide specific examples and evidence from personal experience to support Thinking Beyond the Text.</li> <li>Reflect awareness of the author's underlying messages (themes).</li> </ul> <p><b>Craft and Structure</b> <i>Interactive Read-Aloud, Shared Reading, and Literature Discussion</i></p>	<p>Linda Dorn &amp; Carla Soffos</p> <p><i>Reading for Meaning</i>. Debbie Miller</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners</i>. Linda Dorn</p> <p><i>Common Core State Standards for English Language Arts &amp; Literacy in History, Social Studies, Science, and Technical Subjects</i>. Appendix A</p> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>Fountas &amp; Pinnell Benchmark System</li> <li>Grade 4 Writing Proficiency Guide</li> </ul> <p><b>MPCL-Framework:</b></p> <ul style="list-style-type: none"> <li>Reading Workshop</li> <li>Writing Workshop</li> <li>Language Study</li> <li>Word Study</li> </ul>
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<p>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> <p>6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> <li>• Notice and remember details of the setting and discuss the impact of the setting on characters and problem.</li> </ul> <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> <li>• Recognize and discuss the differences between narrative and other structures.</li> <li>• Recognize the narrator of the text and discuss how the choice of first or third person point of view contributes to the effectiveness of the writing.</li> </ul> <p><b>Guided Reading</b></p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> <li>• Understand connotative meaning and figurative use of words.</li> </ul> <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> <li>• Recognize the use of figurative language or descriptive language (or special types of language such as irony) and talk about how it adds to the quality (enjoyment and understanding) of a text.</li> <li>• Notice and discuss aspects of genres.</li> <li>• Notice combined genres in hybrid text.</li> <li>• Identify point of view.</li> </ul> <p><b>Writing About Reading</b></p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> <li>• Include details that show a character's traits.</li> </ul> <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> <li>• Make connections to other texts by topic,</li> </ul>	<ul style="list-style-type: none"> <li>• Content Workshop (See Glossary)</li> <li>• Coaching Model</li> </ul> <p><b>Resources:</b></p> <p><i>The Continuum of Literacy Learning (Grades 3-8).</i> Gay Su Pinnell &amp; Irene C. Fountas</p> <p><i>Guiding Readers and Writers Grades 3-6.</i> Gay Su Pinnell &amp; Irene C. Fountas</p> <p><i>Apprenticeship in Literacy.</i> Linda J Dorn, Cathy French, and Tammy Jones</p> <p><i>Teaching for Deep Comprehension</i> Linda Dorn &amp; Carla Soffos</p> <p><i>Reading for Meaning.</i> Debbie Miller</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Linda Dorn</p> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Fountas &amp; Pinnell Benchmark Assessment System</li> <li>• Grade 4 Writing Proficiency Guide</li> </ul>
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<p><b>Integration of Knowledge and Ideas</b></p> <p>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 specific descriptions and directions in the text.</p> <p>8. (Not applicable to literature)</p> <p>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>	<p>major ideas, authors' styles, and genres.</p> <p><b>Integration of Knowledge and Ideas</b></p> <p><b><i>Interactive Read-Aloud, Shared Reading, and Literature Discussion</i></b> <i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> <li>• Make connections to other texts by topic, major ideas, authors' styles, and genre.</li> </ul> <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> <li>• Recognize and discuss the artistic aspects of a text, including how illustrations and narrative form a cohesive whole.</li> </ul> <p><b><i>Guided Reading</i></b> <i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> <li>• Use knowledge from one text to help in understanding diverse cultures and setting encountered in new texts.</li> </ul> <p><b><i>Writing About Reading</i></b> <i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> <li>• Interpret and respond to illustrations.</li> <li>• Derive and record information from graphics.</li> <li>• Make connections to other texts by topic, major ideas, authors' styles, and genres.</li> </ul> <p><b><i>Oral, Visual, and Technological Communication</i></b> <i>Speaking and Listening</i></p> <ul style="list-style-type: none"> <li>• Summarize ideas from oral presentations or reading.</li> </ul>	<p><b><u>MPCL-Framework:</u></b></p> <ul style="list-style-type: none"> <li>• Reading Workshop</li> <li>• Writing Workshop</li> <li>• Language Study</li> <li>• Word Study</li> <li>• Content Workshop (See Glossary)</li> <li>• Coaching Model</li> </ul> <p><b><u>Resources:</u></b></p> <p><i>The Continuum of Literacy Learning (Grades 3-8).</i> Gay Su Pinnell &amp; Irene C. Fountas</p> <p><i>Guiding Readers and Writers Grades 3-6</i> Gay Su Pinnell &amp; Irene C. Fountas</p> <p><i>Apprenticeship in Literacy.</i> Linda J Dorn, Cathy French, and Tammy Jones</p> <p><i>Teaching for Deep Comprehension</i> Linda Dorn &amp; Carla Soffos</p> <p><i>Teaching For Comprehension in Reading Grade K-2.</i> Gay Su Pinnell &amp; Patricia L. Scharer</p> <p><i>Reading for Meaning.</i> Debbie Miller</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Linda Dorn</p>
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<p><b>Range of Reading and Level of Text Complexity</b></p> <p>10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><i>Technology</i></p> <ul style="list-style-type: none"> <li>• Draw information from both text (print) and nontext (photos, sound effects, animation, illustrations, variation in font and color) elements.</li> </ul> <p><b>Range of Reading and Level of Text Complexity</b></p> <p><i>Interactive Read-Aloud, Shared Reading, and Literature Discussion</i></p> <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> <li>• Apply background knowledge gained from experience, content study, and wide reading.</li> </ul> <p><i>Guided Reading</i></p> <p><b>Text Gradient and Instructional Level Expectations:</b> P-T end at S/T (<b>Suggested Reading:</b> <i>The Continuum of Literacy Learning</i> Grades 3-8, Pages 177-237)</p> <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> <li>• Express tastes and preferences in reading and support choices with specific descriptions of text features (plot, use of language, kinds of characters, genres).</li> </ul> <p><i>Writing About Reading</i></p> <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> <li>• State opinions about texts including specific rationales for thinking.</li> </ul> <p><b>Oral, Visual, and Technological Communication</b></p> <p><i>Technology</i></p>	<p><b><u>Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Fountas &amp; Pinnell Benchmark Assessment System</li> <li>• Grade 4 Writing Proficiency Guide</li> </ul> <p><b><u>MPCL-Framework:</u></b></p> <ul style="list-style-type: none"> <li>• Reading Workshop</li> <li>• Writing Workshop</li> <li>• Language Study</li> <li>• Word Study</li> <li>• Content Workshop (See Glossary)</li> <li>• Coaching Model</li> </ul> <p><b><u>Resources:</u></b></p> <p><i>The Continuum of Literacy Learning (Grades 3-8).</i> Gay Su Pinnell &amp; Irene C. Fountas</p> <p><i>Guiding Readers and Writers Grades 3-6.</i> Gay Su Pinnell &amp; Irene C. Fountas</p> <p><i>Apprenticeship in Literacy.</i> Linda J Dorn, Cathy French, and Tammy Jones</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Linda Dorn</p>
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<p><b><u>Reading Standards for Informational Text (RI)</u></b></p> <p><b>Key Ideas and Details</b></p> <p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>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"> <li>• Use technology tools for research and problem solving across curriculum areas.</li> </ul> <p><b><u>Reading Standards for Informational Text (RI)</u></b></p> <p><b>Key Ideas and Details</b> <i>Interactive Read-Aloud, Shared Reading, and Literature Discussion</i> <i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> <li>• Support Thinking Beyond the Text with specific evidence based on personal experience or knowledge or evidence from the text.</li> </ul> <p><b><i>Guided Reading</i></b> <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> <li>• Sustain attention to a text read over several days, remembering details and revising interpretations as new events are encountered.</li> <li>• Identify important ideas in a text (including some longer and more complex narratives) and report them in an organized way, either orally or in writing.</li> </ul> <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> <li>• Infer causes of problems or of outcomes in fiction and nonfiction text.</li> </ul> <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> <li>• Identify main ideas and supporting details.</li> </ul> <p><b><i>Writing About Reading</i></b> <i>Thinking Within the Text</i></p>	<p><b><u>MPCL-Framework:</u></b></p> <ul style="list-style-type: none"> <li>• Reading Workshop</li> <li>• Writing Workshop</li> <li>• Language Study</li> <li>• Word Study</li> <li>• Content Workshop (See Glossary)</li> <li>• Coaching Model</li> </ul> <p><b><u>Resources:</u></b> <i>The Continuum of Literacy Learning (Grades 3-8).</i> Gay Su Pinnell &amp; Irene C. Fountas</p> <p><i>Guided Reading: Good First Teaching For All Children.</i> Gay Su Pinnell &amp; Irene C. Fountas</p> <p><i>Nonfiction in Focus.</i> Janice V. Kristo and Rosemary Bamford</p> <p><i>Teaching for Deep Comprehension</i> Linda Dorn &amp; Carla Soffos</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Linda Dorn</p> <p><b><u>Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Fountas &amp; Pinnell Benchmark Assessment System</li> <li>• Grade 4 Writing Proficiency</li> </ul>
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<p><b>Craft and Structure</b></p> <p>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> <p>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> <p>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>	<ul style="list-style-type: none"> <li>• Include appropriate and important details when summarizing texts.</li> <li>• Write summaries that reflect literal understanding of text.</li> <li>• Include important details from the content of an informational text.</li> </ul> <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> <li>• Provide specific examples and evidence (either orally or in writing) to support written statements about the quality, accuracy, or craft of a text.</li> </ul> <p><b>Craft and Structure</b></p> <p><b><i>Oral, Visual, and Technological Communication</i></b></p> <p><i>Ideas and Content</i></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of an informational topic through formal.</li> </ul> <p><b><i>Interactive Read-Aloud, Shared Reading, and Literature Discussion</i></b></p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> <li>• Add new vocabulary words to known words and use them in discussion and in writing.</li> <li>• Recognize and actively work to learn the meaning of new vocabulary words, including complex, specialized, and technical words.</li> </ul> <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> <li>• Identify and discuss cultural and historical perspectives that are in conflict in the text</li> </ul>	<p>Guide</p> <p><b><u>MPCL-Framework:</u></b></p> <ul style="list-style-type: none"> <li>• Reading Workshop</li> <li>• Writing Workshop</li> <li>• Language Study</li> <li>• Word Study</li> <li>• Content Workshop (See Glossary)</li> <li>• Coaching Model</li> </ul> <p><b><u>Resources:</u></b></p> <p><i>The Continuum of Literacy Learning (Grades 3-8).</i> Gay Su Pinnell &amp; Irene C. Fountas</p> <p><i>Guiding Readers and Writers Grades 3-6.</i> Gay Su Pinnell &amp; Irene C. Fountas</p> <p><i>Nonfiction in Focus.</i> Janice V. Kristo and Rosemary Bamford</p> <p><i>Teaching for Deep Comprehension</i> Linda Dorn &amp; Carla Soffos</p>
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	<p>or that are different from their own perspective.</p> <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> <li>• Notice and understand text structure including description, temporal sequence, comparison and contrast, cause and effect, and problem and solution.</li> <li>• Notice how the writer has organized an informational text (categories and subcategories, sequence, and others).</li> </ul> <p><b><i>Guided Reading</i></b></p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> <li>• Notice new and interesting words, record them, and actively add them to speaking or writing vocabulary.</li> <li>• Demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing ending and prefixes).</li> <li>• Solve content-specific words and technical words using graphics and definitions embedded in the text as well as background knowledge.</li> </ul> <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> <li>• Demonstrate changing perspective as events in a story unfold, particularly applied to people and cultures different from the reader's own.</li> <li>• Draw conclusions from information.</li> </ul> <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> <li>• Understand, talk about, and/or write or draw when a writer has used underlying</li> </ul>	<p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Linda Dorn</p> <p><b><u>Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Fountas &amp; Pinnell Benchmark Assessment System</li> <li>• Grade 4 Writing Proficiency Guide</li> </ul>
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<p><b>Integration of Knowledge and Ideas</b></p> <p>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> <p>8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>organizational structures (description, compare/contrast, temporal sequence, problem/solution, cause/effect).</p> <p><b><i>Writing About Reading</i></b> <i>Thinking About the Text</i></p> <ul style="list-style-type: none"> <li>• Show how a text is organized.</li> <li>• Show awareness of temporal sequence, compare and contrast, cause and effect, and problem and solution.</li> <li>• Comment on how layout contributes to the meaning and effectiveness of both fiction and nonfiction texts.</li> </ul> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> <li>• Purposefully acquire vocabulary from text and use new words in talk and writing (including technical words).</li> </ul> <p><b>Integration of Knowledge and Ideas</b></p> <p><b><i>Interactive Read-Aloud, Shared Reading, and Literature Discussion</i></b> <i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> <li>• Make connections to other texts by topic, major ideas, authors’ styles, and genres.</li> </ul> <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> <li>• Notice and discuss why the writer used graphic features such as labels, heading, subheading, sidebars, legends.</li> <li>• Think critically about informational texts in terms of quality of writing, accuracy, and the logic of conclusions.</li> </ul>	<p><b><u>MPCL-Framework:</u></b></p> <ul style="list-style-type: none"> <li>• Reading Workshop</li> <li>• Writing Workshop</li> <li>• Language Study</li> <li>• Word Study</li> <li>• Content Workshop (See Glossary)</li> <li>• Coaching Model</li> </ul> <p><b><u>Resources:</u></b> <i>The Continuum of Literacy Learning (Grades 3-8).</i> Gay Su Pinnell &amp; Irene C. Fountas</p> <p><i>Guiding Readers and Writers Grades 3-6.</i> Gay Su Pinnell &amp; Irene C. Fountas</p>
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	<ul style="list-style-type: none"> <li>• Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text.</li> </ul> <p><b>Guided Reading</b></p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> <li>• Use a full range of readers’ tools to search for information (table of contents, glossary, headings and subheadings, call-outs, pronunciation guides, index, references).</li> <li>• Identify main ideas and supporting details.</li> </ul> <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> <li>• Make connections between the text and other texts that have been read or heard.</li> <li>• Mentally form categories of related information and revise them as new information is acquired across the text.</li> </ul> <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> <li>• Assess how graphics add to the quality of the text or provide additional information.</li> <li>• Understand, talk about, and/or write or draw when a writer has used underlying organizational structures.</li> <li>• Identify multiple points of view.</li> <li>• Identify similarities across texts.</li> </ul> <p><b>Writing About Reading</b></p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> <li>• Reflect both prior knowledge and evidence from the text in responses to texts.</li> </ul> <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> <li>• Comment on the writer’s use of graphic</li> </ul>	<p><i>Nonfiction in Focus.</i> Janice V. Kristo and Rosemary Bamford</p> <p><i>Teaching for Deep Comprehension</i> Linda Dorn &amp; Carla Soffos</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Linda Dorn</p> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Fountas &amp; Pinnell Benchmark Assessment System</li> <li>• Grade 4 Writing Proficiency Guide</li> </ul>
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<p><b>Range of Reading and Level of Text Complexity</b> 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.</p>	<p>tools and effective ways of placing them in the text.</p> <ul style="list-style-type: none"> <li>• Provide specific examples and evidence (either orally or in writing) to support written statements about the quality, accuracy, or craft of a text.</li> <li>• Critique the quality or accuracy of a text, citing evidence for opinions.</li> </ul> <p><b>Range of Reading and Level of Text Complexity</b> <b>Text Gradient and Instructional Level Expectations:</b> Levels P-T, end at S/T</p> <p><b>Guided Reading</b> <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> <li>• Change style and pace of reading to reflect purpose.</li> <li>• Adjust reading to process texts with difficult and complex layout.</li> </ul> <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> <li>• Notice aspects of genres.</li> <li>• Identify main ideas and supporting details.</li> </ul> <p><b>Writing About Reading</b> <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> <li>• Include appropriate and important details when summarizing texts.</li> <li>• Write summaries that reflect literal understanding of text.</li> </ul>	<p><b><u>MPCL-Framework:</u></b></p> <ul style="list-style-type: none"> <li>• Reading Workshop</li> <li>• Writing Workshop</li> <li>• Language Study</li> <li>• Word Study</li> <li>• Content Workshop (See Glossary)</li> <li>• Coaching Model</li> </ul> <p><b><u>Resources:</u></b> <i>The Continuum of Literacy Learning (Grades 3-8).</i> Gay Su Pinnell &amp; Irene C. Fountas</p> <p><i>Reading &amp; Writing Informational Text in the Primary Grades.</i> Nell K. Duke</p> <p><i>Nonfiction in Focus.</i> Janice V. Kristo and Rosemary Bamford</p> <p><i>Teaching for Deep Comprehension</i> Linda Dorn &amp; Carla Soffos</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Linda Dorn</p> <p><b><u>Assessments:</u></b></p>
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		<ul style="list-style-type: none"><li>• Fountas &amp; Pinnell Benchmark Assessment System</li><li>• Grade 4 Writing Proficiency Guide</li></ul>
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## RSU 54/MSAD 54 ELA Curriculum

Content Area: English Language Arts  
**Writing Standards (W)**

Grade: 4

**Writing Standards:** The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understanding mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in CCSS Appendix C.

### \*MPCL – Maine Partnership in Comprehensive Literacy

Common Core Standards	RSU 54/MSAD 54 Objectives	Framework/ Resources/Assessments
<p><b>Text Types and Purposes</b>            1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section</p>	<p><b>Text Types and Purposes</b></p> <p><i>Writing</i>  <i>Essay</i></p> <ul style="list-style-type: none"> <li>• Begin with a title or opening that tells the reader what is being argued or explained and end with a conclusion.</li> <li>• Provide a series of clear arguments or reasons to support the argument.</li> <li>• Use opinions supported by facts.</li> <li>• Include illustrations, charts, or diagrams to inform or persuade the reader.</li> </ul> <p><i>Organization</i></p> <ul style="list-style-type: none"> <li>• Present ideas clearly and in a logical sequence or categories.</li> <li>• Introduce ideas followed by supportive</li> </ul>	<p><b><u>MPCL-Framework:</u></b></p> <ul style="list-style-type: none"> <li>• Reading Workshop</li> <li>• Writing Workshop</li> <li>• Language Study</li> <li>• Word Study</li> <li>• Content Workshop (See Glossary)</li> <li>• Coaching Model</li> </ul> <p><b><u>Resources:</u></b>  <i>Units of Study Intermediate Writing 3-5.</i> Lucy Calkins</p> <p><i>The Continuum of Literacy Learning (Grades 3-8)</i> Gay Su Pinnell &amp; Irene C. Fountas</p>

<p>related to the opinion presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>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.</p>	<p>details and examples.</p> <ul style="list-style-type: none"> <li>Clearly show topics and subtopics and indicate them with headings and subheadings in expository writing.</li> <li>Support ideas with facts, details, examples, and explanations from multiple authorities.</li> <li>Use paragraphs to organize ideas.</li> <li>Bring a piece to closure with a concluding statement.</li> </ul> <p><i>Language Use</i></p> <ul style="list-style-type: none"> <li>Use a variety of transitions and connections (words, phrases, sentences and paragraphs).</li> </ul> <p><i>Voice</i></p> <ul style="list-style-type: none"> <li>Produce expository writing that is persuasive and well constructed, and reveals the stance of the writer toward the topic.</li> <li>Produce narratives that are engaging, honest, and reveal the person behind the writing.</li> </ul> <p><i>Drafting/Revising</i></p> <ul style="list-style-type: none"> <li>Create paragraphs that group related ideas.</li> <li>Add transitional words and phrases to clarify meaning and make the writing smoother.</li> <li>Establish an initiating event in a narrative with a series of events flowing from it.</li> <li>Establish the situation, plot or problem, and point of view in fiction drafts.</li> </ul> <p><i>Expository nonfiction</i></p>	<p><i>Units of Study for Teaching Writing for Grades 3-5</i> Lucy Calkins &amp; Leah Mermelstein  <i>Nonfiction in Focus.</i> Janice V. Kristo and Rosemary Bamford</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Dorn &amp; Soffos</p> <p><i>Craft Lessons.</i> Ralph Fletcher &amp; Joann Portalupi</p> <p><i>Writing Workshop.</i> Ralph Fletcher &amp; Joann Portalupi</p> <p><i>Notebook Know-How: Strategies for the Writer's Notebook.</i> Aimee Buckner</p> <p><i>Apprenticeship in Literacy: Transitions Across Reading and Writing.</i> Linda Dorn, Carla Soffos</p> <p><i>Guiding Readers and Writers 3-6.</i> Fountas and Pinnell</p> <p><i>Snapshots.</i> Linda Hoyt</p> <p><i>Common Core State Standards, for English Language Arts &amp; Literacy in History, Social Studies, Science, and Technical Subjects.</i> Appendix C</p> <p><b><u>Assessments:</u></b></p> <ul style="list-style-type: none"> <li>Grade 4 Writing Proficiency</li> </ul>
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<p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<ul style="list-style-type: none"> <li>• Understand that a report may include several categories about the same topic.</li> <li>• Understand that a report has an introductory section, followed by more information in sections or categories.</li> <li>• Use quotes from experts (written texts, speeches or interviews).</li> <li>• Use descriptive and specific vocabulary.</li> <li>• Use new vocabulary specific to the topic.</li> </ul> <p><i>Word choice</i></p> <ul style="list-style-type: none"> <li>• Select precise words to reflect the intended message or meaning.</li> <li>• Use memorable or vivid words (gigantic, desperate).</li> <li>• Use words that convey an intended mood or effect.</li> </ul> <p><i>Memoir (personal narrative, autobiography)</i></p> <ul style="list-style-type: none"> <li>• Select and write personal experiences as “small moments” or experiences and share thinking and feelings about them.</li> <li>• Describe characters by how they look, what they do, say, and think, and what others say about them.</li> </ul> <p><i>Short fiction</i></p> <ul style="list-style-type: none"> <li>• Understand the structure of narrative, including lead or beginning, introduction of characters, setting, problem, series of events, and ending.</li> <li>• Develop an interesting story with believable characters and a realistic or</li> </ul>	<p>Guide</p>
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<p><b>Production and Distribution of Writing</b></p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one</p>	<p>fantastic plot.</p> <ul style="list-style-type: none"> <li>• Write using the structure of narrative-characters involved in a plot, with events ordered by time.</li> <li>• End a narrative with a problem solution and a satisfying conclusion.</li> </ul> <p><i>Language Use</i></p> <ul style="list-style-type: none"> <li>• Use concrete sensory details and descriptive language to develop plot (tension and problem resolution) and setting in memoir, biography, and fiction.</li> <li>• Use descriptive language and dialogue to present characters/subjects who appear and develop in memoir, biography and fiction.</li> </ul> <p><b>Production and Distribution of Writing</b></p> <p><b>Writing</b></p> <p><i>Organization</i></p> <ul style="list-style-type: none"> <li>• Select different genres with a clear purpose in mind (30% Opinion, 30% Explanatory, 30% Narrative).</li> <li>• Present ideas clearly and in a logical sequence or categories.</li> <li>• Organize information according to purpose.</li> <li>• Clearly communicate main points.</li> </ul> <p><i>Rehearsing/Planning</i></p> <ul style="list-style-type: none"> <li>• Write for a specific purpose: to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, plan.</li> <li>• Take audience and purpose into account</li> </ul>	<p><b><u>MPCL-Framework:</u></b></p> <ul style="list-style-type: none"> <li>• Reading Workshop</li> <li>• Writing Workshop</li> <li>• Language Study</li> <li>• Word Study</li> <li>• Content Workshop (See Glossary)</li> <li>• Coaching Model</li> </ul> <p><b><u>Resources:</u></b></p> <p><i>Units of Study Intermediate Writing 3-5.</i> Lucy Calkins</p> <p><i>The Continuum of Literacy Learning (Grades 3-8)</i> Gay Su Pinnell &amp; Irene C. Fountas</p> <p><i>Units of Study for Teaching Writing for Grades 3-5</i> Lucy Calkins &amp; Leah Mermelstein</p>
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<p>page in a single sitting.</p>	<p>when choosing a topic.</p> <ul style="list-style-type: none"> <li>• Understand a range for genres and forms and select from them according to topic and purpose.</li> <li>• Generate and expand ideas through talk with peers and teacher.</li> <li>• Look for ideas and topics in personal experiences, shared through talk.</li> <li>• Get ideas from other books and writers about how to approach a topic.</li> </ul> <p><i>Drafting/Revising</i></p> <ul style="list-style-type: none"> <li>• Understand the role of the writer, teacher or peer writer in conference.</li> <li>• Understand revision as a means for making written messages stronger and clearer to readers.</li> <li>• Change writing in response to peer or teacher feedback.</li> <li>• Understand that a writer rereads and revises while drafting (recursive process).</li> <li>• Know how to use an editing/proofreading checklist.</li> </ul> <p><i>Viewing Self as a Writer</i></p> <ul style="list-style-type: none"> <li>• Show interest in and work at crafting good writing, incorporating new learning from instruction.</li> <li>• Self-evaluate own writing and talk about what is good about it and what techniques were used.</li> </ul>	<p><i>Nonfiction in Focus.</i> Janice V. Kristo and Rosemary Bamford</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Dorn &amp; Soffos</p> <p><i>Craft Lessons.</i> Ralph Fletcher &amp; Joann Portalupi</p> <p><i>Writing Workshop.</i> Ralph Fletcher &amp; Joann Portalupi</p> <p><i>Notebook Know-How: Strategies for the Writer's Notebook.</i> Aimee Buckner</p> <p><i>Apprenticeship in Literacy: Transitions Across Reading and Writing.</i> Linda Dorn, Carla Soffos</p> <p><i>Guiding Readers and Writers 3-6.</i> Fountas and Pinnell</p> <p><i>Snapshots.</i> Linda Hoyt</p> <p><i>Common Core State Standards, for English Language Arts &amp; Literacy in History, Social Studies, Science, and Technical Subjects.</i> Appendix C</p> <p><b><u>Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Grade 4 Writing Proficiency Guide</li> </ul>
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<p><b>Research to Build and Present Knowledge</b></p> <p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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> <p>9. Draw evidence from literary or informational</p>	<p><i>Handwriting/Word-Processing</i></p> <ul style="list-style-type: none"> <li>• Use word processor to get ideas down, revise, edit, and publish.</li> <li>• Use efficient keyboarding skills to create drafts, revise, edit, and publish.</li> </ul> <p><i>Editing and proofreading</i></p> <ul style="list-style-type: none"> <li>• Use spell check on the computer, monitoring changes carefully.</li> <li>• Use grammar check on the computer, monitoring changes carefully.</li> </ul> <p><b><i>Oral, Visual, and Technological Communication</i></b></p> <p><i>General communication</i></p> <ul style="list-style-type: none"> <li>• Send and respond to email.</li> <li>• Participate in online learning groups.</li> </ul> <p><i>Publishing</i></p> <ul style="list-style-type: none"> <li>• Rapidly and efficiently use keyboarding while working with word-processing programs.</li> </ul> <p><b>Research to Build and Present Knowledge</b></p> <p><b><i>Writing About Reading</i></b></p> <p><i>Information writing</i></p> <ul style="list-style-type: none"> <li>• Short report utilizing information from one or more texts.</li> </ul> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> <li>• Include important details from the content of an informational text.</li> </ul>	<p><b><u>MPCL-Framework:</u></b></p> <ul style="list-style-type: none"> <li>• Reading Workshop</li> <li>• Writing Workshop</li> <li>• Language Study</li> <li>• Word Study</li> <li>• Content Workshop (See Glossary)</li> <li>• Coaching Model</li> </ul> <p><b><u>Resources:</u></b></p> <p><i>Units of Study Intermediate Writing 3-</i></p>
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<p>texts to support analysis, reflection, and research.</p> <p>a. 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].”).</p> <p>b. 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”).</p>	<ul style="list-style-type: none"> <li>• Provide evidence from the text or personal experience to support written statements about a text.</li> <li>• Represent important information about a fiction text (characters, problems, sequence of events, problem resolution).</li> <li>• Provide details that are important to understanding the relationship among plot, setting, and character traits.</li> <li>• Reflect both prior knowledge and evidence from the text in responses to text.</li> </ul> <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> <li>• Express a wide range of predictions using (and including) information as evidence from the text.</li> <li>• Infer characters’ feelings and motivations and include evidence from the text to support thinking.</li> </ul> <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> <li>• Provide specific examples and evidence (either orally or in writing) to support written statements about the quality, accuracy or craft of a text.</li> <li>• Write statements of the underlying message or theme of the story and include examples from the text or rationales.</li> </ul> <p><b>Writing</b> <i>Expository nonfiction</i></p> <ul style="list-style-type: none"> <li>• Understand that feature articles and reports require research and organization.</li> </ul>	<p>5. Lucy Calkins</p> <p><i>The Continuum of Literacy Learning (Grades 3-8)</i> Gay Su Pinnell &amp; Irene C. Fountas</p> <p><i>Units of Study for Teaching Writing for Grades 3-5</i> Lucy Calkins &amp; Leah Mermelstein</p> <p><i>Nonfiction in Focus.</i> Janice V. Kristo and Rosemary Bamford</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Dorn &amp; Soffos</p> <p><i>Craft Lessons.</i> Ralph Fletcher &amp; Joann Portalupi</p> <p><i>Writing Workshop.</i> Ralph Fletcher &amp; Joann Portalupi</p> <p><i>Notebook Know-How: Strategies for the Writer’s Notebook.</i> Aimee Buckner</p> <p><i>Apprenticeship in Literacy: Transitions Across Reading and Writing.</i> Linda Dorn, Carla Soffos</p> <p><i>Guiding Readers and Writers 3-6.</i>Fountas and Pinnell</p> <p><i>Snapshots.</i> Linda Hoyt</p>
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	<ul style="list-style-type: none"> <li>• Write with a focus on a topic, including several aspects (e.g., report).</li> </ul> <p><i>Rehearsing/Planning</i></p> <ul style="list-style-type: none"> <li>• Determine when research is necessary to cover a topic adequately.</li> <li>• Conduct research to gather information in planning a writing project (e.g., live interviews, Internet, artifacts, articles, books).</li> </ul> <p><i>Essay</i></p> <ul style="list-style-type: none"> <li>• Take topics from stories or everyday observations.</li> </ul> <p><i>Rehearsing/Planning</i></p> <ul style="list-style-type: none"> <li>• Take notes from interviews or observation.</li> <li>• Observe carefully events, people, settings, and other aspects of the world to gather information on a topic.</li> <li>• Create categories of information.</li> <li>• Use notes to record and organize information.</li> <li>• Search for appropriate information from multiple sources (books, and other print materials, websites, interviews).</li> </ul> <p><i>Drafting/Revising</i></p> <ul style="list-style-type: none"> <li>• Use footnotes to add information.</li> </ul> <p><i>Short fiction</i></p> <ul style="list-style-type: none"> <li>• Describe the setting with appropriate</li> </ul>	<p><i>Common Core State Standards, for English Language Arts &amp; Literacy in History, Social Studies, Science, and Technical Subjects.</i></p> <p>Appendix C</p> <p><b><u>Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Grade 4 Writing Proficiency Guide</li> </ul>
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<p><b>Range of Writing</b> 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>detail.</p> <p><i>Test Writing</i></p> <ul style="list-style-type: none"> <li>• State a point of view and provide evidence.</li> </ul> <p><b><i>Oral, Visual and Technological Communication</i></b></p> <p><i>Gathering information</i></p> <ul style="list-style-type: none"> <li>• Understand the importance of multiple sites and sources for research.</li> </ul> <p><i>Publishing</i></p> <ul style="list-style-type: none"> <li>• Cite and credit material downloaded from interactive media.</li> </ul> <p><b>Range of Writing</b></p> <p><b>Writing</b></p> <p><i>Organization</i></p> <ul style="list-style-type: none"> <li>• Choose a narrative or informational genre and organize the text appropriately.</li> </ul> <p><i>Language Use</i></p> <ul style="list-style-type: none"> <li>• Vary language and style as appropriate to audience and purpose.</li> </ul> <p><i>Rehearsing/Planning</i></p> <ul style="list-style-type: none"> <li>• Use a writer’s notebook or booklet as a tool for collecting ideas, experimenting, planning, sketching, or drafting.</li> <li>• Gather a variety of entries (character map, timeline, sketches, observations, free writes, drafts, lists) in a writer’s notebook.</li> <li>• Think through a topic, focus, organization</li> </ul>	<p><b><u>MPCL-Framework:</u></b></p> <ul style="list-style-type: none"> <li>• Reading Workshop</li> <li>• Writing Workshop</li> <li>• Language Study</li> <li>• Word Study</li> <li>• Content Workshop (See Glossary)</li> <li>• Coaching Model</li> </ul> <p><b><u>Resources:</u></b></p> <p><i>Units of Study Intermediate Writing 3-5.</i> Lucy Calkins</p> <p><i>The Continuum of Literacy Learning (Grades 3-8)</i> Gay Su Pinnell &amp; Irene C. Fountas</p> <p><i>Units of Study for Teaching Writing for Grades 3-5</i> Lucy Calkins &amp; Leah Mermelstein</p>
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	<p>and audience.</p> <ul style="list-style-type: none"> <li>• Select from a variety of forms the kind of text that will fit the purpose (books with illustrations and words; alphabet books; label books; poetry books; question and answer books; illustration-only books).</li> </ul> <p><i>Drafting/Revising</i></p> <ul style="list-style-type: none"> <li>• Provide insight as to why an incident or event is memorable.</li> <li>• Reread and revise the discovery draft or rewrite sections to clarify meaning.</li> <li>• Reread writing to rethink and make changes.</li> </ul> <p><i>Viewing Self as a Writer</i></p> <ul style="list-style-type: none"> <li>• Write in a variety of genres across the year.</li> <li>• View self as a writer.</li> <li>• Notice what makes writing effective and name the craft or technique.</li> <li>• Produce a reasonable quantity of writing within the time available.</li> <li>• Compare previous to revised writing and notice and talk about the differences.</li> <li>• Self-evaluate pieces of writing in light of what is known about a genre.</li> </ul>	<p><i>Nonfiction in Focus.</i> Janice V. Kristo and Rosemary Bamford</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Dorn &amp; Soffos</p> <p><i>Craft Lessons.</i> Ralph Fletcher &amp; Joann Portalupi</p> <p><i>Writing Workshop.</i> Ralph Fletcher &amp; Joann Portalupi</p> <p><i>Notebook Know-How: Strategies for the Writer's Notebook.</i> Aimee Buckner</p> <p><i>Apprenticeship in Literacy: Transitions Across Reading and Writing.</i> Linda Dorn, Carla Soffos</p> <p><i>Guiding Readers and Writers 3-6.</i> Fountas and Pinnell</p> <p><i>Snapshots.</i> Linda Hoyt</p> <p><i>Common Core State Standards, for English Language Arts &amp; Literacy in History, Social Studies, Science, and Technical Subjects.</i> Appendix C</p> <p><b><u>Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Grade 4 Writing Proficiency Guide</li> </ul>
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**RSU 54/MSAD 54 ELA Curriculum**

Content Area: English Language Arts  
**Speaking and Listening Standards (SL)**

Grade: 4

**Speaking and Listening Standards:** The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

**\*MPCL – Maine Partnership in Comprehensive Literacy**

Common Core Standards	RSU 54/MSAD 54 Objectives	Framework/ Resources/Assessments
<p><b>Comprehension and Collaboration</b>                      1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>	<p><b>Comprehension and Collaboration</b>  <b>Oral, Visual, and Technological Communication</b></p> <p><i>Speaking and Listening</i>  <i>Social Interactions</i></p> <ul style="list-style-type: none"> <li>• Use conversational techniques that encourage others to talk.</li> </ul> <p><i>Extended Discussion</i></p> <ul style="list-style-type: none"> <li>• Ask clear questions and follow-up questions.</li> <li>• Restate points that have been made and extend or elaborate them.</li> <li>• Recall information, big ideas, or point made by others in conversation or from presentations by students or teachers.</li> </ul> <p><i>Content</i></p>	<p><b><u>MPCL-Framework:</u></b></p> <ul style="list-style-type: none"> <li>• Reading Workshop</li> <li>• Writing Workshop</li> <li>• Language Study</li> <li>• Word Study</li> <li>• Content Workshop (See Glossary)</li> <li>• Coaching Model</li> </ul> <p><b><u>Resources:</u></b>  <i>Units of Study Intermediate Writing 3-5.</i> Lucy Calkins</p> <p><i>The Continuum of Literacy Learning (Grades 3-8)</i> Gay Su Pinnell &amp; Irene C. Fountas</p> <p><i>Units of Study for Teaching Writing for Grades 3-5</i> Lucy Calkins &amp; Leah Mermelstein</p>

<p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p><b>Presentation of Knowledge and Ideas</b></p>	<ul style="list-style-type: none"> <li>• Express opinions and support with evidence.</li> <li>• Express and reflect on feelings of self and others.</li> </ul> <p><i>Ideas and Content</i></p> <ul style="list-style-type: none"> <li>• Add evaluative comments, making clear that opinion is being stated (I think...).</li> </ul>	<p><i>Nonfiction in Focus.</i> Janice V. Kristo and Rosemary Bamford</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Dorn &amp; Soffos</p> <p><i>Craft Lessons.</i> Ralph Fletcher &amp; Joann Portalupi</p> <p><i>Writing Workshop.</i> Ralph Fletcher &amp; Joann Portalupi</p> <p><i>Notebook Know-How: Strategies for the Writer's Notebook.</i> Aimee Buckner</p> <p><i>Apprenticeship in Literacy: Transitions Across Reading and Writing.</i> Linda Dorn, Carla Soffos</p> <p><i>Guiding Readers and Writers 3-6.</i> Fountas and Pinnell</p> <p><i>Snapshots.</i> Linda Hoyt</p> <p><i>Common Core State Standards, for English Language Arts &amp; Literacy in History, Social Studies, Science, and Technical Subjects.</i> Appendix C</p> <p><b><u>Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Grade 4 Writing Proficiency Guide</li> </ul> <p><b><u>MPCL-Framework:</u></b></p>
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<p>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> <p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>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>	<p><b>Presentation of Knowledge and Ideas Oral, Visual, and Technological Communication</b></p> <p><i>Presentation Organization</i></p> <ul style="list-style-type: none"> <li>• Make points in logical order, keeping audience in mind.</li> <li>• Sequence ideas, examples, and evidence in a way that shows their relationship.</li> </ul> <p><i>Technology Media</i></p> <ul style="list-style-type: none"> <li>• Use visual displays as appropriate (diagrams, charts, illustrations).</li> </ul> <p><i>Presentation Conventions</i></p> <ul style="list-style-type: none"> <li>• Demonstrate the use of specific language for different kinds of presentation (dramatic, narrative, reports, news programs).</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Workshop</li> <li>• Writing Workshop</li> <li>• Language Study</li> <li>• Word Study</li> <li>• Content Workshop (See Glossary)</li> <li>• Coaching Model</li> </ul> <p><b>Resources:</b></p> <p><i>Units of Study Intermediate Writing 3-5.</i> Lucy Calkins</p> <p><i>The Continuum of Literacy Learning (Grades 3-8)</i> Gay Su Pinnell &amp; Irene C. Fountas</p> <p><i>Units of Study for Teaching Writing for Grades 3-5</i> Lucy Calkins &amp; Leah Mermelstein</p> <p><i>Nonfiction in Focus.</i> Janice V. Kristo and Rosemary Bamford</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Dorn &amp; Soffos</p> <p><i>Craft Lessons.</i> Ralph Fletcher &amp; Joann Portalupi</p> <p><i>Writing Workshop.</i> Ralph Fletcher &amp; Joann Portalupi</p> <p><i>Notebook Know-How: Strategies for the Writer's Notebook.</i> Aimee Buckner</p>
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*Apprenticeship in Literacy:  
Transitions Across Reading and  
Writing.* Linda Dorn, Carla Soffos

*Guiding Readers and Writers 3-6.*  
Fountas and Pinnell

*Snapshots.* Linda Hoyt

*Common Core State Standards, for  
English Language Arts & Literacy in  
History, Social Studies, Science, and  
Technical Subjects.*  
Appendix C

**Assessments:**

- Grade 4 Writing Proficiency  
Guide

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### RSU 54/MSAD 54 ELA Curriculum

Content Area: English Language Arts  
**Language Standards (L)**

Grade: 4

**Language Standards:** The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understanding that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*). See table on page 30 for a complete list and Appendix A for an example of how these skills develop in sophistication.

#### \*MPCL – Maine Partnership in Comprehensive Literacy

Common Core Standards	RSU 54/MSAD 54 Objectives	Framework Resources/Assessments
<p><b>Conventions of Standard English</b></p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. Order adjectives within sentences according</p>	<p><b>Conventions of Standard English</b></p> <p><b>Writing</b></p> <p><i>Conventions</i></p> <ul style="list-style-type: none"> <li>• Use nouns and pronouns that are in agreement (<i>Mike/he</i>).</li> <li>• Use indefinite and relative pronouns correctly (<i>me, him, her; I, he, she</i>).</li> <li>• Use adjectives and adverbs correctly.</li> <li>• Use prepositions and prepositional phrases correctly.</li> <li>• Use conventional sentence structure for complex sentences with embedded clauses.</li> <li>• Edit for grammar.</li> <li>• Use capital letters correctly in dialogue.</li> </ul>	<p><b><u>MPCL-Framework:</u></b></p> <ul style="list-style-type: none"> <li>• Reading Workshop</li> <li>• Writing Workshop</li> <li>• Language Study</li> <li>• Word Study</li> <li>• Content Workshop (See Glossary)</li> <li>• Coaching Model</li> </ul> <p><b><u>Resources:</u></b></p> <p><i>Units of Study Intermediate Writing 3-5.</i> Lucy Calkins</p> <p><i>The Continuum of Literacy Learning (Grades 3-8)</i> Gay Su Pinnell &amp; Irene C. Fountas</p>

<p>to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).*</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> <li>• Use more complex capitalization with increasing accuracy, such as abbreviations and quotation marks in split dialogue.</li> <li>• Use commas to identify a series and to introduce clauses.</li> <li>• Use spell check on the computer, monitoring changes carefully.</li> <li>• Use a dictionary to check on spelling and meaning.</li> </ul> <p><i>Craft</i></p> <ul style="list-style-type: none"> <li>• Use a variety of sentence structures and lengths.</li> </ul> <p><b><i>Phonics, Spelling and Word Study</i></b></p> <ul style="list-style-type: none"> <li>• Employ self-monitoring strategies for continually accumulating ability to read and write accurately a large core of high-frequency words (working toward automatic knowledge of the 500 most frequent).</li> </ul>	<p><i>Units of Study for Teaching Writing for Grades 3-5</i> Lucy Calkins &amp; Leah Mermelstein</p> <p><i>Nonfiction in Focus.</i> Janice V. Kristo and Rosemary Bamford</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Dorn &amp; Soffos</p> <p><i>Craft Lessons.</i> Ralph Fletcher &amp; Joann Portalupi</p> <p><i>Writing Workshop.</i> Ralph Fletcher &amp; Joann Portalupi</p> <p><i>Notebook Know-How: Strategies for the Writer's Notebook.</i> Aimee Buckner</p> <p><i>Apprenticeship in Literacy: Transitions Across Reading and Writing.</i> Linda Dorn, Carla Soffos</p> <p><i>Guiding Readers and Writers 3-6.</i> Fountas and Pinnell</p> <p><i>Snapshots.</i> Linda Hoyt</p> <p><i>Common Core State Standards, for English Language Arts &amp; Literacy in History, Social Studies, Science, and Technical Subjects.</i> Appendix C</p> <p><b><u>Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Grade 4 Writing Proficiency</li> </ul>
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<p><b>Knowledge of Language</b> 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.*</p> <p>b. Choose punctuation for effect.*</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).</p>	<p><b>Knowledge of Language</b> <b>Writing</b> <i>Conventions</i></p> <ul style="list-style-type: none"> <li>Learn about the possibility of using punctuation and its effect on readers by studying mentor texts.</li> </ul> <p><i>Craft</i></p> <ul style="list-style-type: none"> <li>Select precise words to reflect the intended message or meaning.</li> </ul> <p><i>Writing Process</i></p> <ul style="list-style-type: none"> <li>Understand how the writing meets the needs of a specific reader or audience.</li> </ul> <p><b>Oral, Visual, and Technological Communication</b></p> <ul style="list-style-type: none"> <li>Use language appropriate to oral presentation words (rather than literary language or slang).</li> </ul>	<p>Guide</p> <p><b><u>MPCL-Framework:</u></b></p> <ul style="list-style-type: none"> <li>Reading Workshop</li> <li>Writing Workshop</li> <li>Language Study</li> <li>Word Study</li> <li>Content Workshop (See Glossary)</li> <li>Coaching Model</li> </ul> <p><b><u>Resources:</u></b> <i>Units of Study Intermediate Writing 3-5.</i> Lucy Calkins</p> <p><i>The Continuum of Literacy Learning (Grades 3-8)</i> Gay Su Pinnell &amp; Irene C. Fountas</p> <p><i>Units of Study for Teaching Writing for Grades 3-5</i> Lucy Calkins &amp; Leah Mermelstein</p> <p><i>Nonfiction in Focus.</i> Janice V. Kristo and Rosemary Bamford</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Dorn &amp; Soffos</p> <p><i>Craft Lessons.</i> Ralph Fletcher &amp; Joann Portalupi</p> <p><i>Writing Workshop.</i> Ralph Fletcher &amp;</p>
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<p><b>Vocabulary Acquisition and Use</b></p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning</p>	<p><b>Vocabulary Acquisition and Use</b></p> <p><b>Writing</b></p> <p><i>Conventions</i></p> <ul style="list-style-type: none"> <li>• Correctly spell words that have been studied.</li> <li>• Be aware of the spelling of common suffixes.</li> </ul> <p><i>Craft</i></p>	<p>Joann Portalupi</p> <p><i>Notebook Know-How: Strategies for the Writer's Notebook.</i> Aimee Buckner</p> <p><i>Apprenticeship in Literacy: Transitions Across Reading and Writing.</i> Linda Dorn, Carla Soffos</p> <p><i>Guiding Readers and Writers 3-6.</i> Fountas and Pinnell</p> <p><i>Snapshots.</i> Linda Hoyt</p> <p><i>Common Core State Standards, for English Language Arts &amp; Literacy in History, Social Studies, Science, and Technical Subjects.</i> Appendix C</p> <p><b><u>Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Grade 4 Writing Proficiency Guide</li> </ul> <p><b><u>MPCL-Framework:</u></b></p> <ul style="list-style-type: none"> <li>• Reading Workshop</li> <li>• Writing Workshop</li> <li>• Language Study</li> <li>• Word Study</li> <li>• Content Workshop (See Glossary)</li> <li>• Coaching Model</li> </ul> <p><b><u>Resources:</u></b></p> <p><i>Units of Study Intermediate Writing 3-</i></p>
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<p>of a word (e.g., telegraph, photograph, autograph).</p> <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.</p> <p>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., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>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., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<ul style="list-style-type: none"> <li>• Use words in figurative ways to make comparisons (simile, metaphor).</li> <li>• Select precise words to reflect the intended message or meaning.</li> <li>• Use range of descriptive word to enhance the meaning.</li> <li>• Use strong verbs (more descriptive or interesting than words typically used; e.g., hurled instead of threw).</li> </ul> <p><b><i>Phonics, Spelling and Word Study</i></b></p> <p><i>Word Structure</i></p> <ul style="list-style-type: none"> <li>• Recognize and use common prefixes as well as prefixes that refer to numbers.</li> </ul> <p><i>Word-Solving Actions</i></p> <ul style="list-style-type: none"> <li>• Use the context of a sentence, paragraph, or whole text to help determine the precise meaning of a word.</li> <li>• Recognize and use homographs, homophones, and words with multiple meanings.</li> <li>• Recognize and use words as metaphors and similes to make comparisons.</li> <li>• Employ self-monitoring strategies for continually accumulating ability to read and write accurately a large core of high-frequency words (working toward automatic knowledge of the 500 most frequent).</li> </ul> <p><i>Thinking Within the Text</i></p>	<p>5. Lucy Calkins</p> <p><i>The Continuum of Literacy Learning (Grades 3-8)</i> Gay Su Pinnell &amp; Irene C. Fountas.</p> <p><i>Units of Study for Teaching Writing for Grades 3-5</i> Lucy Calkins &amp; Leah Mermelstein</p> <p><i>Nonfiction in Focus.</i> Janice V. Kristo and Rosemary Bamford</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Dorn &amp; Soffos</p> <p><i>Craft Lessons.</i> Ralph Fletcher &amp; Joann Portalupi</p> <p><i>Writing Workshop.</i> Ralph Fletcher &amp; Joann Portalupi</p> <p><i>Notebook Know-How: Strategies for the Writer's Notebook.</i> Aimee Buckner</p> <p><i>Apprenticeship in Literacy: Transitions Across Reading and Writing.</i> Linda Dorn, Carla Soffos</p> <p><i>Guiding Readers and Writers 3-6.</i> Fountas and Pinnell</p> <p><i>Snapshots.</i> Linda Hoyt</p> <p><i>Common Core State Standards, for</i></p>
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	<ul style="list-style-type: none"><li>• Demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing endings and prefixes).</li><li>• Use readers' tools such as glossaries, dictionaries, pronunciation guides to solve words, including difficult proper nouns or technical words.</li></ul>	<p><i>English Language Arts &amp; Literacy in History, Social Studies, Science, and Technical Subjects. Appendix C</i></p> <p><b><u>Assessments:</u></b></p> <ul style="list-style-type: none"><li>• Grade 4 Writing Proficiency Guide</li></ul>
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