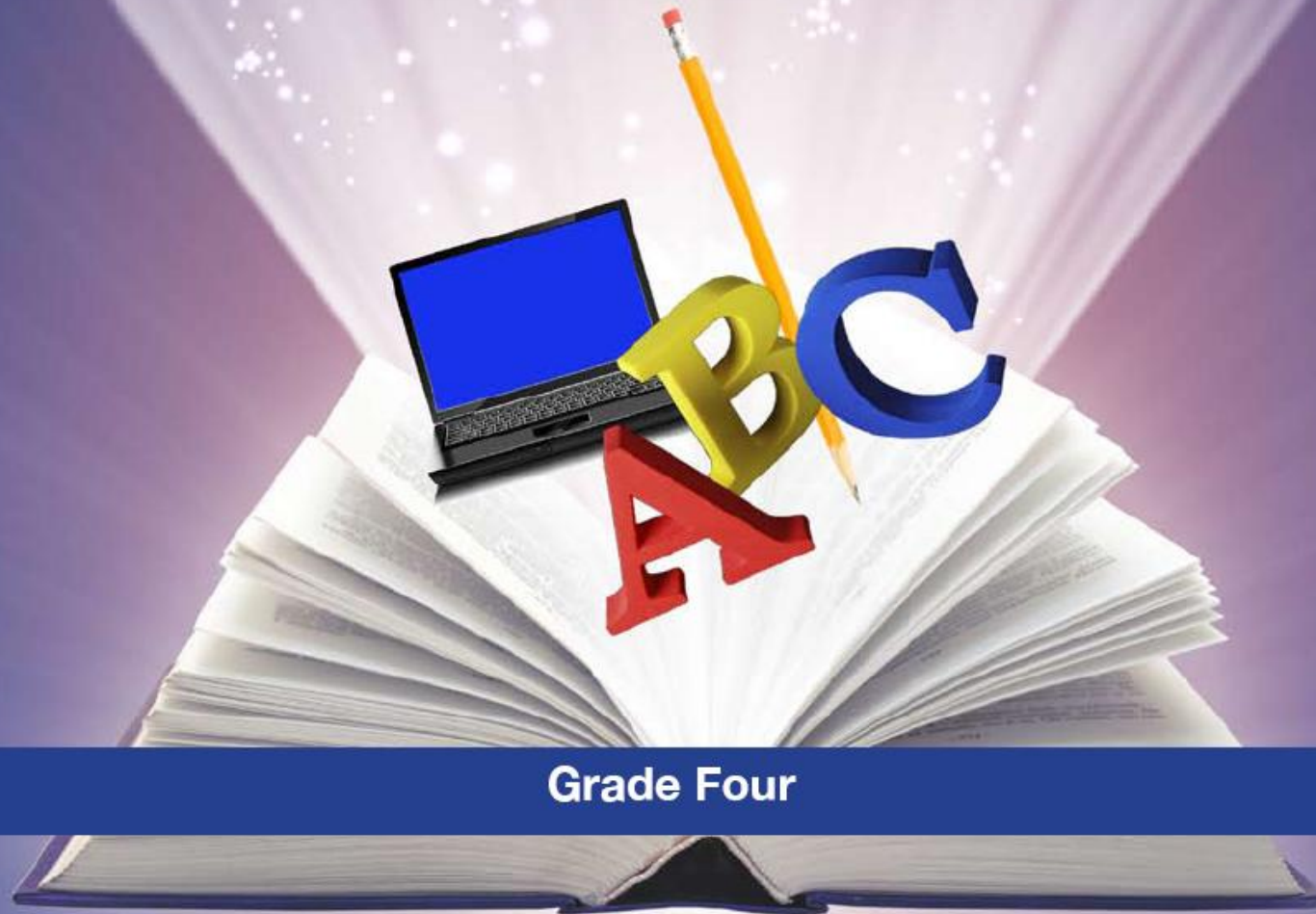


# English Standards of Learning CURRICULUM FRAMEWORK 2010



**Grade Four**

Board of Education, Commonwealth of Virginia

At the fourth-grade level, students will apply oral communication skills to participate in discussions about learning and take part in collaborative learning projects. In order to be contributing participants in discussions, students must apply the skills involved in effectively communicating ideas and opinions, including skills such as actively listening to others and constructively agreeing or disagreeing with them. While using grammatically correct language and specific vocabulary, students will learn how to present information succinctly and confidently in oral presentations.

- 4.1 The student will use effective oral communication skills in a variety of settings.**
- a) Present accurate directions to individuals and small groups.**
  - b) Contribute to group discussions across content areas.**
  - c) Seek ideas and opinions of others.**
  - d) Use evidence to support opinions.**
  - e) Use grammatically correct language and specific vocabulary to communicate ideas.**
  - f) Communicate new ideas to others.**
  - g) Demonstrate the ability to collaborate with diverse teams.**
  - h) Demonstrate the ability to work independently.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will continue to develop the skills needed to communicate in a variety of settings.</li> <li>• Students will strengthen their communication skills by contributing to individual and small-group discussions, seeking the ideas and opinions of others and beginning to use evidence to support their own personal opinions.</li> <li>• Students will also refine the skill of conveying accurate directions to individuals or small groups in such a way that others can follow the directions. Emphasis will be on directions for doing things that have a natural sequence or organization.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• participate effectively in discussions by:               <ul style="list-style-type: none"> <li>◦ asking clarifying questions;</li> <li>◦ providing explanations; when necessary;</li> <li>◦ reflecting on the ideas and opinions of others; and</li> <li>◦ supporting opinions with examples and details.</li> </ul> </li> <li>• demonstrate an ability to work independently and in small groups.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• participate in a range of discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, in groups, teacher-led).</li> <li>• give accurate directions by:               <ul style="list-style-type: none"> <li>◦ identifying the information needed by the listener;</li> <li>◦ organizing and sequencing the information in a logical way;</li> <li>◦ explaining or defining any terms that might be unfamiliar to the listener;</li> <li>◦ articulating the information in a clear, organized manner; and</li> <li>◦ making connections to previous common knowledge of a group of listeners.</li> </ul> </li> <li>• participate in a variety of partner and/or group discussions by:               <ul style="list-style-type: none"> <li>◦ following rules for discussions and assigned partner or group roles;</li> <li>◦ offering comments that are relevant to the topic of discussion;</li> <li>◦ asking appropriate questions to solicit knowledge and opinions of others;</li> <li>◦ supporting opinions with appropriate examples and details;</li> <li>◦ identifying reasons and evidence a speaker provides to support particular points;</li> <li>◦ communicating new ideas to others;</li> <li>◦ responding 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;</li> <li>◦ reviewing key ideas expressed in discussions and explaining their own ideas and understanding;</li> </ul> </li> </ul>

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> <li>◦ distinguishing fact from opinion;</li> <li>◦ avoiding hindering the progress of the discussion (learning not to interrupt);</li> <li>◦ taking turns speaking during a discussion;</li> <li>◦ maintaining appropriate eye contact and attentive body language while listening; and</li> <li>◦ respecting the comments of others, especially if the comments express opinions that are different from one's own.</li> </ul> <ul style="list-style-type: none"> <li>• use grammatically correct language.</li> <li>• use specific vocabulary to enhance oral communication.</li> <li>• work independently and with diverse teams in a variety of settings.</li> </ul>

- 4.2 The student will make and listen to oral presentations and reports.**
- a) Use subject-related information and vocabulary.**
  - b) Listen to and record information.**
  - c) Organize information for clarity.**
  - d) Use language and style appropriate to the audience, topic, and purpose.**

<b>UNDERSTANDING THE STANDARD (Teacher Notes)</b>	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will make formal oral presentations.</li> <li>• Students will organize information to make class presentations and reports.</li> <li>• Students will listen and take notes from other students' presentations.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• apply basic patterns of organization when preparing an oral presentation.</li> <li>• develop the skills necessary for active listening.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• make oral presentations and reports by: <ul style="list-style-type: none"> <li>◦ reporting on a topic or text, telling a story, or recounting an experience in an organized manner, using specific vocabulary, appropriate facts and descriptive details to support main ideas or themes;</li> <li>◦ organizing information around a central idea with supporting details and using specific vocabulary;</li> <li>◦ organizing information for clarity;</li> <li>◦ speaking clearly, using appropriate voice level and speaking rate;</li> <li>◦ differentiating formal and informal language and style when appropriate to task and situation (e.g., presentations, small-group discussions);</li> <li>◦ selecting words and phrases to convey precise ideas;</li> <li>◦ using voice inflection for effect; and</li> <li>◦ adding visual displays to presentations when appropriate to enhance development of theme and/or main ideas.</li> </ul> </li> <li>• use active listening skills by: <ul style="list-style-type: none"> <li>◦ looking at the speaker;</li> <li>◦ thinking about the main points the speaker is making; and</li> <li>◦ taking notes.</li> </ul> </li> </ul>

- 4.3** The student will learn how media messages are constructed and for what purposes.
- a) Differentiate between auditory, visual, and written media messages.
  - b) Identify the characteristics of various media messages.

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will learn that media messages are constructed for a purpose. Students will examine the following:               <ul style="list-style-type: none"> <li>◦ <b>Audience</b> (Who is the person or persons meant to see the message?)</li> <li>◦ <b>Purpose</b> (Why is the message being sent – is it meant to persuade, inform, entertain, sell, or a combination of these?)</li> </ul> </li> <li>• <b>Auditory media</b> can be heard (e.g., music, radio, speeches, video, etc.).</li> <li>• <b>Visual media</b> can be viewed (e.g., television, video, Web-based materials, etc.).</li> <li>• <b>Written media</b> includes text (e.g., newspapers, magazines, books, advertising, etc.).</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• identify attributes of a constructed message (i.e., audience and purpose).</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• access media messages and identify what types of media are used.</li> </ul>

At the fourth-grade level, students will build on their reading and reading comprehension skills. They will continue to develop fluency as they use strategies such as word analysis, use of context clues, and the making of inferences to gain meaning from text. Students will use reading strategies before, during, and after reading to develop and demonstrate comprehension. The use of graphic organizers will facilitate students' understanding of text organization and will help them summarize and draw conclusions from fiction and nonfiction text. Students will read widely from content-area and nonfiction texts. They will also collect information from a variety of resources in order to acquire additional knowledge about a topic. They will construct questions about their topic, gather information, and synthesize the information for use in their oral presentations and writings.

- 4.4 The student will expand vocabulary when reading.**
- a) Use context to clarify meanings of unfamiliar words.
  - b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.
  - c) Use word-reference materials, including the glossary, dictionary, and thesaurus.
  - d) Develop vocabulary by listening to and reading a variety of texts.
  - e) Use vocabulary from other content areas.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will continue to build vocabulary by applying their knowledge of word structure and context clues to determine the meanings of unfamiliar words.</li> <li>• Students will use combined knowledge of all letter-sound correspondences, syllabication patterns, roots, and affixes to read accurately multisyllabic words.</li> <li>• <b>Affixes</b> are added to root words to form new words (e.g., prefixes, suffixes).</li> <li>• <b>Prefixes</b> are added to the front of the root (e.g., like→dislike).</li> <li>• <b>Suffixes</b> are added to the end of the root (e.g., short→shorten).</li> <li>• <b>Homophones</b> are words that are pronounced the same and have different meanings regardless of their spelling (e.g., principle/principal, prince/prints).</li> <li>• <b>Antonyms</b> are opposites (e.g., off/on, fast/slow).</li> <li>• <b>Synonyms</b> are words that have similar meanings (e.g., small, little, tiny).</li> <li>• Students will use word-reference materials to learn new words.</li> <li>• Students will use vocabulary from content areas.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• use the content and structure of a sentence, paragraph, or reading selection to help determine the meaning of an unfamiliar word.</li> <li>• use a variety of strategies and word recognition skills to support comprehension.</li> <li>• know the type of information found in word reference materials such as a glossary, dictionary, and thesaurus.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• use context as a clue to clarify the meaning of unfamiliar words or phrases (e.g., definitions, examples, or restatements of text).</li> <li>• use clues in the context of a sentence, paragraph, or reading selection to predict and explain the meanings of words that have more than one definition.</li> <li>• use their knowledge of affixes (prefixes and suffixes) to read and understand the meanings of words.</li> <li>• use their knowledge of synonyms (words with similar meanings) and antonyms (words with opposite meanings) to understand the meanings of unfamiliar words.</li> <li>• derive word meaning by using their knowledge of homophones (words that are pronounced the same but are spelled differently and have different meanings), such as <i>read/red, no/know, hear/here</i>.</li> <li>• use context to select the applicable definition of a word from a glossary or dictionary.</li> <li>• identify and consult the word-reference material(s), including the glossary, dictionary, and thesaurus, most likely to contain needed information to clarify word meaning.</li> <li>• develop vocabulary by listening to and reading a variety of texts.</li> <li>• determine the meaning of general academic and content-specific words or phrases in a text.</li> <li>• study word meanings across content areas.</li> </ul>



- 4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.**
- a) Explain the author’s purpose.
  - b) Describe how the choice of language, setting, characters, and information contributes to the author’s purpose.
  - c) Identify the main idea.
  - d) Summarize supporting details.
  - e) Identify the problem and solution.
  - f) Describe the relationship between text and previously read materials.
  - g) Identify sensory words.
  - h) Draw conclusions/make inferences about text.
  - i) Make, confirm, or revise predictions.
  - j) Identify cause and effect relationships.
  - k) Use reading strategies throughout the reading process to monitor comprehension.
  - l) Read with fluency and accuracy.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will continue to read and comprehend fictional texts, narrative nonfiction texts, and poetry.</li> <li>• <b>Narrative nonfiction</b> is a retelling in story format about real people, animals, places or events. It contains facts and is usually in chronological order (e.g., autobiographies and biographies).</li> <li>• Students will also learn how authors craft their purpose and message by the choice of language, setting, characters, and specific information.</li> <li>• Students will demonstrate comprehension of a selection by using before-, during-, and after-reading strategies (e.g., using graphic organizers, question generation, and summarization).</li> <li>• Students will learn how to identify major events and supporting details.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• develop a variety of comprehension strategies.</li> <li>• read a variety of fictional texts, narrative nonfiction texts, and poetry.</li> <li>• explain events, procedures, ideas, or concepts in fictional texts, narrative nonfiction texts, and poetry, including what happened and why, based on specific information in the text.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• explain the author’s purpose (e.g., to entertain, inform, or persuade).</li> <li>• describe how the choice of language, setting, characters, details, and other information contribute to the author’s purpose.</li> <li>• describe in depth a character, setting, or event drawing on specific details from the text (e.g., words, actions, or a character’s thoughts).</li> <li>• understand that narrative nonfiction is a story based on facts.</li> <li>• identify the facts contained in a piece of narrative nonfiction.</li> <li>• identify the main idea or theme of a text and summarize using supporting details.</li> <li>• identify the problem (conflict) and solution.</li> <li>• discuss the similarities and differences between text and previously read materials (e.g., similar themes and topics, patterns of events).</li> <li>• 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.</li> </ul>

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  - l) Read with fluency and accuracy.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>• Students will identify sensory words and describe the effect those particular words have on the reader.</li> <li>• Students will use reading strategies throughout the reading process to monitor comprehension. Strategies include:               <ul style="list-style-type: none"> <li>◦ draw conclusions/make inferences about text; and</li> <li>◦ make, confirm, and revise ongoing predictions.</li> </ul> </li> <li>• To determine a student’s functional reading level for a specific text consider these word accuracy rates from Virginia’s Phonological Awareness Literacy Screening (PALS):               <ul style="list-style-type: none"> <li>◦ independent level – 98-100% accuracy, or about two of every 100 words misread; student reads independently with little or no instructional support, and comprehension is strong.</li> <li>◦ instructional level – 90-97% accuracy, or three to ten words of every 100 words</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• identify sensory words that describe sights, sounds, smells, and tastes, and describe how they make the reader feel.</li> <li>• refer to details and examples in a text when explaining what the text says, drawing conclusions/making inferences from text.</li> <li>• identify cause and effect relationships.</li> <li>• make, confirm, or revise predictions.</li> <li>• read familiar text with fluency, accuracy, and prosody.</li> <li>• read with sufficient accuracy and fluency to support comprehension.</li> <li>• become aware of when they do not understand, (e.g., by reflecting upon and learning to articulate what exactly is causing difficulty).</li> </ul>

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES																
<p>misread; student reads with modest accuracy and variable fluency and comprehension should be closely monitored.</p> <ul style="list-style-type: none"> <li>◦ frustration level – less than 90% accuracy, or more than ten of every 100 words misread; student reads with neither accuracy nor fluency, and therefore his or her comprehension will be affected.</li> <li>• <b>Prosody</b> refers to the rhythmic and intonational aspect of language, which should be noticeable during oral reading. Prosody contributes to reading fluency and comprehension.</li> </ul> <table border="1" data-bbox="111 1219 674 1378"> <thead> <tr> <th>Percentile</th> <th>Fall WCPM</th> <th>Midyear WCPM</th> <th>Spring WCPM</th> </tr> </thead> <tbody> <tr> <td>90</td> <td>145</td> <td>166</td> <td>180</td> </tr> <tr> <td>75</td> <td>119</td> <td>139</td> <td>152</td> </tr> <tr> <td>50</td> <td>94</td> <td>112</td> <td>123</td> </tr> </tbody> </table> <p>Hasbrouck, J.E., &amp; Tindal, G.A., 2006</p> <ul style="list-style-type: none"> <li>• The table above presents the results of research on oral reading fluency rates for students at the</li> </ul>	Percentile	Fall WCPM	Midyear WCPM	Spring WCPM	90	145	166	180	75	119	139	152	50	94	112	123		
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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p>90<sup>th</sup>, 75<sup>th</sup> and 50<sup>th</sup> percentiles throughout the school year. These rates are reported as words correct per minute (WCPM) for fourth-grade students reading fourth-grade text:</p> <ul style="list-style-type: none"> <li>• When fully developed, reading <i>fluency</i> refers to a level of accuracy and rate where decoding is relatively effortless; where oral reading is smooth and accurate with correct prosody; and where attention can be allocated to comprehension.*</li> </ul>		

\* Wolf, M. & Katzir-Cohen, T. (2001). Reading fluency and its intervention. *Scientific Studies of Reading*. (Special Issue on Fluency. Editors: E. Kame’enui & D. Simmons). 5, p. 211-238.

- 4.6 The student will read and demonstrate comprehension of nonfiction texts.
- a) Use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
  - b) Formulate questions that might be answered in the selection.
  - c) Explain the author’s purpose.
  - d) Identify the main idea.
  - e) Summarize supporting details.
  - f) Draw conclusions and make simple inferences using textual information as support.
  - g) Distinguish between cause and effect.
  - h) Distinguish between fact and opinion.
  - i) Use prior knowledge and build additional background knowledge as context for new learning.
  - j) Identify new information gained from reading.
  - k) Use reading strategies throughout the reading process to monitor comprehension.
  - l) Read with fluency and accuracy.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will read and demonstrate comprehension of nonfiction texts across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics.</li> <li>• Students will demonstrate comprehension of a selection by using before-, during-, and after-reading strategies (e.g., using graphic organizers, question generation, and summarization).</li> <li>• <i>Before</i> reading, students use text structures to predict and categorize information.</li> <li>• <i>During</i> reading, students formulate questions and make and revise ongoing predictions and inferences, using given information.</li> <li>• <i>After</i> reading, students confirm or dismiss previous predictions and inferences. Students</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• summarize key details of informational texts, connecting new information to prior knowledge.</li> <li>• identify and use text structures, such as headings, paragraphs, and format, to preview a text and make predictions in order to comprehend.</li> <li>• actively ask questions, visualize, make connections, and predict as they read.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• use text features, such as special type styles (e.g., boldfaced, italics) and color, captions under pictures and graphics, and headings of sections and chapters, to predict and categorize information in both print and digital texts.</li> <li>• understand how written text and accompanying illustrations connect to convey meaning (e.g., charts, graphs, diagrams, timelines, animations).</li> <li>• generate questions to guide reading of text.</li> <li>• explain author’s purpose (e.g., to entertain, persuade, inform).</li> <li>• identify the main idea and supporting details within a selection summarizing the text by using tools such as graphic organizers, outlining, and notes.</li> <li>• combine information from various places in the text to draw a conclusion.</li> <li>• make simple inferences, using information from the text.</li> <li>• identify cause and effect relationships.</li> <li>• distinguish between fact and opinion.</li> </ul>

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- a) Use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.**
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  - e) Summarize supporting details.**
  - f) Draw conclusions and make simple inferences using textual information as support.**
  - g) Distinguish between cause and effect.**
  - h) Distinguish between fact and opinion.**
  - i) Use prior knowledge and build additional background knowledge as context for new learning.**
  - j) Identify new information gained from reading.**
  - k) Use reading strategies throughout the reading process to monitor comprehension.**
  - l) Read with fluency and accuracy.**

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
<p>also summarize content by identifying important ideas and providing details.</p> <ul style="list-style-type: none"> <li>• Teachers should provide opportunities for students to make connections between what they read in the selection and their prior knowledge.</li> </ul>		<ul style="list-style-type: none"> <li>• apply prior knowledge to make predictions and to describe the relationship between content and previously learned concepts.</li> <li>• identify new information learned from reading.</li> <li>• read familiar text with fluency, accuracy, and expression.</li> <li>• become aware of when they do not understand (e.g., by reflecting upon and articulating what exactly is causing difficulty).</li> </ul>

At the fourth-grade level, students will develop and build their writing skills by writing effective narratives and explanations. They will use the writing skills of selecting and narrowing a topic, developing a plan for writing, and organizing information into several paragraphs with a central idea and supporting details. The instructional focus will include an emphasis on written expression. Revising and editing for correct sentence formation, grammar, capitalization, punctuation, and spelling will continue to be important skills at this grade level. Students will also use available technology to write their narratives and explanations.

- 4.7 The student will write cohesively for a variety of purposes.
- a) Identify intended audience.
  - b) Focus on one aspect of a topic.
  - c) Use a variety of pre-writing strategies.
  - d) Organize writing to convey a central idea.
  - e) Recognize different modes of writing have different patterns of organization.
  - f) Write a clear topic sentence focusing on the main idea.
  - g) Write two or more related paragraphs on the same topic.
  - h) Use transition words for sentence variety.
  - i) Utilize elements of style, including word choice and sentence variation.
  - j) Revise writing for clarity of content using specific vocabulary and information.
  - k) Include supporting details that elaborate the main idea.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will apply their knowledge of a writing process and the domains of writing to write for a variety of purposes.</li> <li>• Two important modes for writing are:               <ul style="list-style-type: none"> <li>◦ <b>Informative/explanatory</b> – students write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>◦ <b>Narrative</b> – students write narrative to develop real or imagined experiences or events using descriptive details, and clear event sequences.</li> </ul> </li> <li>• The three domains of writing are               <ul style="list-style-type: none"> <li>◦ <b>composing</b> – the structuring and elaborating a writer does to construct an effective message for readers (e.g., staying on topic; beginning, middle, and end);</li> <li>◦ <b>written expression</b> – those features that show the writer purposefully shaping and controlling language to affect readers (e.g., specific vocabulary, descriptive words, tone/voice); and</li> </ul> </li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• demonstrate the capacity to generate, focus, and organize ideas for writing.</li> <li>• revise the language, organization, and content of a piece of writing for a specific purpose.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• apply knowledge of the writing domains of composing, written expression, and usage/mechanics.</li> <li>• produce clear and coherent writing in which the development and organization are appropriate to purpose and audience.</li> <li>• recognize different modes of writing have different patterns of organization               <ul style="list-style-type: none"> <li>◦ informative/explanatory                   <ul style="list-style-type: none"> <li>– clearly introduce a topic and group related information in paragraphs</li> <li>– use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic</li> <li>– use specific vocabulary to inform and explain the topic; and</li> <li>– provide a concluding statement or section related to the topic</li> </ul> </li> <li>◦ narrative                   <ul style="list-style-type: none"> <li>– organize an event sequence that unfolds naturally</li> <li>– use transition words and phrases for sentence variety and to manage the sequence of events</li> <li>– use specific vocabulary, words, and phrases to convey experiences and events</li> <li>– provide a conclusion</li> </ul> </li> </ul> </li> </ul>



- 4.7 The student will write cohesively for a variety of purposes.
- a) Identify intended audience.
  - b) Focus on one aspect of a topic.
  - c) Use a variety of pre-writing strategies.
  - d) Organize writing to convey a central idea.
  - e) Recognize different modes of writing have different patterns of organization.
  - f) Write a clear topic sentence focusing on the main idea.
  - g) Write two or more related paragraphs on the same topic.
  - h) Use transition words for sentence variety.
  - i) Utilize elements of style, including word choice and sentence variation.
  - j) Revise writing for clarity of content using specific vocabulary and information.
  - k) Include supporting details that elaborate the main idea.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>◦ <b>usage/mechanics</b> – the features that cause written language to be acceptable and effective for standard discourse (e.g., spelling, punctuation, capitalization, grammar).</li> <li>• <b>Transition words and phrases</b> provide organization to student writing by improving the connections between thoughts. Categories of transitions include, but are not limited to: <ul style="list-style-type: none"> <li>◦ <b>example</b> (e.g., <i>that is, for example, in fact</i>)</li> <li>◦ <b>sequence</b> (e.g., <i>then, next, finally</i>)</li> <li>◦ <b>time or location</b> (e.g., <i>before, meanwhile, nearby</i>).</li> </ul> </li> <li>• Students should have practice writing on demand, for shorter time frames, and over extended periods of time.</li> </ul>		<ul style="list-style-type: none"> <li>• create a plan and organize thoughts to convey a central idea before writing.</li> <li>• use a variety of prewriting strategies (e.g., brainstorming, listing, free-writing, and using graphic organizers).</li> <li>• focus, organize, and elaborate to construct an effective cohesive message for the reader.</li> <li>• write a clear topic sentence focused on the main idea.</li> <li>• purposefully shape and control language to affect readers.</li> <li>• select specific information to guide readers more purposefully through the piece.</li> <li>• use specific vocabulary and vivid word choice.</li> <li>• write two or more related paragraphs on a topic.</li> <li>• use precise language and vocabulary to explain a topic.</li> <li>• link ideas within paragraphs using words and phrases (e.g., another, for example, since, also).</li> <li>• include sentences of various lengths and beginnings to create a pleasant, informal rhythm.</li> <li>• use available reference resources (e.g., dictionary and thesaurus) as aids to revising writing for clarity.</li> </ul>

- 4.7 The student will write cohesively for a variety of purposes.**
- a) Identify intended audience.**
  - b) Focus on one aspect of a topic.**
  - c) Use a variety of pre-writing strategies.**
  - d) Organize writing to convey a central idea.**
  - e) Recognize different modes of writing have different patterns of organization.**
  - f) Write a clear topic sentence focusing on the main idea.**
  - g) Write two or more related paragraphs on the same topic.**
  - h) Use transition words for sentence variety.**
  - i) Utilize elements of style, including word choice and sentence variation.**
  - j) Revise writing for clarity of content using specific vocabulary and information.**
  - k) Include supporting details that elaborate the main idea.**

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
		<ul style="list-style-type: none"> <li>• use facts and details in sentences to elaborate the main idea.</li> <li>• use available technology to gather information and to aid in writing.</li> </ul>

- 4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.**
- a) Use subject-verb agreement.
  - b) Include prepositional phrases.
  - c) Eliminate double negatives.
  - d) Use noun-pronoun agreement.
  - e) Use commas in series, dates, and addresses.
  - f) Incorporate adjectives and adverbs.
  - g) Use correct spelling for frequently used words, including common homophones.
  - h) Use singular possessives.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will understand and use the editing process.</li> <li>• Students will demonstrate command of the conventions of standard English grammar, capitalization, punctuation, and spelling in writing (e.g., correct capitalization, commas in series, correct spelling of frequently used words).</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand that grammatically correct language and mechanics contribute to the meaning of writing.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• apply knowledge of the writing domains of composing, written expression, and usage/mechanics.</li> <li>• use subject-verb agreement (singular nouns with singular verbs; plural nouns with plural verbs).</li> <li>• appropriately identify and use the following parts of a sentence in writing: subject, predicate, and prepositional phrase.</li> <li>• avoid the use of double negatives.</li> <li>• appropriately identify and use the following parts of speech: nouns, pronouns, verbs, adjectives, adverbs, and prepositions in their writing.</li> <li>• use noun/pronoun agreement (pronoun agrees in number and gender with its antecedent).</li> <li>• use reflexive pronouns (e.g., myself, ourselves).</li> <li>• use commas in series, dates, and addresses.</li> <li>• use adjectives and adverbs (use adverbs instead of adjectives where appropriate, ( e.g., “He played <i>really</i> well.” instead of “He played <i>real</i> well.”).</li> <li>• use the correct spelling of frequently used words, including common homonyms/homophones (e.g., <i>threw/through</i>).</li> <li>• use singular possessives.</li> <li>• use a rubric to self-assess writing.</li> </ul>

- 4.8** The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.
- a) Use subject-verb agreement.
  - b) Include prepositional phrases.
  - c) Eliminate double negatives.
  - d) Use noun-pronoun agreement.
  - e) Use commas in series, dates, and addresses.
  - f) Incorporate adjectives and adverbs.
  - g) Use correct spelling for frequently used words, including common homophones.
  - h) Use singular possessives.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> <li>• use technology, including the Internet, to produce, edit and publish writing as well as to interact and collaborate with others.</li> </ul>

At the fourth-grade level, students will conduct short research projects based on focused questions. Students will gather relevant information from sources and integrate the information while avoiding plagiarism.

- 4.9** The student will demonstrate comprehension of information resources to research a topic.
- a) Construct questions about a topic.
  - b) Collect information from multiple resources including online, print, and media.
  - c) Use technology as a tool to organize, evaluate, and communicate information.
  - d) Give credit to sources used in research.
  - e) Understand the difference between plagiarism and using own words.

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will use information resources to locate information on a topic.</li> <li>• With assistance and support, students will collect information from multiple resources including online, print, and media.</li> <li>• After collecting needed information, students will learn to evaluate and synthesize the information to use in their oral reports or writings.</li> <li>• <b>Plagiarism</b> is using someone else's ideas or words without giving credit.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand how information is to be collected, analyzed, and organized as a part of the process of writing a short report.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• formulate initial questions about a topic and seek information by identifying, locating, exploring, and effectively using a variety of sources of information.</li> <li>• recognize, organize, and record information pertinent to the topic and blend ideas accurately.</li> <li>• select and use appropriate references (e.g., atlases, almanacs, and encyclopedias), including electronic resources.</li> <li>• identify key terms to use in searching for information.</li> <li>• skim to find information related to a topic.</li> <li>• select information that is related to their topic.</li> <li>• evaluate and combine (synthesize) related information from two or more sources.</li> <li>• use available technology to gather, organize, evaluate, and communicate information.</li> <li>• give credit to sources used in research.</li> </ul>