

ESSENTIAL QUESTION	COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING	READING STANDARD	GRADE FOUR SKILL	ASSESSMENT	RESOURCES
<p>How do you recognize a character, setting or main event?</p> <p>How can descriptive words make a text more interesting?</p> <p>How is poetry different from prose?</p> <p>What has occurred in your own life to help you understand the text?</p> <p>What is a theme?</p> <p>Why do characters change during the course of a story?</p> <p>How might differentiating between cause/effect improve your understanding?</p>	<p>Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* 8. Delineate and evaluate the</p>	<p><u>Literature</u></p> <p><i>Key Ideas & Details</i></p> <p><i>Craft & Structure</i></p> <p><i>Integration of Knowledge and Ideas</i></p> <p><i>Range of Reading & Level of Text Complexity</i></p> <p><i>Responding to Literature</i></p>	<ul style="list-style-type: none"> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Determine a theme of a story, drama, or poem from details in the text, summarize the text. Describe in depth a character, setting or event in a story drawing on specific details in the text (e.g., a character’s thoughts, words or actions). Determine the meaning words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>) 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., cast of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations. 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 to the text. Compare and contrast the treatments 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. Read and comprehend literature, including stories, dramas and poetry, in the grades 4-6 text complexity band proficiently, with scaffolding as needed at the high end of the range by end of year Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas and cultural perspectives, personal events and situations. <ul style="list-style-type: none"> ➤ Self-select text based upon personal preferences. 	<p><i>Journeys</i>: Benchmark and Unit Tests, 4th</p> <p>New York State Grade 4 Test Language Arts Reading Listening/Reading Reading /Writing</p> <p>Teacher made Parallel Assessments</p> <p>Running Records Quarterly</p> <p>Note: Students at risk should be monitored more frequently for growth. (<i>Response to Intervention,, RTI</i>)</p> <p>Story Maps</p> <p>Conference log</p> <p>Reading Journals and Lists</p> <p>Observation</p> <p>Checklists</p> <p>Rubrics</p> <p>Short answer, open response</p>	<p><i>Stories: children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth.</i></p> <p><i>Drama: Staged dialogue</i> <i>Poetry: nursery rhymes and the subgenres of the narrative poem, limerick and free verse poems.</i></p> <p>Examples: Grades 4-5 50% 1. <i>Alice’s Adventure in Wonderland</i> 2. <i>“Casey at the Bat”</i> 3. <i>The Black Stallion</i> 4. <i>“Zlateh the Goat</i> 5. <i>Where the Mountain Meets the Moon</i></p> <p>Classroom:</p> <ul style="list-style-type: none"> Charts Centers Graphic organizers Word Walls <p>Instructional Practices: Readers Workshop and Writers Workshop are not limited to:</p> <ul style="list-style-type: none"> Modeling Shared reading Read aloud Think aloud Guided Reading Choral Reading Partner Reading Independent Reading (SSR) Literature Circles

<p>How does summarizing help you prioritize information in a story?</p> <p>How does the author's choice of figurative language create mental images as you read?</p> <p>How does understanding word relationships improve your vocabulary as you read?</p> <p>How does distinguishing between fact and opinion help you separate details in a story?</p> <p>How does paraphrasing help you prioritize information in a story?</p> <p>What is a feature article?</p> <p>Why do writers write feature articles?</p>	<p>argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Not Applicable to literature.)</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Responding to Literature</p> <p>11. Recognize and make connections in narratives, poetry and drama to other texts, ideas, cultural perspectives, personal events, and situations.</p>	<p><u>Informational Text</u> <i>Key Ideas & Details</i></p> <p><i>Craft and Structure</i></p> <p><i>Integration of Knowledge & Ideas</i></p> <p><i>Range of Reading and Level of Text Complexity</i></p> <p><u>Foundational Skills</u></p> <p><i>Phonics and Word Recognition</i></p> <p><i>Fluency</i></p>	<ul style="list-style-type: none"> • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • Determine the main idea of a text and explain how it is supported by key details, summarize the text. • 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. • Determine the meaning of general academic and domain specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>. • 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. • Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. • Interpret information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. • Explain how an author uses reasons and evidence to support particular points in a text. • Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. • Read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 complexity band proficiently, with scaffolding needed at the high end of the range by year end • Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> ➢ 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 • Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> ➢ Read grade-level text with purpose and understanding. 	<ul style="list-style-type: none"> • Mini lessons • Journaling • Author's chair • <i>Great Books</i>: Text Based Discussions format. <p><i>Biographies, autobiographies, historical, scientific and technical books and texts.</i> <i>Graphs, charts, maps and digital sources</i></p> <p>Examples: Grades 4-5 <u>50%</u></p> <ol style="list-style-type: none"> 1. <i>Discovering Mars</i> 2. <i>Hurricanes</i> 3. <i>A History of US</i> 4. <i>Horses</i> 5. <i>Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea</i> 6. <i>The Heart</i> 7. <i>The Heart and Circulation</i> 8. <i>The Circulatory System</i> 9. <i>The Amazing Circulatory System</i> 10. <i>The Lungs</i> 11. <i>The Respiratory System by Susan Glassor Kristin Petrie</i> 12. <i>The Remarkable Respiratory System</i> 13. <i>The Endocrine System</i> 14. <i>The Exciting Endocrine System</i> <p>Authors and Illustrators www.macmillan.com</p> <p>A-Z Reading www.readinga-z.com</p> <p>Brain Pop http://www.brainpop.com/</p>
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<p>How do writers use their lives and experiences to select and plan for a feature article?</p> <p>Why is it necessary to validate your key ideas with fact?</p> <p>How will accurate words about a topic improve your understanding?</p> <p>How might characters change from the beginning to the end of a story or drama?</p> <p>What do you know about the writing process?</p> <p>How will conferencing with peers or adults improve your writing organization and style?</p>	<p><u>COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING</u></p> <p>Text Type and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Begins in Grade 3) 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Research to Build Present and Present Knowledge 7. Conduct short as well as more sustained research projects based on questions, demonstrating</p>	<p><u>Writing</u></p> <p><i>Text Types and Purpose</i></p> <p>Writing Instructional Focus <i>Persuasive 30%</i> <i>Explanatory 35%</i> <i>Convey Experience 35%</i></p> <ul style="list-style-type: none"> • <i>Real or Imagined</i> <p><i>Production and Distribution of Writing</i></p>	<ul style="list-style-type: none"> ➤ Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. ➤ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> ➤ Introduce a topic or text clearly, state an opinion, and create organizational structure in which related ideas are grouped to support the writer’s purpose. ➤ Provide reasons that are supported by facts and details. ➤ Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). ➤ Provide a concluding statement or section related to the opinion presented. • Write information/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> ➤ Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings) illustrations, and multimedia when useful to adding comprehension. ➤ Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. ➤ Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). ➤ Use precise language and domain-specific vocabulary to inform about or explain a topic. ➤ Provide a concluding statement or section related to the information or explanation presented. • Write narratives to develop real/imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> ➤ Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. ➤ Use dialogue and description to develop experiences and events or show the responses of characters to situations. ➤ Use a variety of transitional words and phrases and sensory details to convey experiences and events precisely. ➤ Provide a conclusion that follows from the narrated experiences or events. • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, audience.(standards 1-3) 	<p>Samples of student work accumulated overtime on a range of writing styles.</p> <p>Writing rubrics.</p> <p>Literature extension:</p> <ul style="list-style-type: none"> • scripts for drama • visual arts • written forms • webs • charts • time lines • murals <p>Examples of writing across the curriculum</p> <ul style="list-style-type: none"> • reports • journals • literature logs • feature article <p>Student record of books read and attempted</p> <p>Written presentation with visuals.</p> <p>Criterion based rubrics</p> <p>Typed essay of at least one page.</p> <p>Criterion based rubric.</p>	<p><u>Classroom Assessment & Grading</u>, Robert Marzano</p> <p>CCSS for ELA and Literacy include 3 appendices:</p> <ul style="list-style-type: none"> • Appendix A Research supporting key elements of the standards and Key Terms • Appendix B: Test Exemplars and Sample Performance Tasks • Appendix C: Samples of Student Writing <p>Common Core:</p> <ul style="list-style-type: none"> • Getting Started With the Common Core • Common Core Implementation, instructional Shifts Video Series • Curriculum Exemplars <p>http://www.corestandards.org</p> <p>http://www.emsc.nysed.gov/ciai/</p> <p>http://engageny.org/teachers/</p> <p><u>Common Formative Assessments</u>, Larry Ainsworth and Donald Viegut</p> <p><u>Classrooms That Work: They Can All Read and Write</u> by Patricia Cunningham and Richard L. Allington</p> <p>Cooperative Learning <u>Cooperative Learning</u>, Spencer Kagan, www.KaganOnline.com</p>
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<p>What are good informational sources?</p> <p>What does it mean to paraphrase?</p> <p>How do oral presentations help a student to gain confidence?</p> <p>How will punctuation aid the audience when they are listening to a speech?</p> <p>Do you speak to your friends differently than you speak to your teacher or other adults?</p> <p>Where can you locate Greek or Latin clues to words?</p> <p>How do similes and metaphors enhance our writing?</p>	<p>understanding of the subject under investigation.</p> <p>8. Gather relevant information from information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the informational texts to support analysis, reflection, and research.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection and research.(Begins in Grade 4)</p> <p>Range of Writing (Beings in Grade 3)</p> <p>10. Write routinely over extended time frames(time for research, reflection, and revision) and shorter time-frames (a single sitting or day or two) for a range of tasks, purposes, and audiences.</p> <p>Responding To Literature</p> <p>11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.</p> <p><u>COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING</u></p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their</p>	<p><i>Research to Build/ Present Knowledge</i></p> <p><i>Range of Writing</i></p> <p><i>Response to Literature</i></p> <p><i>Speaking & Listening</i></p> <p><i>Comprehension and Collaboration</i></p>	<p><i>With guidance and support from peers and adults:</i></p> <ul style="list-style-type: none"> • Develop and strengthen writing as needed by planning, revising, and editing • Demonstrate command of language standards up to 1-3 and including grade 4. <ul style="list-style-type: none"> ➢ 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 page in a single sitting. • Conduct short research projects that build knowledge through investigation of different aspects of a topic. • Recall relevant information from experiences or gather relevant information from print and digital resources; take notes and categorize information, and provide a list of resources. • Draw evidence from literary or informational texts to support analysis, reflection and research. <ul style="list-style-type: none"> ➢ Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words or actions].”). ➢ 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”). • Write routinely over extended time frames (time for research, reflection, revision) and shorter time frames (single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audience. • Create and present a poem, narrative, play, art work, or literary review in response to a particular author or theme studied in class. • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners <i>on grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> ➢ Come to discussions prepared having read or studied required material; explicitly draw on that preparations and other information known about the topic to explore ideas under discussion. ➢ Follow agreed-upon rules for discussions and carry out assigned 	<p>Text based discussions, criterion based rubric.</p> <p>Book Talks</p> <p>Oral Presentations of 2 to 4 minutes, criterion based rubric.</p> <p>Record text and reflect on quality of presentation, criterion based rubric.</p>	<p><u>Curriculum 21: Essential Education For A Changing World</u>, Heidi Hayes Jacobs</p> <p><u>Critical Thinking: Basic Theory and Instructional Structures Handbook</u>, Richard W. Paul, Linda Elder</p> <p><u>The Differentiated Classroom: Responding To The Needs Of All Learners</u>, Carol Ann Tomlinson</p> <p><u>Effective Classroom Assessment: Linking Assessment with Instruction</u> by Catherine Garrison, Dennis Chandler, and Michael Ehringhaus</p> <p><u>Handbook of Instructional Practices for Literacy Teacher-Educators</u>: examples ... Joyce Many</p> <p><i>Journeys Comprehensive Language and Literacy Guide</i>, 4th www.k6.thinkcentral.com</p> <p><u>Leveling Books K-6: Matching Readers to Text</u>, Brenda M. Weaver</p>
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<p>How do specific words convey ideas in a more interesting manner?</p>	<p>own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge/ Ideas 4. Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style appropriate to task, purpose, and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><u>COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE</u> Conventions of Standard English 1. Demonstrate command of conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language (Begins in Grade 2) 3. Apply knowledge of language to understand how language functions</p>	<p><i>Presentation of Knowledge and Ideas</i></p> <p><u>Language</u></p> <p><i>Conventions of Standard English</i></p>	<p>roles.</p> <ul style="list-style-type: none"> ➤ 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. ➤ Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. ➤ Seek to understand and communicate with individuals from different perspectives and cultural backgrounds. <ul style="list-style-type: none"> • Paraphrase portions of text read aloud or information presented in diverse media and formats, including visually, quantitatively, orally. • Identify the reasons and evidence a speaker provides to support particular points. <ul style="list-style-type: none"> • 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. • Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. • 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 situations. <ul style="list-style-type: none"> ➤ <i>See grade 4 Language standards 1 and 3 for specific expectations.</i> • Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> ➤ Use relative pronouns (<i>who, whose, whom, which, that,</i>) and relative adverbs (<i>where, when, why</i>). ➤ Form and use the progressive (<i>e.g., I was walking; I am walking; I will be waling</i>) verb tenses. ➤ Use modal auxiliaries (<i>e.g., can, may, must</i>) to convey various conditions. ➤ Order adjectives within sentences according to conventional patterns (<i>e.g., a small red bag</i> rather than <i>a red small bag</i>). ➤ Form and use prepositional phrases. ➤ Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. ➤ Correctly use frequently confused words (<i>e.g., to, too, two, their, there</i>). • Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> ➤ Use correct capitalization. 	<p><u>Mosaic of Thought: Teaching Comprehension in a Reader’s Workshop</u> By Ellin Oliver Keene and Susan Zimmerman.</p> <p>Response to Intervention www.nysrti.org/ www.interventioncentral.org/ www.rti4success.org/</p> <p>http://www.reading.org/</p> <p>Writing Process http://www.readwritethink.org http://www.time4learning.com</p> <p>www.scholastic.org</p> <p><i>Using Formative Assessment to Monitor Learning and Inform Instruction:</i> Giselle O. Martin-Kniep, Ph. D</p>
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	<p>in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening</p> <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of figurative language, word relationships and nuances of word meanings.</p> <p>6. Acquire and use accurately a range of general words and phrases.</p>	<p>Knowledge of Language</p> <p>Vocabulary Use and Acquisition</p>	<ul style="list-style-type: none"> ➤ Use commas and quotations marks to direct speech and quotations from a text. ➤ Use a comma before a coordinating conjunction in a compound sentence. ➤ Spell grade-appropriate words correctly, consulting references as needed. • Use of knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> ➤ Choose words and phrases to convey ideas precisely. ➤ Choose punctuation for effect. ➤ Differentiate between contexts that call for formal English (<i>e.g., presenting ideas</i>) and situations where informal discourse is appropriate (<i>e.g., small-group discussion</i>). • Determine or clarify meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> ➤ Use context (<i>e.g., definitions, examples, or restatements in text</i>) as a clue to the meaning of a word or phrase. ➤ Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (<i>e.g., telegraph, photograph, autograph</i>). ➤ Consult reference materials (<i>e.g., dictionaries, glossaries, thesauruses</i>), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> ➤ Explain the meaning of simple similes and metaphors (<i>e.g., as pretty as a picture</i>) in context. ➤ Recognize and explain the meaning of common idioms, adages, and proverbs. ➤ Demonstrate understanding of words relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). • 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 (<i>e.g., quizzed, whined, stammered</i>) and that are basic to a particular topic (<i>e.g., wildlife, conservations, and endangered</i> when discussing animal preservations). 		
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