

Map: **ELA Grade 4** Grade Level: **4**District: **Island Trees**Created: **12/21/2006** Last Updated: **02/13/2007**

	Essential Questions	Content	Skills	Standards/PIs
Unit 1	<p>Focus- Who helps us find our talents, abilities, and dreams?</p> <p>Reading Comprehension- How can the organizational pattern and author's purpose of texts be used to assist readers in interpreting story elements such as character and setting?</p> <p>Writing- How do authors effectively vary sentence structure, tone, and vocabulary when writing in a variety of styles that follow different organizational patterns?</p> <p>Vocabulary- How can context clues and a thesaurus be used to determine the meaning of unfamiliar words?</p> <p>Grammar- How are various types of sentences</p>	<p>Reading Comprehension:</p> <p>Setting</p> <p>Sequence</p> <p>Compare and Contrast</p> <p>Author's Purpose</p>	<p>Reading Comprehension:</p> <p>Setting:</p> <p>Identify the time and place in which a story occurs</p> <p>Recognize that story details can help the reader visualize the setting</p> <p>Sequence:</p> <p>Identify clue words in a text that indicate sequence(Ex. first, then, next...)</p> <p>List story events in the order in which they occurred</p> <p>Recognize that some story events can occur at the same time</p> <p>Summarize the events of a story in order from the beginning to the end</p> <p>Compare and Contrast:</p> <p>Identify clue words that show comparisons and contrasts (Ex. like, but, however.....)</p> <p>Recognize that a comparison tells how two or more things are alike, while a contrast is to tell how two or more things are different.</p> <p>Create a Venn Diagram</p> <p>Compare and contrast characters in a story</p>	<p>ELA1-4.R.1</p> <p>ELA1-4.R.6</p> <p>ELA1-4.R.7</p> <p>ELA1-4.R.10</p> <p>ELA1-4.R.11</p> <p>ELA1-4.R.13</p> <p>ELA1-4.W.3</p> <p>ELA1-4.W.5</p> <p>ELA1-4.W.6</p> <p>ELA1-4.L.3</p> <p>ELA1-4.L.5</p> <p>ELA1-4.S.6</p> <p>ELA2-4.R.6</p> <p>ELA2-4.R.9</p> <p>ELA2-4.R.10</p> <p>ELA2-4.R.11</p> <p>ELA2-4.R.12</p> <p>ELA2-4.R.15</p> <p>ELA2-4.R.17</p> <p>ELA2-4.W.3</p> <p>ELA2-4.W.4</p> <p>ELA2-4.L.1</p> <p>ELA2-4.L.2</p>

such as declarative, interrogative, imperative, and exclamatory formulated and punctuated?		Analyze story details that show a comparison or contrast	ELA2-4.L.4
Spelling/Phonics-			ELA2-4.S.1
How do readers identify and use letter-sound correspondence of vowel digraphs to decode words encountered in texts?	Character	Author's Purpose: Evaluate the content by identifying the author's purpose	ELA2-4.S.3
		Use graphic organizers to record significant details about the use of figurative language in poetry	ELA2-4.S.6
		Analyze the author's use of rhyme, rhythm, and language in poetry	ELA3-4.R.2
		Identify different perspectives on an issue presented in more than one text	ELA3-4.R.3
	Writing:		ELA3-4.R.1
	Narrative- write an email message	Compare and contrast information on one topic from two different texts	ELA3-4.W.6
	Cause and Effect - paragraph /essay	Differentiate -author's purpose. Did the author write this text to?	ELA3-4.W.8
	Expository- writing prompt / composition	Explain	ELA3-4.W.9
	Descriptive- poem or essay	Inform	ELA3-4.S.4
	Personal Narrative- essay	Express/Describe	ELA3-4.S.5
	Vocabulary:	Entertain	ELA4-4.R.3
	Unfamiliar Words		ELA4-4.W.1
	Antonyms	Character:	ELA4-4.W.3
	Multiple-Meaning Words	Describe how a character changed from the beginning of the story to the end	ELA4-4.L.2
	Unfamiliar Words		ELA4-4.S.3
	Synonyms	Justify how and why a character changes with story details	
	Grammar:		

Sentences	Identify character traits
Subjects and Predicates	Compare and contrast characters in a story
Declarative and Interrogative Sentences	Create a character web
Imperative and Exclamatory Sentences	Predict how a character will feel or behave in the future
	<u>Writing:</u>
	Narrative Writing
<u>Spelling/Phonics:</u>	Express opinions and make judgements that demonstrate a personal point of view
Vowel Digraphs	
Digraphs	Use all stages of the writing process (e.g. prewriting, drafting, revising, proofreading, editing)
Vowel Digraphs	
Spelling <i>CVCe, VCCV</i> Patterns	Use a variety of media such as print and electronics when writing
Three-Letter Blends	
	Review writing with teachers and peers and be able to respond to feedback
	Cause and Effect- Writing
	Use organizational pattern of cause and effect in writing
	Write using all phases of the writing process (e.g. prewriting, drafting, revising, proofreading, editing)
	Produce clear, well-organized reports that demonstrate understanding of a topic and appropriate vocabulary usage
	Expository Writing
	Discuss the content of friendly notes
	Produce a clear well-organized response to writing prompt

Write a variety of compositions using the writing process (e.g. prewriting, drafting, revising, proofreading, editing)

Descriptive Writing-

Vary the sentence structure of a composition according to the audience and purpose for writing

Write using all phases of the writing process (e.g., prewriting, drafting, proofreading, editing)

Produce personal narratives that show effective language usage

Create a writing piece that uses vivid language and is rich in detail (e.g. adjectives, adverbs, verbs, proper nouns)

Personal Narrative-Writing

Produce personal narratives that show insight, development, organization and effective language use

Use legible print or cursive writing

Use all phases of the writing process (e.g., prewriting, drafting, proofreading, revising, editing)

Write a personal narrative with a clear beginning, middle, and end

Capture the reader's interest with a clever introduction

Vocabulary:

Unfamiliar words-

Determine the meaning of unfamiliar words using context clues

Learn grade level material through reading, writing and speaking

Antonyms-

Use a thesaurus to identify antonyms

Identify unfamiliar words using semantic clues/ Use grade level vocabulary in writing

Multiple-meaning words

Use age- appropriate vocabulary to communicate ideas about a given topic

Determine the meaning of multiple meaning words using context clues

Unfamiliar Words-

Identify unfamiliar words using context or meaning clues

Use appropriate vocabulary when writing

Synonyms-

Use age-appropriate vocabulary in oral presentation

Use a thesaurus to identify synonyms

Grammar:

Sentences

Edit sentences in writing for correct use of punctuation and capitalization

Use grammatically correct sentences when speaking

Subjects and predicates

Use grammatically correct sentences when speaking

Identify simple and complete subjects as well as simple and complete predicates

Declarative and Interrogative sentences-

Speak with volume and pace appropriate for the audience and purpose of communication

Vary the sentence structure of one's writing according to the purpose of the sentence

Edit writing for correct use of punctuation

Imperative and Exclamatory sentences-

Vary the sentence structure of writing according to purpose and audience

Edit writing for proper use of punctuation

Spelling:**Vowel digraphs**

Learn letter-sound knowledge to decode words in which two vowel letters stand for a long sound

Correctly spell words within own writing that have previously been studied

Digraphs-

Learn letter sound correspondence of vowel digraphs so children can

decode and spell words with
short e spelled as **ea**

Correctly spell words within
own writing that have
previously been studied

Vowel Digraphs

Develop knowledge of letter
sound correspondence to read
and spell words with vowel
digraphs such as **ui** and **oo**

Spelling- CVCe, VCCV Patterns

Develop knowledge of CVCe
and VCCV patterns to decode
and spell words

Three- Letter blends

Develop knowledge of letter
sound correspondence to
blend and spell words with
with three-letter blends

Correctly spell words in writing
that have previously been
studied

ELA TEST-TAKING STRATEGIES

Reading/Multiple choice:

employ and practice multiple
choice strategies

predict based on surveying the
passage and questions

identify key words in questions

differentiate select words in a
question such as **NOT** and
EXCEPT

interpret AND
FOLLOW directions-

Listening/Reading/Writing:

			<p>design and organize a notetaking page</p> <p>write shorthand and question-related notes</p> <p>predict character feelings and changes throughout the passage</p> <p>plan before writing an extended response</p> <p>interpret the main idea</p> <p>differentiate story details</p> <p>identify key words in short and extended response questions</p> <p>explain and justify using story details</p> <p>arrange writing in a logical sequence</p>		
Unit 2	<p>Focus- What place do plants and animals have in the world around us?</p> <p>Reading Comprehension- How can visualizing aid in comprehending what we read? How can different organizational patterns be recognized in texts?</p> <p>Writing- How can I effectively</p>	<p><u>Reading Comprehension:</u></p> <p>Visualizing</p> <p>Cause and Effect</p> <p>Text Structure</p> <p>Theme</p> <p>Context Clues</p> <p><u>Writing:</u></p> <p>Persuasive Essay</p> <p>Narrative Essay</p> <p>Descriptive -A</p> <p>Humorous Poem</p>	<p><u>Reading Comprehension:</u></p> <p>Visualizing:</p> <p>Use sensory details in texts and prior experiences to create mental pictures of literature</p> <p>Explain the differences between fact and fiction</p> <p>Define the characteristics of different genres</p> <p>Compare and contrast information on one topic from two different sources</p> <p>Cause and Effect:</p> <p>Use specific evidence from</p>		<p>ELA1-K1-1A [2004]</p> <p>ELA1-K1-1B [2004]</p> <p>ELA1-K1-1C [2004]</p> <p>ELA1-K1-1D [2004]</p> <p>ELA1-K1-1E [2004]</p> <p>ELA1-K1-1F [2004]</p> <p>ELA1-K2-2A [2004]</p> <p>ELA1-K2-2B</p>

<p>use language in my writing to convey my thoughts and ideas about specific topics?</p>	<p>Expository- News Story</p> <p>Expository-Descriptive Passage</p>	<p>stories to identify cause-and-effect relationships within texts</p>	<p>[2004]</p>
<p>Vocabulary- How can context clues be used to identify unfamiliar words? In what ways can content appropriate vocabulary be used in speaking, reading and writing?</p>	<p><u>Vocabulary:</u></p>	<p>Compare and contrast ideas about one topic from two different sources</p>	<p>ELA1-K2-2D [2004]</p>
<p>Grammar- How can singular and plural nouns be identified and properly punctuated in writing?</p>	<p><u>Grammar:</u></p>	<p>Use knowledge of key vocabulary to interpret stories</p>	<p>ELA1-K2-2G [2004]</p>
<p>Phonics- What spelling patterns can assist in spelling and decoding words?</p>	<p><u>Spelling/Phonics:</u></p>	<p>Use text features such as titles, maps, captions and other visuals to understand text</p>	<p>ELA2-K1-1A [2004]</p>
		<p>Text Structure:</p>	<p>ELA2-K1-1B [2004]</p>
		<p>Use text structure to recognize differences among a variety of texts</p>	<p>ELA2-K1-1C [2004]</p>
		<p>Identify text structure in expository non-fiction in question-and- answer format</p>	<p>ELA2-K1-1D [2004]</p>
		<p>Compare and contrast information on one topic from two different sources/ Recognize how the author uses literary devices such as onomatopoeia</p>	<p>ELA2-K1-1E [2004]</p>
		<p>Theme:</p>	<p>ELA2-K1-1F [2004]</p>
		<p>Use specific evidence from stories to identify themes</p>	<p>ELA2-K2-2A [2004]</p>
		<p>Recognize how the author uses literary devices such as imagery to create meaning</p>	<p>ELA2-K2-2C [2004]</p>
		<p>Use text features such as titles, pictures, headings to understand informational texts</p>	<p>ELA3-K1-1A [2004]</p>
		<p>Compare and contrast ideas on one topic from two different sources</p>	<p>ELA3-K1-1C [2004]</p>
		<p>Context Clues</p>	<p>ELA3-K1-1D [2004]</p>
		<p>Determine the meaning of unfamiliar words using</p>	<p>ELA3-K2-2A [2004]</p>
			<p>ELA3-K2-2B [2004]</p>
			<p>ELA3-K2-2D [2004]</p>
			<p>ELA4-K1-1A</p>

	<p>context clues</p> <p>Acquire information by using library reading resources</p> <p>Use self monitoring strategies such as attending to vocabulary to determine the meaning of text</p> <p>Compare and contrast information on one topic from two texts</p> <p><i>Writing:</i></p> <p>Persuasive Writing</p> <p>Write a composition using the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)</p> <p>Express opinions that express a personal point of view</p> <p>Use relevant reasons and explanations to support an idea</p> <p>Use effective vocabulary in persuasive writing</p> <p>Narrative Writing</p> <p>Develop a personal voice that enables the reader to get to know the writer</p> <p>Write using the writing process (e.g., prewriting, drafting, revising, proofreading, editing)</p> <p>Discuss the content of friendly letters</p> <p>Produce a clear, well-organized response to a writing prompt</p> <p>Descriptive Writing</p> <p>Write a composition using the writing process (e.g.,</p>	<p>[2004]</p> <p>ELA4-K2-2C [2004]</p> <p>ELA4-K2-2B [2004]</p>
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prewriting, drafting, revising,
proofreading, editing)

Vary the vocabulary according
to the audience and purpose
of writing

Write original literary texts
using playful language/
Evaluate the author's use of
rhyme, rhythm and language
in written text

Expository Writing

Write an original literary text
that contains dialogue

Use relevant examples to
support an idea/ Use the
writing process (e.g.,
prewriting, drafting, revising,
proofreading, editing)

Develop ideas by writing
sentences that are in a clear,
logical order

Expository Writing

Write using vivid language/
Use all phases of the writing
process (prewriting, drafting,
proofreading, editing, revising)

Use literary devices such as
figurative language in writing

Develop a personal voice in
writing

Use relevant examples to
support ideas

Vocabulary:

Synonyms

Use a thesaurus to identify
synonyms

Identify the meaning of
unknown words using context
clues

Unfamiliar words-

Identify unfamiliar words using context clues

Homographs

Use context clues to distinguish between words that are spelled the same but pronounced differently

Use effective vocabulary in persuasive writing

Antonyms

Use semantic (meaning clues) to determine the meaning of unknown words

Use a thesaurus to identify antonyms

Use age appropriate vocabulary to communicate ideas

Unfamiliar words-

Use semantic (meaning) clues to determine the meaning of unknown words Write labels and captions for graphics using vocabulary words

Grammar:**Nouns-**

Recognize that nouns name persons, places, and things

Use grammatically correct sentences

Nouns

Review writing independently in order to edit for correct capitalization of proper nouns

Develop ideas by writing sentences that capitalize proper nouns

Plural Nouns

Recognize and form irregular plural nouns in grammatically correct sentences

Plural nouns

Recognize and form singular and plural nouns in grammatically correct sentences

Possessive Nouns

Recognize and spell both singular and possessive nouns in grammatically correct sentences

Spelling/Phonics:**Diphthongs**

Use knowledge of letter sound correspondence and prior knowledge to decode and spell words that have the same vowel sound but different spelling patterns

Hard and Soft c and g

Use knowledge of syllable patterns to spell and decode unfamiliar words/ Identify words with the hard and soft c and g sounds

Compound words

Use word structure to decode and spell unfamiliar words

Correctly spell words within own writing that follow spelling patterns of words previously

			<p>studied</p> <p>Homophones</p> <p>Correctly write words that sound alike but have different spellings</p> <p>Use knowledge of letter-sound correspondence to decode unfamiliar words</p> <p>Correctly spell words within own words that have been previously studied</p> <p>r- controlled vowels</p> <p>Correctly spell words within own writing that have been previously studied</p> <p>Use knowledge of letter sound patterns to decode and spell words with r-controlled vowels</p>		
Unit 3	<p>Focus- How do learning and working lead to success?</p> <p>Reading Comprehension- How is information from texts used to make inferences about characters?</p> <p>Vocabulary- How can semantic (meaning) clues be used to define unfamiliar words?</p>	<p>Reading Comprehension:</p> <p>Making Judgements</p> <p>Drawing Conclusions</p> <p>Generalizing</p> <p>Predicting</p> <p>Drawing Conclusions</p> <p>Writing:</p> <p>Vocabulary:</p> <p>Grammar:</p> <p>Spelling/Phonics:</p>	<p>Reading Comprehension</p> <p>Making Judgements</p> <p>Make inferences and draw conclusions on the basis of information in the text Read and interpret literary texts from a variety of genres</p> <p>Compare and contrast information on one topic from two different sources Recognize how the author uses literary devices such as exaggeration to create meaning</p> <p>Vocabulary- Multiple Meaning Words Determine the meaning of unfamiliar words by using context clues</p> <p>Phonics- Regular Plurals- Use knowledge of plurals to</p>		<p>ELA1-K1-1A [2004]</p> <p>ELA1-K1-1B [2004]</p> <p>ELA1-K1-1C [2004]</p> <p>ELA1-K1-1C [2004]</p> <p>ELA1-K1-1D [2004]</p> <p>ELA1-K1-1E [2004]</p> <p>ELA1-K1-1F [2004]</p> <p>ELA1-K1-1F [2004]</p> <p>ELA1-K2-2A [2004]</p>

<p>Phonics- Explain the differences in the ways endings are added to words</p> <p>Grammar- How are verbs identified and what are the differences between verbs found in sentences?</p> <p>Writing- What role does exaggeration play in the creation of a tall tale?</p> <p>Reading Comprehension- What types of facts can be collected from unfamiliar stories to make inferences about characters?</p> <p>Vocabulary- How can semantic (meaning) clues be used to define unfamiliar words?</p> <p>Phonics- What spelling changes are made when making the plural form of a word?</p> <p>Grammar- How do</p>	<p>correctly read and spell words</p> <p>Grammar- Identify subject verb agreement/ Use editing to improve quality of sentences used within writing</p> <p>Phonics- Inflected endings- Use knowledge of word structure to read and spell unfamiliar words/ Correctly spell words within own writing that have previously been studied and/or frequently used</p> <p>Grammar- Review writing in order to edit for correct use of verb tense/ Use varied sentence structure</p> <p>Writing- Expository Writing- Write a composition using the writing process (e.g., prewriting, drafting, revising, proofreading, editing)/ Produce clear, well-organized, and well-developed directions/ Use legible handwriting</p> <p>Reading Comprehension- Generalizing Identify a conclusion that summarizes a given idea about several people or things/ Identify cultural influences in texts/Define the characteristics of different genres such as a biography and an autobiographpy/ Compare and contrast themes across texts</p> <p>Writing- Narrative Writing- Write a composition using the writing process(e.g., prewriting, drafting, revising, proffreading, editing)/ Use literary devices such as exaggeration/ Produce an imaginative story that</p>	<p>ELA1-K2-2B [2004]</p> <p>ELA1-K2-2B [2004]</p> <p>ELA1-K2-2C [2004]</p> <p>ELA1-K2-2E [2004]</p> <p>ELA1-K2-2F [2004]</p> <p>ELA1-K2-2G [2004]</p> <p>ELA2-K2-2A [2004]</p> <p>ELA2-K2-2C [2004]</p> <p>ELA3-K1-1B [2004]</p> <p>ELA3-K1-1D [2004]</p> <p>ELA3-K2-2A [2004]</p> <p>ELA3-K2-2D [2004]</p> <p>ELA3-K2-2D [2004]</p> <p>ELA4-K1-1B [2004]</p> <p>ELA4-K2-2C [2004]</p>
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we identify incorrect verb tense in our writing?

Writing- How can we develop our ideas by using a logical organizational pattern?

Reading Comprehension- How can I use facts and my own knowledge to formulate a statement that applies to many examples?

Vocabulary- How can the correct definition of words that are pronounced the same but spelled differently be determined?

Phonics- Explain the differences in the ways endings are added to words

Grammar- What tenses can verbs be written in and how do we distinguish between them?

demonstrates effective language, development, and organization/ Use legible handwriting

Reading Comprehension-Drawing Conclusions- Draw conclusions about characters, their actions, and their motivations using specific evidence from stories/ Recognize how different authors create similar themes/ Compare and contrast information on one topic from a variety of texts/ Recognize literary devices such as similes and metaphors

Vocabulary- Multiple Meaning Words Determine the meaning of unfamiliar words using context clues

Vocabulary- Homophones- Identify the meaning of homophones by using context clues/ Learn grade level vocabulary through a variety of means

Phonics- Inflected endings- Apply knowledge of word structure to read and spell unfamiliar words/ Correctly spell words within own writing that have previously been studied and/or frequently used

Grammar- Review writing in order to edit for correct use of verb tense/ Use varied sentence structure in writing

Writing- Descriptive Writing- Write a composition using the writing process (e.g., prewriting, drafting, revising, proofreading, editing)/Write a literary text with vivid, playful language/ Use legible print or cursive writing/ Use grade level

Writing- What language and details can be used to write a description that the audience can visualize?

Reading Comprehension- How can using what we already know help us figure out what is going to happen in the texts we read?

Vocabulary- How can antonyms be used to identify the meaning of difficult vocabulary?

Phonics- How can letter sound knowledge be used to spell and decode unfamiliar words?

Grammar- How do I write the correct tense of verbs in my compositions?

Writing- What facts are necessary to retell the essential elements of a story read?

vocabulary and varied sentence structures

Reading Comprehension- Make predictions about characters and events/ compare and contrast information on one topic from two different sources/ Use texts features such as captions, charts, tables, graphs, maps and notes to understand facts in informational texts/ Identify the literary elements of different genres

Vocabulary-Antonyms - Use a thesaurus to identify antonyms/ Identify unfamiliar words using semantic (meaning) clues

Phonics- Correctly spell words within own writing that have been previously studied/ Spell words using letter sound knowledge

Grammar- Review writing independently in order to edit for correct use of verb tense

Writing- Expository Writing- Summarize the plot of the story/ Write an interpretive text that describes the various literary elements of a text such as character, plot, and setting/Write a composition using the writing process/ identify important and unimportant information in texts

Reading Comprehension-Drawing Conclusions- Make inferences and draw conclusions based on information in the text/

Recognize how the author uses literary devices such as personification to create meaning/ Use text features such as heading, captions, and titles to understand and interpret informational texts/ Compare and contrast information on one topic from two different texts

Vocabulary- Multiple meaning words Use context clues to determine the meaning of unfamiliar words

Phonics- Use knowledge of word structure and syllable patterns to decode and spell unfamiliar words

Grammar- Review writing independently in order to edit for correct verb tense

Writing- Expository Writing- Use organizational patterns such as compare/contrast for expository writing/ Use the writing process (e.g., prewriting, drafting, revising, proofreading, editing)/ Use relevant details to support ideas

	Essential Questions	Content	Skills	Standards/PIs
Unit 4	<p>Focus - Timeless Stories: How do stories from the past help us live in the present?</p> <p>Reading Comprehension- How do we explain a text in our own words while keeping the same ideas and meaning of the author?</p> <p>Vocabulary- How can synonyms be used to figure out the meaning of unknown words?</p> <p>Phonics- How do we form plurals for words that end in sh, tch, s, ss, and x? How do we spell words with sh, ch, tch, and wh?</p> <p>Grammar- What are adjectives and how do we identify them?</p> <p>Writing- How do we organize and compose a personal narrative?</p> <p>Reading Comprehension- How do we identify similarities and differences of concepts introduced in texts</p> <p>Vocabulary- How can context clues be used to determine the meaning of unknown words?</p> <p>Phonics- What are contractions and how are they formed?</p>	<p>Reading Comprehension:</p> <p>Paraphrasing</p> <p>Compare and Contrast</p> <p>Text Structure</p> <p>Summarizing</p> <p>Plot</p>	<p>Reading Comprehension-Paraphrasing- Clarify understanding by paraphrasing portions of the text/ Compare ideas and themes across texts/Identify text structure in a picture encyclopedia/ Understand distinguishing features of a folk tale</p> <p>Vocabulary- Synonyms- Use synonyms to determine word meaning and increase vocabulary</p> <p>Phonics- Spell words that are easily confused due to spelling and/or pronunciation</p> <p>Grammar-Recognize and understand how to use comparative and superlative adjectives</p> <p>Phonics- Form plurals for words that end in sh, ch, tch, or wh/ Spell words with sh, ch, tch, wh</p> <p>Grammar- recognize complete subjects with modified nouns/ Write sentences using complete subjects with modified nouns/ Identify adjectives</p> <p>Writing: Narrative Writing/ Write a personal narrative using all stages of the writing process</p>	<p>ELA1-K1-1A [2004]</p> <p>ELA1-K1-1B [2004]</p> <p>ELA1-K1-1E [2004]</p> <p>ELA1-K2-2A [2004]</p> <p>ELA1-K2-2B [2004]</p> <p>ELA1-K2-2C [2004]</p> <p>ELA1-K2-2D [2004]</p> <p>ELA1-K2-2E [2004]</p> <p>ELA1-K2-2F [2004]</p> <p>ELA1-K2-2G [2004]</p> <p>ELA2-K1-1A [2004]</p> <p>ELA2-K1-1B [2004]</p> <p>ELA2-K1-1C [2004]</p> <p>ELA2-K1-1D [2004]</p> <p>ELA2-K1-1E [2004]</p> <p>ELA2-K2-2A [2004]</p> <p>ELA2-K2-2B [2004]</p> <p>ELA2-K2-2D</p>

<p>Grammar- How can adjectives be used to improve sentence quality?</p> <p>Writing- How do writer's express their opinions about a particular topic?</p> <p>Reading Comprehension- How are the events of a biography organized?</p> <p>Vocabulary- How can context clues be used to determine the meaning of unknown words?</p> <p>Phonics- How do we spell words with similar pronunciations such as our and are?</p> <p>Grammar- How are comparative and superlative adjectives used?</p> <p>Writing- How do writers use details in a descriptive writing to develop their main idea?</p> <p>Reading Comprehension- How do we tell the main events of a story without including unnecessary details?</p> <p>Vocabulary- How can words with opposite meanings be used to determine the meaning of unknown words?</p> <p>Phonics- How do the suffixes -ful, -ly, and -ion change the meaning of words?</p> <p>Grammar- What are</p>	<p>Reading Comprehension- Compare and Contrast- Recognize comparison and contrast in a text/ understand and distinguish elements of a drama/ understand the concept of idioms/ identify text structure of an informational article/ compare themes and ideas across texts</p> <p>Writing- Descriptive Writing- Write a character profile using all the stages of the writing process</p> <p>Vocabulary- Constructing meaning of unknown words</p> <p>Phonics- Students will use and understand contractions</p> <p>Grammar- Identify adjectives that modify or describe nouns/ Use adjectives to improve sentences/ Use the articles an and the correctly</p> <p>Writing- Persuasive Writing Write a play or movie review using all phases of the writing process</p> <p>Reading Comprehension- Text Structure- identify how a piece of writing is organized/ Use clues to know the chronological order of events in a text/ Identify text structure of expository nonfiction/ Compare ideas and themes across texts</p> <p>Vocabulary- Constructing meaning of unknown words</p>	<p>[2004]</p> <p>ELA3-K2-2A [2004]</p> <p>ELA4-K1-1A [2004]</p> <p>ELA4-K1-1B [2004]</p> <p>ELA4-K1-1C [2004]</p> <p>ELA4-K2-2C [2004]</p>
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adverbs and how are they used in sentences?

Writing- How do we give insight into a character's thoughts and feelings within a character analysis?

Reading Comprehension- What are the story elements that contribute to the plot of a story?

Vocabulary- How do we determine the definition of words with multiple meanings?

Phonics- How are words divided into syllables? How do we spell words with double consonants?

Grammar- How can adverbs be used to improve sentence quality?

Writing- How can we explain the steps in a process in a clear, logical manner?

Reading Comprehension-Summarizing Clarify understanding by summarizing a story in a few sentences/ Understand the concept of symbolism/ Compare themes and ideas across texts

Vocabulary- Antonyms- Identify words with opposite meanings

Phonics- Suffixes- Write words with suffixes -ful, -ly, -ion/ identify base words and suffixes in words

Grammar- Understand and identify adverbs/ Use adverbs in sentences

Writing- Expository
Writing- Write a character analysis

Reading Comprehension-Plot- Understand how story events contribute to the plot and/or solution of the problem /Identify specific plot elements/ Identify text structure of a recipe/ Recognize dialect and identify it as a literary device

Vocabulary- Homonyms
Determine the meaning of a homonym

Phonics- Identify rules for dividing words into syllables/ spell words with double consonants

Grammar- Use adverbs to improve sentences

Writing Expository
Writing- Write How-to Directions using all phases of the writing process

Unit 5	Focus - What can we learn from reading about times and places we've never been?	Reading Comprehension:	Reading Comprehension-Summarizing- Monitor reading by determining which story events to include in a summary/ Analyze summaries of texts and choose the best one/ Identify and distinguish between similes and metaphors/ Compare ideas and themes across texts/ identify text structure in a how-to article	ELA1-K1-1A [2004]
	Reading Comprehension How do we identify the main events of a story without including unnecessary details?	Summarizing		ELA1-K1-1B [2004]
	Vocabulary- How can synonyms be used to determine the meaning of unknown words?	Plot		ELA1-K1-1C [2004]
	Phonics- How do the prefixes dis-, in-, mis-, and re- change the meaning of words.	Graphic Sources		ELA1-K1-1D [2004]
	Grammar- What are pronouns and how can they be used in sentences	Author's Purpose		ELA1-K1-1E [2004]
	Writing- How do we write an informal composition about a personal event?	Text Structure	Vocabulary- Use synonyms to determine word meaning and to increase vocabulary	ELA1-K1-1F [2004]
	Reading Comprehension- What are the story elements that contribute to the plot of a story?		Phonics- Prefixes- Study and spell words with the prefixes dis-, mis-, pre-, and re-/ Use structural analysis to tell how the prefix changes the meaning of each base word/ Use structural analysis to decode word derivations such as misprint, preview, repaint, and disappear	ELA1-K2-2A [2004]
	Vocabulary- How can words with opposite meanings be used to determine the meaning of unknown words?		Grammar- Pronouns- Recognize and understand pronouns/ change nouns to pronouns in sentences	ELA1-K2-2B [2004]
			Writing- Narrative Writing- Write a journal entry using all phases of the writing process	ELA1-K2-2C [2004]
			Reading Comprehension-Plot- Understand how story events contribute to the plot and/or solution of the problem/ identify specific plot elements/ Interpret and use a graph/ Compare ideas across	ELA1-K2-2D [2004]
			ELA1-K2-2E [2004]	
			ELA1-K2-2F [2004]	
			ELA1-K2-2G [2004]	
			ELA2-K1-1A [2004]	
			ELA2-K1-1B [2004]	
			ELA2-K1-1C [2004]	
			ELA2-K1-1D [2004]	
			ELA2-K1-1E [2004]	

<p>Phonics- How do we spell words when the letters do not represent the sounds?</p> <p>Grammar- How can we identify subject and object pronouns in sentences?</p> <p>Writing- What key words, phrases, and abbreviations should be used to take notes about a particular topic?</p> <p>Reading Comprehension- How can graphic aides such as charts, pictures, maps, diagrams, and time lines assist in the comprehension of a story?</p> <p>Vocabulary- How can context clues be used to determine the definition of multiple-meaning words?</p> <p>Phonics- How do we write the possessive forms of singular and plural nouns?</p> <p>Grammar- How do we identify pronouns and their referents within sentences?</p> <p>Writing- What are the elements of a well informed report about a specific topic?</p> <p>Reading Comprehension- How can the author's</p>	<p>texts/ Identify dialogue and understand how it can be used to develop characterization</p> <p>Vocabulary- Antonyms- Identify words with opposite meanings</p> <p>Phonics- Silent Consonants- Write and understand words with silent consonant combinations such as <i>kn</i>, <i>gn</i>, <i>wr</i>, and <i>mb</i>/ apply knowledge of letter-sound correspondences to identify words with silent consonant combinations</p> <p>Grammar- Subject and Object Pronouns- Apply rules of capitalization to pronouns/ Understand and identify subject and object pronouns/ Use subject and object pronouns in sentences</p> <p>Writing- Expository Writing- Take and organize notes used in writing a research report</p> <p>Reading Comprehension- Graphic Sources Recognize different kinds of graphic aids/ Identify text structure in a picture encyclopedia/ Compare ideas and themes across texts/ Understand the concept of imagery/ Recognize the use of sensory language found in children's literature</p> <p>Vocabulary- Determine the definition of multiple</p>	<p>ELA2-K2-2B [2004]</p> <p>ELA2-K2-2D [2004]</p> <p>ELA3-K2-2A [2004]</p> <p>ELA3-K2-2B [2004]</p> <p>ELA4-K1-1A [2004]</p> <p>ELA4-K1-1B [2004]</p> <p>ELA4-K1-1C [2004]</p> <p>ELA4-K2-2C [2004]</p>
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purpose for a piece of writing be determined?

Vocabulary- How can context clues be used to determine the definition of multiple meaning words?

Phonics- How can syllable patterns help spell words when the vowel sound gives no clue to spelling?

Grammar- How can prepositions and prepositional phrases be identified?

Writing- What are the essential elements of a good book report and how do we write one?

Reading Comprehension- What are the different patterns of text organization (chronological order, cause and effect, problem and solution, and comparison and contrast) and how can we identify the structure of a specific piece of writing?

Vocabulary-How can context clues be used to determine the definition of unknown words?

Phonics- How can the identification of prefixes and suffixes assist in the syllabication of words?

meaning words within stories

Phonics- Plural Possessives Identify and decode plural possessives such as seals', Inuits', and walruses'/ Spell words with plural possessives

Grammar- Pronouns and Referents- Identify and understand pronouns and their referents/ Supply a referent for each pronoun they use

Writing- Expository Writing- Write an informal group report using all phases of the writing process

Reading Comprehension- Author's Purpose- Identify and discuss author's purpose/ Identify text structure of an informational article/ Compare ideas and themes across texts/ Understand literary forms by recognizing and distinguishing between fiction and nonfiction

Vocabulary- Multiple Meaning Words Determine the definition of multiple meaning words within sentences

Phonics- Schwa sound Identify and decode words with the schwa sound/ Use syllable patterns to spell

words correctly.

Grammar- Prepositions and Prepositional phrases-

Understand and identify prepositions and prepositional phrases/ Use prepositions and prepositional phrases in their own writing

Writing- Expository

Writing- Write a book Report using all phases of the writing process

Reading Comprehension- Text Structure-

Understand and identify a variety of textual organizations in both fiction and nonfiction/ Identify text structure and distinguishing features in expository nonfiction/ Compare ideas and themes across texts/

Vocabulary- Use context clues to determine word meaning

Phonics- Syllabication

Identify syllables in words with prefixes and suffixes/ Use visual memory to help spell words

Grammar- Conjunctions-

Recognize that conjunctions can be used to join words, phrases, or entire sentences/ Use conjunctions to form compound subjects, predicates, and sentences

			of their own Writing- Expository Writing- Write a research report using all phases of the writing process		
Unit 6	<p>Focus- Express Yourself- How many forms can creativity take?</p> <p>Reading Comprehension- How can our personal experiences help us form mental images about the texts we read and hear?</p> <p>Vocabulary- How might context clues be used to figure out the meaning of unknown words?</p> <p>Phonics- How are words with difficult spelling patterns spelled?</p> <p>Grammar- How do authors edit their work for correct use of spelling, punctuation, capitalization, and verb tense?</p> <p>Writing- How can our personal point of view be expressed to evaluate an author's piece of work?</p> <p>Reading Comprehension- What specific evidence from stories can be used to relate a sequence of events from a story?</p> <p>Vocabulary- How can we use our prior knowledge</p>	<p>Reading Comprehension:</p> <p>Visualizing</p> <p>Steps in a Process</p> <p>Fact and Opinion</p> <p>Main Idea and Supporting Details</p> <p>Author's Purpose</p>	<p>Reading Comprehension- Visualizing Use sensory details in texts and personal experiences to create clear mental images of literature/ Compare ideas and themes across texts/ Understand and identify flashback/ Identify text structure in a picture encyclopedia</p> <p>Vocabulary- Unfamiliar Words- Use context clues to determine word meanings</p> <p>Phonics- Complex Spelling Patterns Decode and spell words that contain complex spelling patterns</p> <p>Grammar- Review Sentences and Punctuation Write sentences using correct grammar and punctuation</p> <p>Writing- Descriptive Writing Write a Concert Review</p> <p>Reading Comprehension- Steps in a Process Understand the importance of clue words, numbers, and illustrations in following directions/ Identify steps in a process in a text/ Identify</p>		<p>ELA1-K1-1A [2004]</p> <p>ELA1-K1-1B [2004]</p> <p>ELA1-K1-1C [2004]</p> <p>ELA1-K1-1D [2004]</p> <p>ELA1-K1-1E [2004]</p> <p>ELA1-K1-1F [2004]</p> <p>ELA1-K2-2A [2004]</p> <p>ELA1-K2-2B [2004]</p> <p>ELA1-K2-2C [2004]</p> <p>ELA1-K2-2D [2004]</p> <p>ELA1-K2-2E [2004]</p> <p>ELA1-K2-2F [2004]</p> <p>ELA1-K2-2G [2004]</p> <p>ELA2-K1-1A [2004]</p> <p>ELA2-K1-1B [2004]</p> <p>ELA2-K1-1C</p>

and experiences to understand ideas and vocabulary found in stories?

Phonics- What decoding strategies can be used read and spell unfamiliar words?

Grammar- When we're editing our writing what type of words do we need to make sure are capitalized?

Writing- How can I include specific vocabulary in a persuasive essay to effectively express my personal point of view?

Reading Comprehension- What key words can help distinguish between facts and opinions presented within a text?

Vocabulary- What resources can be used to identify the meaning of synonyms?

Phonics- How do we correctly spell words with the consonant sounds /k/ and /f/?

Grammar- How can we edit our writing for correct use of grade-appropriate punctuation?

Writing- How can I produce a clear, well-organized response to a story read or listened to, while supporting the

[2004]

ELA2-K1-1D
[2004]

ELA2-K1-1E
[2004]

ELA2-K2-2A
[2004]

ELA2-K2-2C
[2004]

ELA3-K1-1C
[2004]

ELA3-K1-1D
[2004]

ELA3-K1-1D
[2004]

ELA3-K2-2D
[2004]

ELA4-K1-1B
[2004]

understanding of characters with details from the story?

Reading Comprehension-

How do we identify the main idea and supporting details in an informational text?

Vocabulary- How can we use our prior knowledge and experiences to understand ideas and vocabulary found in stories?

Phonics- How can word structure such as roots and suffixes be used to determine word meanings?

Grammar- How can dialogue be used in writing to produce original literary texts?

Writing-What genres of writing can be used to express an opinion that demonstrates one's judgement about a topic?

Sounds /k/ and /f/ Decode and spell words with the /k/ and /f/ sound

Grammar- Commas

Understand the rules for correct grammar usage/
Use commas correctly in their writing

Writing- Expository Writing Sentence Style

Write a biological sketch using all phases of the writing process

Reading Comprehension- Main Idea and

Supporting Details- read text and determine main idea/ identify relevant facts and details that support the main idea/ Compare ideas and themes across texts/ identify text structure in expository nonfiction/ Understand the distinguishing features of a biography and autobiography

Vocabulary- Determine the meaning of unfamiliar words using context clues

Phonics- Base Words and

Suffixes Use structural analysis to recognize base words and suffixes/ Write words using the suffixes -less, -ity, and -ment

Grammar- Quotation and Quotation Marks-

Understand the rules for writing direct quotations/
Write sentences that show an understanding of how to

			punctuate and capitalize direct quotation		
			Writing- Persuasive Writing- Write an advertisement using all phases of the writing process		

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Key to Standards used in this Map						
ELA1-K1-1A [2004] [5 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1A - gather and interpret information from childrens reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such forms as charts, graphs, maps, and diagrams. [Elementary]						
ELA1-K1-1B [2004] [5 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1B - select information appropriate to the purpose of their investigation and relate ideas from one text to another. [Elementary]						
ELA1-K1-1C [2004] [5 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1C - select and use strategies they have been taught for notetaking, organizing, and categorizing information. [Elementary]						
ELA1-K1-1D [2004] [4 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1D - ask specific questions to clarify and extend meaning. [Elementary]						
ELA1-K1-1E [2004] [5 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1E - make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words. [Elementary]						
ELA1-K1-1F [2004] [5 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1F - support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns. [Elementary]						
ELA1-K2-2A [2004] [5 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2A - present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports, stories, posters, and charts. [Elementary]						
ELA1-K2-2B [2004] [6 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2B - select a focus, organization, and point of view for oral and written presentations. [Elementary]						
ELA1-K2-2C [2004] [4 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2C - use a few traditional structures for conveying information such as chronological order, cause and effect, and similarity and difference. [Elementary]						
ELA1-K2-2D [2004] [4 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2D - use details, examples, anecdotes, or personal experiences to explain or clarify information. [Elementary]						
ELA1-K2-2E [2004] [4 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2E - include relevant information and exclude extraneous material. [Elementary]						
ELA1-K2-2F [2004] [5 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2F - use the process of pre-writing, drafting, revising, and proofreading (the writing process') to produce well-constructed informational texts. [Elementary]						
ELA1-K2-2G [2004] [5 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2G - observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms. [Elementary]						
ELA2-K1-1A [2004] [4 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1A - read a variety of literature of different genres: picture books; poems; articles and stories from childrens magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers. [Elementary]						
ELA2-K1-1B [2004] [4 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1B - recognize some features that distinguish the genres and use those features to aid comprehension. [Elementary]						
ELA2-K1-1C [2004] [4 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1C - understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives. [Elementary]						
ELA2-K1-1D [2004] [4 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1D - use inference and deduction to understand the text. [Elementary]						
ELA2-K1-1E [2004] [4 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1E - read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning. [Elementary]						
ELA2-K1-1F [2004] [1 occurrence] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1F - evaluate literary merit. [Elementary]						
ELA2-K2-2A [2004] [4 occurrences] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2A - present personal responses to literature that make reference to the plot, characters, ideas, vocabulary, and text structure. [Elementary]						
ELA2-K2-2B [2004] [2 occurrences] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2B - explain the meaning of literary works with some attention to meanings beyond the literal level. [Elementary]						
ELA2-K2-2C [2004] [3 occurrences] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2C - create their own stories, poems, and songs using the						

elements of the literature they have read and appropriate vocabulary. [Elementary]

ELA2-K2-2D [2004] [2 occurrences] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2D - observe the conventions of grammar and usage, spelling, and punctuation. [Elementary]

ELA3-K1-1A [2004] [1 occurrence] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1A - read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor. [Elementary]

ELA3-K1-1B [2004] [1 occurrence] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1B - make decisions about the quality and dependability of texts and experiences based on some criteria, such as the attractiveness of the illustrations and appeal of the characters in a picture book, or the logic and believability of the claims made in an advertisement. [Elementary]

ELA3-K1-1C [2004] [2 occurrences] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1C - recognize that the criteria that one uses to analyze and evaluate anything depend on one's point of view and purpose for the analysis. [Elementary]

ELA3-K1-1D [2004] [4 occurrences] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1D - evaluate their own strategies for reading and listening critically (such as recognizing bias or false claims, and understanding the difference between fact and opinion) and adjust those strategies to understand the experience more fully. [Elementary]

ELA3-K2-2A [2004] [4 occurrences] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2A - express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence. [Elementary]

ELA3-K2-2B [2004] [2 occurrences] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2B - present arguments for certain views or actions with reference to specific criteria that support the argument (E.g., an argument to purchase a particular piece of playground equipment might be based on the criteria of safety, appeal to children, durability, and low cost.). [Elementary]

ELA3-K2-2D [2004] [4 occurrences] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2D - use effective vocabulary and follow the rules of grammar, usage, spelling, and punctuation in persuasive writing. [Elementary]

ELA4-K1-1A [2004] [3 occurrences] - ELA Standard 4 - Key Idea 1 [Listening and Speaking] - Performance Indicator 1A - listen attentively and recognize when it is appropriate for them to speak. [Elementary]

ELA4-K1-1B [2004] [4 occurrences] - ELA Standard 4 - Key Idea 1 [Listening and Speaking] - Performance Indicator 1B - take turns speaking and respond to others' ideas in conversations on familiar topics. [Elementary]

ELA4-K1-1C [2004] [2 occurrences] - ELA Standard 4 - Key Idea 1 [Listening and Speaking] - Performance Indicator 1C - recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations. [Elementary]

ELA4-K2-2B [2004] [1 occurrence] - ELA Standard 4 - Key Idea 2 [Reading and Writing] - Performance Indicator 2B - adjust their vocabulary and style to take into account the nature of the relationship and the knowledge and interests of the person receiving the message. [Elementary]

ELA4-K2-2C [2004] [4 occurrences] - ELA Standard 4 - Key Idea 2 [Reading and Writing] - Performance Indicator 2C - read and discuss published letters, diaries, and journals to learn the conventions of social writing. [Elementary]

ELA1-4.R.1 [1 occurrence] - ELA Standard 1 - Reading Strand - Performance Indicator 4.R.01 - acquire information by locating and using library media resources, with some assistance [Grade 4]

ELA1-4.R.6 [1 occurrence] - ELA Standard 1 - Reading Strand - Performance Indicator 4.R.06 - recognize and use organizational features, such as table of contents, indexes, page numbers, and chapter headings/subheadings, to locate information [Grade 4]

ELA1-4.R.7 [1 occurrence] - ELA Standard 1 - Reading Strand - Performance Indicator 4.R.07 - compare and contrast information on one topic from two different sources [Grade 4]

ELA1-4.R.10 [1 occurrence] - ELA Standard 1 - Reading Strand - Performance Indicator 4.R.10 - make inferences and draw conclusions on the basis of information from the text, with assistance [Grade 4]

ELA1-4.R.11 [1 occurrence] - ELA Standard 1 - Reading Strand - Performance Indicator 4.R.11 - use text features, such as captions, charts, tables, graphs, maps, notes, and other visuals, to understand and interpret informational texts [Grade 4]

ELA1-4.R.13 [1 occurrence] - ELA Standard 1 - Reading Strand - Performance Indicator 4.R.13 - use text features, such as headings, captions, and titles, to understand and interpret informational texts, with assistance [Grade 4]

ELA2-4.R.6 [1 occurrence] - ELA Standard 2 - Reading Strand - Performance Indicator 4.R.06 - make predictions, draw conclusions, and make inferences about events and characters [Grade 4]

ELA2-4.R.9 [1 occurrence] - ELA Standard 2 - Reading Strand - Performance Indicator 4.R.09 - use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events [Grade 4]

ELA2-4.R.10 [1 occurrence] - ELA Standard 2 - Reading Strand - Performance Indicator 4.R.10 - use knowledge of story structure, story elements, and key vocabulary to interpret stories [Grade 4]

- ELA2-4.R.11** [1 occurrence] - ELA Standard 2 - Reading Strand - Performance Indicator 4.R.11 - read, view, and interpret literary texts from a variety of genres, with assistance [Grade 4]
- ELA2-4.R.12** [1 occurrence] - ELA Standard 2 - Reading Strand - Performance Indicator 4.R.12 - define the characteristics of different genres, with assistance [Grade 4]
- ELA2-4.R.15** [1 occurrence] - ELA Standard 2 - Reading Strand - Performance Indicator 4.R.15 - recognize how different authors treat similar themes, with assistance [Grade 4]
- ELA2-4.R.17** [1 occurrence] - ELA Standard 2 - Reading Strand - Performance Indicator 4.R.17 - use graphic organizers to record significant details about characters and events in stories [Grade 4]
- ELA3-4.R.1** [1 occurrence] - ELA Standard 3 - Reading Strand - Performance Indicator 4.R.01 - evaluate the content by identifying - the author's purpose - whether events, actions, characters, and/or settings are realistic - important and unimportant details - statements of fact, opinion, and exaggeration, with assistance - recurring themes across works in print and media [Grade 4]
- ELA3-4.R.2** [1 occurrence] - ELA Standard 3 - Reading Strand - Performance Indicator 4.R.02 - compare and contrast characters, plot, and setting in literary works [Grade 4]
- ELA3-4.R.3** [1 occurrence] - ELA Standard 3 - Reading Strand - Performance Indicator 4.R.03 - analyze ideas and information on the basis of prior knowledge and personal experience [Grade 4]
- ELA4-4.R.3** [1 occurrence] - ELA Standard 4 - Reading Strand - Performance Indicator 4.R.03 - recognize the types of language (e.g., informal vocabulary and jargon) that are appropriate to social communication [Grade 4]
- ELA1-4.W.3** [1 occurrence] - ELA Standard 1 - Writing Strand - Performance Indicator 4.W.03 - use organizational patterns such as compare/contrast, cause/effect, and time/order, for expository writing [Grade 4]
- ELA1-4.W.5** [1 occurrence] - ELA Standard 1 - Writing Strand - Performance Indicator 4.W.05 - produce clear, well-organized, and well-developed explanations, reports, accounts, and directions that demonstrate understanding of a topic [Grade 4]
- ELA1-4.W.6** [1 occurrence] - ELA Standard 1 - Writing Strand - Performance Indicator 4.W.06 - support interpretations and explanations with evidence from text [Grade 4]
- ELA2-4.W.3** [1 occurrence] - ELA Standard 2 - Writing Strand - Performance Indicator 4.W.03 - produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story [Grade 4]
- ELA2-4.W.4** [1 occurrence] - ELA Standard 2 - Writing Strand - Performance Indicator 4.W.04 - produce imaginative stories and personal narratives that show insight, development, organization, and effective language [Grade 4]
- ELA3-4.W.6** [1 occurrence] - ELA Standard 3 - Writing Strand - Performance Indicator 4.W.06 - analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text [Grade 4]
- ELA3-4.W.8** [1 occurrence] - ELA Standard 3 - Writing Strand - Performance Indicator 4.W.08 - use details from stories or informational texts to predict, explain, or show relationships between information and events [Grade 4]
- ELA3-4.W.9** [1 occurrence] - ELA Standard 3 - Writing Strand - Performance Indicator 4.W.09 - use ideas from two or more sources of information to generalize about causes, effects, or other relationships [Grade 4]
- ELA4-4.W.1** [1 occurrence] - ELA Standard 4 - Writing Strand - Performance Indicator 4.W.01 - share the process of writing with peers and adults; for example, write with a partner [Grade 4]
- ELA4-4.W.3** [1 occurrence] - ELA Standard 4 - Writing Strand - Performance Indicator 4.W.03 - develop a personal voice that enables the reader to get to know the writer [Grade 4]
- ELA1-4.L.3** [1 occurrence] - ELA Standard 1 - Listening Strand - Performance Indicator 4.L.03 - determine a sequence of steps given [Grade 4]
- ELA1-4.L.5** [1 occurrence] - ELA Standard 1 - Listening Strand - Performance Indicator 4.L.05 - interpret information by drawing upon prior knowledge and experience [Grade 4]
- ELA2-4.L.1** [1 occurrence] - ELA Standard 2 - Listening Strand - Performance Indicator 4.L.01 - identify elements of character, plot, and setting to understand the author's message or intent [Grade 4]
- ELA2-4.L.2** [1 occurrence] - ELA Standard 2 - Listening Strand - Performance Indicator 4.L.02 - compare and contrast ideas of others to own ideas [Grade 4]
- ELA2-4.L.4** [1 occurrence] - ELA Standard 2 - Listening Strand - Performance Indicator 4.L.04 - identify a character's motivation, with assistance [Grade 4]
- ELA4-4.L.2** [1 occurrence] - ELA Standard 4 - Listening Strand - Performance Indicator 4.L.02 - listen to friendly notes, cards, longer letters, and personal narratives read aloud to get to know the writer and/or classmates and fellow listeners [Grade 4]
- ELA1-4.S.6** [1 occurrence] - ELA Standard 1 - Speaking Strand - Performance Indicator 4.S.06 - use complete sentences, using age- and content-appropriate vocabulary [Grade 4]
- ELA2-4.S.1** [1 occurrence] - ELA Standard 2 - Speaking Strand - Performance Indicator 4.S.01 - present original works, such as stories, poems, and plays, to classmates [Grade 4]

ELA2-4.S.3 [1 occurrence] - ELA Standard 2 - Speaking Strand - Performance Indicator 4.S.03 - describe characters, setting, and plot [Grade 4]

ELA2-4.S.6 [1 occurrence] - ELA Standard 2 - Speaking Strand - Performance Indicator 4.S.06 - ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates [Grade 4]

ELA3-4.S.4 [1 occurrence] - ELA Standard 3 - Speaking Strand - Performance Indicator 4.S.04 - speak with appropriate rate and volume for the audience [Grade 4]

ELA3-4.S.5 [1 occurrence] - ELA Standard 3 - Speaking Strand - Performance Indicator 4.S.05 - take turns speaking in a group [Grade 4]

ELA4-4.S.3 [1 occurrence] - ELA Standard 4 - Speaking Strand - Performance Indicator 4.S.03 - use the rules of conversation, such as avoid interrupting and respond respectfully [Grade 4]