**By the end of the year 4th graders will be able to:**

| **ELA Strand** | **Specific Skill** |
| --- | --- |
| Foundations | * Use skills such as syllabication, knowledge of roots, suffixes, and prefixes, and knowledge of phonics to read unfamiliar words. * Read grade appropriate text with accuracy, and with appropriate phrasing, expression, rate, and understanding * Print all letters quickly enough to write sentences without losing track of ideas and legibly enough for others to read what was written * Write and read in cursive (starting in 22-23) |
| Comprehension | * Read literary and informational text with understanding and identify the main idea and key details * Summarize longer texts in greater detail * Describe characters, setting, and plot using specific details and compare/contrast these elements across different stories * Compare/contrast a narrator’s point of view, the difference between first and third-person * Determine if the author created the piece to persuade, inform or entertain the reader * Answer inferential questions by providing relevant and specific details from texts to support answers * Compare the features of various texts to identify the type of genre (fiction, nonfiction, poetry, etc.) * Identify text structure (problem/solution, cause/effect, sequence, etc.) and explain how text features help the reader comprehend text * Identify and understand figurative language (similes, metaphors, alliteration, personification, alliteration, idiom, and hyperbole) |
| Language | * Distinguish and understand words with multiple meanings * Use context clues and knowledge of common Latin roots, prefixes and suffixes to determine word meaning * Use knowledge of English grammar and vocabulary in both speech and writing * Use skills such as syllabication, knowledge of roots, suffixes, and prefixes, and knowledge of phonics to spell multisyllabic words * Speak and listen in formal (presentations) and informal (collaborative discussions) ways |
| Writing | * Compose compound sentences of various types * Write narrative, informational, and opinion essays of multiple paragraphs that include an introduction, body and conclusion through editing and rewriting to create clear and organized work * Create and research a topic to build knowledge * Use content-specific vocabulary, such as science and social studies, in their own writing |

| **Subject and Quarter:** Reading, 1st Quarter | | **Grade:** 4th |
| --- | --- | --- |
| **Standard** 4.4.R.2  Students will use context clues to clarify the meaning of words.  **RC Standard** Use context to clarify the meaning of words | | **Supporting Standards**  4.4.R.1 Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.  4.4.R.4 Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.  4.4.R.5 Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts. |
| **Learning Goal/I Can Statement** - I can use context clues to clarify the meaning of words. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | Student can describe the strategy used to clarify the meaning of unknown words.   * Describe the strategy and how it was used to clarify the meaning of the unknown word | **Essential Question**   * When you encounter an unfamiliar word, how do you determine the meaning of the word? |
| **Score**  **3.0** | Student can use context clues to clarify the meaning of words.   * Use various strategies and/or text features to clarify meaning | **Assessments (Pre, Mid, Post)**  [4.4.R.2 Context Clues Assessment](https://docs.google.com/document/d/1U5aA2Q8IpyXWa2CMNOL6mO9A_DaUft7SaABfN7W944E/edit?usp=sharing) |
| **Score**  **2.0** | Student can identify strategies used to clarify the meaning of words.   * Define academic vocabulary   Academic Vocabulary:  Context clue, synonyms, antonyms, homophones, homographs, inferring | **Lesson Resources**   * Nonsense Words   [OKSDE Standard 4.4.R.2](http://elaokframework.pbworks.com/w/page/148568862/44R2)  [OKSDE Framework](http://elaokframework.pbworks.com/w/page/114061501/Introduction%20to%20the%20ELAOK%20Framework)  [DC ELA Vertical Progression](https://docs.google.com/document/d/1Kla9SEKf9WAa3rcOe_GdzriqgX7Qw5jH1Pq67PqdOkw/edit?usp=sharing) |
| **Score 1.0** | With help, student has partial success at level 2 and 3 content. | **Academic Vocabulary -** Synonym, Antonym, Homophone, Homograph, Context Clue, Inference |
| **RTI Support** | **Interventions** | **Enrichment** |

| [**Vertical Alignment**](https://sde.ok.gov/sites/default/files/documents/files/2021%20ELA%20Standards%20Vertical%20Progression%2C%20Grades%203-8_1.pdf) | | |
| --- | --- | --- |
| **3.4.R.2** Students will use context clues to clarify the meaning of words. | **4.4.R.2** Students will use context clues to clarify the meaning of words. | **5.4.R.2** Students will use context clues to clarify the meaning of words. |

| **Subject and Quarter:** Reading, 1st Quarter | | **Grade:** 4th |
| --- | --- | --- |
| **Standard** 4.2.R.3  Students will summarize and sequence the important events of a story.  **RC Standard** Summarize and sequence important events of a story | | **Supporting Standards**  4.3.R.1 Students will determine the author’s purpose (i.e., entertain, inform, persuade) by identifying key details.  4.3.R.3 Students will find textual evidence of key literary elements:  ● setting  ● plot  ● conflict  ● characters (i.e., protagonist, antagonist)  ● characterization |
| **Learning Goal/I Can Statement** I can organize, in my own words, a summary in sequence including the important events of a fictional text. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | Student can create a summary of a story.   * Given a text, create a summary without a graphic organizer * Include literary elements   Including: Literary elements–protagonist, antagonist, conflict, resolution, key events from the beginning, middle and end. | **Essential Question**   * What does a fictional summary include? |
| **Score**  **3.0** | Student can summarize and sequence the important events of a story.   * Use a [graphic organizer](https://docs.google.com/document/d/1U5aA2Q8IpyXWa2CMNOL6mO9A_DaUft7SaABfN7W944E/edit?usp=sharing) to identify important elements. * Use information to create a summary. | **Assessments (Pre, Mid, Post)**  [4.2.R.3 Summary Assessment](https://docs.google.com/document/d/1-RLLl3WmUR58qCR7zLMIv6ZQEOVZ0jGMSTuCl_MO8Vc/edit?usp=sharing) |
| **Score**  **2.0** | Given a text and a summary, student can identify if a summary is accurate. | **Lesson Resources**  SWBST organizer (or other)  [OKSDE Standard 4.2.R.3](http://elaokframework.pbworks.com/w/page/148458774/42R3)  [OKSDE Framework](http://elaokframework.pbworks.com/w/page/114061501/Introduction%20to%20the%20ELAOK%20Framework)  [DC ELA Vertical Progression](https://docs.google.com/document/d/1Kla9SEKf9WAa3rcOe_GdzriqgX7Qw5jH1Pq67PqdOkw/edit?usp=sharing) |
| **Score 1.0** | With help, student has partial success at level 2 and 3 content. | **Academic Vocabulary**  Summary, sequence, key events, details, beginning, middle, end, characters, conflict, solution, graphic organizer |
| **RTI Support** | **Interventions** | **Enrichment** |

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| --- | --- | --- |
| **3.2.R.3** Students will summarize and sequence the important events of a story. | **4.2.R.3** Students will summarize and sequence the important events of a story. | **5.2.R.3** Students will summarize and sequence the important events of a story. |

| **Subject and Quarter:** Writing, 1st Quarter | | **Grade:** 4 |
| --- | --- | --- |
| **Standard** 4.5.W.1  Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences.  **RC Standard** Compose simple and compound sentences | | **Supporting Standards**  4.5.R.1 Students will recognize simple and compound sentences.  4.5.R.2 - Students will recognize parts of speech in sentences.  4.5.W.3 Students will recognize and correct errors in subject and verb agreement.  4.5.W.5 - Students will use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences. |
| **Learning Goal/I Can Statement** - I can compose simple and compound declarative, interrogative, imperative, and exclamatory sentences. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | Student can use compound declarative, interrogative, imperative, and exclamatory sentences **correctly in his/her writing**.  \*at least 3 out of the 4 sentence types in a piece of writing\* | **Essential Question**   * Why is it important to use a variety of sentence types and structures while speaking and writing? |
| **Score**  **3.0** | Student can compose simple and compound declarative, interrogative, imperative, and exclamatory sentences. | **Assessments (Pre, Mid, Post)**  [4.5.W.1 Compose Sentences](https://docs.google.com/document/d/1Uv4DUj24JU0aMnQtICUmR7XxfGxRHU-jCthCSwwU9T8/edit?usp=sharing) |
| **Score**  **2.0** | Student can compose simple declarative, interrogative, imperative, and exclamatory sentences. | **Lesson Resources**  Mentor Sentence  Coordinating Conjunctions (FANBOYS)  [OKSDE Standard 4.5.W.1](http://elaokframework.pbworks.com/w/page/148725429/45W1)  [OKSDE Framework](http://elaokframework.pbworks.com/w/page/114061501/Introduction%20to%20the%20ELAOK%20Framework)  [DC ELA Vertical Progression](https://docs.google.com/document/d/1Kla9SEKf9WAa3rcOe_GdzriqgX7Qw5jH1Pq67PqdOkw/edit?usp=sharing) |
| **Score 1.0** | With help, student has partial success with level 2 and 3 content. | **Academic Vocabulary** - simple sentence, compound sentence, conjunction, declarative, interrogative, imperative, exclamatory |
| **RTI Support** | **Interventions** | **Enrichment**  Choice Board Activities |

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| --- | --- | --- |
| **3.5.W.1** Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences, avoiding and correcting fragments. | **4.5.W.1** Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences, avoiding and correcting fragments. | **5.5.W.1** Students will compose simple, compound, and complex (i.e., independent and dependent clauses) sentences. |

Introducing the Writing Process Using Color Poems

<https://drive.google.com/drive/folders/1lcuD_5MZ3JAnoHcgzTxePairBAz7anBm?usp=sharing>

Text: *Hailstones and Halibut Bones* by Mary O’Neil

The purpose of this lesson is to introduce the steps of the writing process as well as academic vocabulary while creating a six line free verse poem. Supplemental standards will include figurative language and imagery.

1. When we write, we use our five senses to bring the reader into the story. They can feel what the author is trying to say. Using the five senses to describe what the reader is feeling, seeing, touching, tasting, and smelling is called imagery.
2. We are going to use color as a way to describe our five senses. I usually start with the word Red. Draw a web on the board with “red” in the center and web five extensions for each of the senses. At this point, read some sample color poems found in *Hailstones and Halibut Bones* by Mary O’Neil. There are also sample poems in the google drive linked below.
3. This is where I introduce the first step in the writing process: **Pre–Writing**. Pre-writing is the planning step in the writing process. Using graphic organizers like webs or other organizers (see google drive link below) is a great way to organize our thoughts before we write. Think about what red might look like, smell like, feel like, sound like and taste like. Have students contribute ideas to the red color web as a whole group lesson.
4. Have the students then choose one color that they would like to explore. They will fill out their own graphic organizer with the color they selected.
5. The next step in the writing process will be **drafting**. On notebook paper, students will select one idea from each of their five senses web to write into a complete sentence. Examples: Yellow smells like laundry fresh out of the dryer. Yellow tastes like a sour lemon. Yellow feels like a fuzzy baby blanket. I encourage the sixth sentence to assign an emotion to the color. Example: Yellow is happiness.
6. After a draft is written, we then work on **Revising** and **Editing**.

<https://drive.google.com/drive/folders/1r5J-MCaKNKNsBh1YbmsO8Gn7pKm0lnpA?usp=sharing>

Writing process using descriptive seasonal writing

[Fall Descriptive Writing](https://drive.google.com/file/d/1Zbr_1yJVWNLHIX3G3ExGG9g2XRX6uE5s/view?usp=sharing)

[Spring Descriptive Writing](https://drive.google.com/file/d/1aUXii7byThTtrCs6_DQrAZA2sutZVOtM/view?usp=sharing)**Paragraph Writing**

* The process of paragraph building begins with forming a complete sentence.
  + Expanding Sentences
    - <https://drive.google.com/drive/u/0/folders/0AKVZ57QfcAzuUk9PVA>
    - <https://drive.google.com/drive/u/0/folders/0AKVZ57QfcAzuUk9PVA>
* The next step would be to outline the format of a paragraph with a graphic organizer such as a topic sentence followed by three supporting sentences, and a conclusion sentence.
  + Graphic organizers
    - <https://drive.google.com/drive/u/0/folders/0AHIZ-dioGpzAUk9PVA>
    - <https://drive.google.com/file/d/1sVnV81uLvQ_JNyUVxAN3j9kCheR4qe5k/view?usp=sharing>

| **Subject and Quarter:** ELA Q1 | | **Grade:** 4th |
| --- | --- | --- |
| **Stand Alone Supporting Standards**  **4.1.L.1** Students will actively listen using agreed-upon discussion rules.  **4.1.L.2** Students will actively listen and interpret a speaker’s verbal messages and ask questions to clarify the speaker’s purpose.  **4.1.S.1** Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.  **4.1.S.2** Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.  **4.1.S.3** Students will give informal presentations in a group or individually, organizing information and determining content for the audience, speaking audibly and clearly in coherent sentences.  **4.2.PC** Students will correctly form words in print and cursive and use appropriate spacing for letters, words, and sentences.  **4.2.F.1** Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.  **4.2.F.2** Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.  **4.8.R** Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.  **4.8.W** Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose. | | |

| **Quarter 1** | | | |
| --- | --- | --- | --- |
| **Priority** | | **Supporting** | |
| Standard | Textbook Lesson | Standard | Textbook Lesson |
| 4.4.R.2 Students will use context clues to clarify the meaning of words. | Module 1, Week 1, Lesson 3  Module 1, Week 2, Lesson 9  Module 1, Week 3, Lesson 12  Module 2, Week 3, Lesson 12 | 4.4.R.1 - Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs. |  |
| 4.2.R.3 Students will summarize and sequence the important events of a story. | Tabletop Mini Lesson pg 4  Module 2, Week 1, Lesson 2  Selection Quiz: Blind Ambition | 4.3.R.3 Students will find textual evidence of key literary elements:  ● setting  ● plot  ● conflict  ● characters (i.e., protagonist, antagonist)  ● characterization |  |
| 4.5.W.1 - Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences. | Writing Workshop  Lesson 12  Grammar Minilessons  Topic 1, Lesson 1.2.1  Topic 1, Lesson 1.2.2  Topic 1, Lesson 1.2.3  Topic 1, Lesson 1.2.4  Topic 1, Lesson 1.2.5  Topic 1, Lesson 1.4.1  Topic 1, Lesson 1.4.3  Topic 1, Lesson 1.4.4  Topic 1, Lesson 1.4.5 | 4.3.R.1 Students will determine the author’s purpose (i.e., entertain, inform, persuade) by identifying key details. |  |
|  |  | 4.5.W.5 - Students will use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences. |  |
|  |  | 4.5.R.2 - Students will recognize parts of speech in sentences. |  |

| **Subject and Quarter:** Reading, 2nd Quarter | | **Grade:** 4th |
| --- | --- | --- |
| **Standard** 4.2.R.1  Students will determine the main idea and key supporting details of a text.  **RC Standard** Determine the main idea and key details | | **Supporting Standards**  4.3.R.5 Students will answer inferential questions using evidence from one or more texts to support answers.  4.3.R.6 Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.  4.3.R.7 Students will distinguish the structures of an informational text:  ● cause/effect  ● problem/solution  ● description  ● sequential |
| **Learning Goal/I Can Statement** - I can determine the main idea and key details of a text. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | Student can determine the common main idea from two texts. | **Essential Question**   * What is the main idea? * How can I support it using the text or texts? |
| **Score**  **3.0** | Student can determine the main idea and key supporting details of a text. | **Assessments (Pre, Mid, Post)**  [4.2.R.1 Main Idea Assessments](https://docs.google.com/document/d/1NsrZTiaX4aoX4a7dYVdwkNAGfWGxUt0ciVapPGT3iNQ/edit?usp=sharing) |
| **Score**  **2.0** | Student can recall key details in a text. | **Lesson Resources**  Given a text, main idea choices and details–choose the best main idea and key details.  [OKSDE Standard 4.2.R.1](http://elaokframework.pbworks.com/w/page/148458762/42R1)  [OKSDE Framework](http://elaokframework.pbworks.com/w/page/114061501/Introduction%20to%20the%20ELAOK%20Framework)  [DC ELA Vertical Progression](https://docs.google.com/document/d/1Kla9SEKf9WAa3rcOe_GdzriqgX7Qw5jH1Pq67PqdOkw/edit?usp=sharing) |
| **Score 1.0** | With help, student has partial success at level 2 and 3 content. | **Academic Vocabulary**  Main idea, central idea, supporting details, key details, topic, relevant information, facts. |
| **RTI Support** | **Interventions** | **Enrichment** |

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| --- | --- | --- |
| **3.2.R.1** Students will determine the main idea and supporting details of a text. | **4.2.R.1** Students will determine the key details that support the main idea of a text. | **5.2.R.1** Students will explain how key supporting details support the main idea of a text. |

| **Subject and Quarter:** Reading, 2nd Quarter | | **Grade:** 4th |
| --- | --- | --- |
| **Standard** 4.2.R.2  Students will compare texts to distinguish various genres.  **RC Standard** Compare texts to distinguish genres | | **Supporting Standards**  4.3.R.1 Students will determine the author’s purpose (i.e., entertain, inform, persuade) by identifying key details. |
| **Learning Goal/I Can Statement** - I can compare and contrast textual characteristics (setting, characters, plot, text structures) to determine genres. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | Student can explain why the author used a specific genre for their text and identify their use of setting, characters, plot, text structure to support their genre choice. | **Essential Question**   * What are the different types of genres that a text can have? * What are the characteristics of specific genres? |
| **Score**  **3.0** | Student can compare texts to distinguish various genres.   * Fiction * Nonfiction * Poetry | **Assessments (Pre, Mid, Post)**  [4.2.R.2 Genre Assessments](https://docs.google.com/document/d/1bQ5Jb-mZcOH0MxST8CG-sGjk6UWojj_wddmZos0lxL8/edit?usp=sharing) |
| **Score**  **2.0** | Student can identify the genre of a passage. | **Lesson Resources**  [OKSDE Standard 4.2.R.2](http://elaokframework.pbworks.com/w/page/148490334/42R2)  [OKSDE Framework](http://elaokframework.pbworks.com/w/page/114061501/Introduction%20to%20the%20ELAOK%20Framework)  [DC ELA Vertical Progression](https://docs.google.com/document/d/1Kla9SEKf9WAa3rcOe_GdzriqgX7Qw5jH1Pq67PqdOkw/edit?usp=sharing) |
| **Score 1.0** | With help, student has partial success at level 2 and 3 content. | **Academic Vocabulary** - compare/contrast, genre, realistic fiction, historical fiction, nonfiction, poetry, legend, myth. |
| **RTI Support** | **Interventions** | **Enrichment** |

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| --- | --- | --- |
| **3.2.R.2** Students will identify elements of various genres in fiction, poetry, and nonfiction texts. | **4.2.R.2** Students will compare fiction, poetry, and nonfiction to distinguish various genres. | **5.2.R.2** Students will identify details in fiction, poetry, and nonfiction texts to distinguish various genres. |

| **Subject and Quarter:** Writing, 2nd Quarter | | **Grade:** 4 |
| --- | --- | --- |
| **Standard** 4.5.W.2  Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.  **RC Standard** Use parts of speech to add clarity and variety to writing | | **Supporting Standards**  4.4.W.1 Students will use grade-level vocabulary in writing to clearly communicate ideas.  4.4.W.2 Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.  4.5.R.2 - Students will recognize parts of speech in sentences:  ● irregular possessive nouns (e.g., children’s)  ● **irregular and past participle verbs and verb tense to identify settings, times, and sequences**  ● **subject and verb agreement**  **● comparative and superlative adjectives**  ● prepositional phrases  ● **possessive pronouns and the nouns they replace (i.e., antecedents)**  **● coordinating conjunctions**  ● comparative and superlative adverbs  ● interjections  4.5.W.6 Students will use apostrophes to show possession of singular and plural nouns and recognize and remove apostrophes used to form plurals.  4.5.W.7 Students will use commas in greetings and closings in letters and emails, to separate individual words in a series, and to indicate dialogue.  4.5.W.8 Students will use a colon to introduce a list (e.g., Deb only needed three things from the grocery store: milk, eggs, and bread.). |
| **Learning Goal/I Can Statement** - I can use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to my writing. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | N/A | **Essential Question**   * What is the function (job) of each word in a sentence? |
| **Score**  **3.0** | Student can use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing. | **Assessments (Pre, Mid, Post)**  [4.5.R.2 Parts of Speech Assessments](https://docs.google.com/document/d/15QQI6MaecvzF5dX0lLVQjhBwbkA6lUUV7pF0nrvGGVA/edit?usp=sharing) |
| **Score**  **2.0** | Student can recognize parts of speech in sentences:  ● irregular and past participle verbs and verb tense to identify settings, times, and sequences  ● subject and verb agreement  ● comparative and superlative adjectives  ● possessive pronouns and the nouns they replace (i.e., antecedents)  ● coordinating conjunctions | **Lesson Resources**  Mentor Sentence  Stretch the Sentence  [OKSDE Standard 4.5.W.2](http://elaokframework.pbworks.com/w/page/148772586/45W2)  [OKSDE Standard 4.5.R.2](http://elaokframework.pbworks.com/w/page/148771962/45R2)  [OKSDE Framework](http://elaokframework.pbworks.com/w/page/114061501/Introduction%20to%20the%20ELAOK%20Framework)  [DC ELA Vertical Progression](https://docs.google.com/document/d/1Kla9SEKf9WAa3rcOe_GdzriqgX7Qw5jH1Pq67PqdOkw/edit?usp=sharing) |
| **Score 1.0** | With help, student has partial success at level 2 or 3 content. | **Academic Vocabulary**  function, clarity, variety, parts of speech, punctuation, possessive noun, past participle, comparative, superlative, prepositional phrase |
| **RTI Support** | **Interventions** | **Enrichment**  Choice Board Activities |

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| --- | --- | --- |
| **3.5.W.2** Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing. | **4.5.W.2** Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing. | **5.5.W.2** Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns to add clarity and variety to their writing. |

| **Subject and Quarter:** Writing, 2nd Quarter | | **Grade:** 4 |
| --- | --- | --- |
| **Standard** 4.3.W.3  Students will compose opinion essays that:  ● introduce a topic and state an opinion  ● organize relevant, text-based evidence to support the opinion  ● use sentence variety and word choice to create interest  **RC Standard** Compose an opinion essay | | **Supporting Standards**  4.2.W.1 Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.  4.2.W.2 Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).  4.2.W.3 Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.  4.2.W.4 Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest). |
| **Learning Goal/I Can Statement** - I can write an opinion essay that introduces a topic, states an opinion, and organizes relevant, text-based evidence to support the opinion. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | In addition to Score 3.0 expectation, writing includes strong organization, supporting facts and details that reflect higher-level thinking, strong vocabulary, sentence variety, and produces quality work beyond grade-level expectations.  *\*see rubric for details* | **Essential Question**   * Why is it important to have reasons to support our opinion? * How do writers use text-based evidence to support their opinion? |
| **Score**  **3.0** | Student can write opinion essays that:  ● introduce a topic and state an opinion  ● organize relevant, text-based evidence to support the opinion  ● use sentence variety and word choice to create interest  *\*see rubric for details* | **Assessments (Pre, Mid, Post)**  [Opinion Writing Rubric](https://docs.google.com/document/d/1trG6kZr6QDkqKM1mZfBC9JDMXbOnW-Up3lkjzSCakOM/edit?usp=sharing) |
| **Score**  **2.0** | Student canexpress opinions about a topic using some organization, incomplete ideas, facts and details, limited word choice, some transition words, and simple sentences.  *\*see rubric for details* | **Lesson Resources**  [OKSDE Standard 4.3.W.3](http://elaokframework.pbworks.com/w/page/149088225/43W3)  [OKSDE Framework](http://elaokframework.pbworks.com/w/page/114061501/Introduction%20to%20the%20ELAOK%20Framework)  [DC ELA Vertical Progression](https://docs.google.com/document/d/1Kla9SEKf9WAa3rcOe_GdzriqgX7Qw5jH1Pq67PqdOkw/edit?usp=sharing) |
| **Score 1.0** | With help, student has partial success with level 2 and 3 content. | **Academic Vocabulary**  opinion, text-based evidence, support |
| **RTI Support** | **Interventions**  Peer editing  On the spot writing conference with teacher | **Enrichment**  Choice Board Activities |

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| **3.3.W.3** Students will write an opinion about a topic and provide relevant evidence as support in multiple paragraphs with transitional words and phrases. | **4.3.W.3** Students will write opinion essays that:  ● introduce a topic and state an opinion  ● incorporate relevant, text-based evidence to support the opinion  ● use sentence variety and word choice to create interest  ● maintain an organized structure with transitional words and phrases | **5.3.W.3** Students will write opinion essays that:  ● introduce a topic and state a clear opinion  ● incorporate relevant, text-based evidence to support the opinion  ● use sentence variety and word choice to create interest  ● organize writing in a logical sequence with transitional words and phrases |

| **Subject and Quarter:** Writing, 2nd Quarter | | **Grade:** 4 |
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| **Standard** 4.3.R.4  Students will find textual evidence of literary devices:  ● metaphor  ● idiom  ● personification  ● hyperbole  ● simile  ● alliteration  ● onomatopoeia  **RC Standard** Find literary devices in text | | **Supporting Standards** |
| **Learning Goal/I Can Statement** I can find literary devices (figurative language) in a text. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | Student can correctly use literary devices (figurative language) in his/her writing. | **Essential Question**   * How do authors use figurative language devices to affect their craft? |
| **Score**  **3.0** | Student can find textual evidence of literary devices (figurative language):  ● metaphor  ● idiom  ● personification  ● hyperbole  ● simile  ● alliteration  ● onomatopoeia | **Assessments (Pre, Mid, Post)**  [4.3.R.4 Literary Devices](https://docs.google.com/document/d/1GTmoaUN4TNE3-FfdGgDIxBNfiykBfeer-7fPLvMsbXk/edit?usp=sharing) |
| **Score**  **2.0** | Student can identify a literary device (figurative language) when given an example:  ● metaphor  ● idiom  ● personification  ● hyperbole  ● simile  ● alliteration  ● onomatopoeia | **Lesson Resources**  Include on Narrative Rubric  [OKSDE Standard 4.3.R.4](http://elaokframework.pbworks.com/w/page/149323659/43R4)  [OKSDE Framework](http://elaokframework.pbworks.com/w/page/114061501/Introduction%20to%20the%20ELAOK%20Framework)  [DC ELA Vertical Progression](https://docs.google.com/document/d/1Kla9SEKf9WAa3rcOe_GdzriqgX7Qw5jH1Pq67PqdOkw/edit?usp=sharing) |
| **Score 1.0** | With help, student has partial success with level 2 and 3 content. | **Academic Vocabulary** |
| **RTI Support** | **Interventions** | **Enrichment** |

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| **3.3.R.4** Students will find examples of literary devices:  ● personification  ● hyperbole  ● simile  ● alliteration  ● onomatopoeia | **4.3.R.4** Students will find textual evidence of literary devices:  ● metaphor  ● idiom  ● personification  ● hyperbole  ● simile  ● alliteration  ● onomatopoeia | **5.3.R.4** Students will determine how literary devices contribute to the meaning of a text:  ● imagery  ● metaphor  ● idiom  ● personification  ● hyperbole  ● simile  ● alliteration  ● onomatopoeia |

| **Quarter 2** | | | |
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| **Priority** | | **Supporting** | |
| Standard | Textbook Lesson | Standard | Textbook Lesson |
| 4.2.R.1 Students will determine the main idea and key supporting details of a text. | Module 1, Week 1, Lesson 1  Module 2, Week 1, Lesson 1 |  |  |
| 4.2.R.2 Students will compare texts to distinguish various genres. | \*genres are introduced before each text, but the actual standard is not covered until Module 8 |  |  |
| 4.5.W.2 - Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing. | Grammar Mini Lessons  Topic 2, Lesson 2.1.5  Topic 2, Lesson 2.2.5  Topic 3, Lesson 3.1.5  Topic 3, Lesson 3.2.5  Topic 4, Lesson 4.1.5  Topic 4, Lesson 4.6.5  Topic 4, Lesson 4.2.5 | 4.5.R.2 - Students will recognize parts of speech in sentences: ● irregular possessive nouns (e.g., children’s) ● irregular and past participle verbs and verb tense to identify settings, times, and sequences ● subject and verb agreement ● comparative and superlative adjectives ● prepositional phrases ● possessive pronouns and the nouns they replace (i.e., antecedents) ● coordinating conjunctions ● comparative and superlative adverbs ● interjections |  |
| 4.3.W.3 - Students will write opinion essays that: ● introduce a topic and state an opinion ● organize relevant, text-based evidence to support the opinion ● use sentence variety and word choice to create interest | Writing Workshop  Module 3 1-15  Module 8 1-15 |  |  |
| 4.3.R.4 - Students will find textual evidence of literary devices:  ● metaphor  ● idiom  ● personification  ● hyperbole  ● simile  ● alliteration  ● onomatopoeia | Module 1, Week 1, Lesson 5  Module 1, Week 3, Lesson 14  Module 2, Week 2, Lesson 9  Module 2, Week 3, Lesson 13  Module 3, Week 2, Lesson 10 |  |  |

| **Subject and Quarter:** Reading, 3rd Quarter | | **Grade:** 4th |
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| **Standard** 4.3.R.7  Students will distinguish the structures of a text:  ● cause/effect  ● problem/solution  ● description  ● sequential  **RC Standard** Distinguish text structures | | **Supporting Standards**  4.3.R.1 Students will determine the author’s purpose (i.e., entertain, inform, persuade) by identifying key details.  4.3.R.5 Students will answer inferential questions using evidence from one or more texts to support answers.  4.6.R.2 Students will identify and use text features (e.g., graphics, captions, headings/subheadings, bold/italicized words, charts, tables, legends) to comprehend informational texts. |
| **Learning Goal/I Can Statement -** I can distinguish the structure of a text (cause/effect, problem/solution, description, sequential) | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | Student can correctly write a paragraph using a given text structure. | **Essential Question**   * What are the different ways a nonfiction text can be structured? |
| **Score**  **3.0** | Student can distinguish the structures of a text:  ● cause/effect  ● problem/solution  ● description  ● sequential  \*identify key words unique to each structure and label the passage with a type of structure | **Assessments (Pre, Mid, Post)**  Pre- [Text Structures Pre](https://deercreekschools.instructure.com/courses/9198/quizzes/77669?module_item_id=1386403)  Mid-[Main Idea and Text Structures Mid](https://deercreekschools.instructure.com/courses/9198/assignments/409466/edit?module_item_id=1530218&quiz_lti=true)  Post- [Main Idea, Inferences, Fact and Opinion, and Text Structures Post](https://deercreekschools.instructure.com/courses/9198/assignments/367676?display=full_width) |
| **Score**  **2.0** | Student can identify the key words of a nonfiction text structure. | **Lesson Resources**  [OKSDE Standard 4.3.R.7](http://elaokframework.pbworks.com/w/page/149536275/43R7)  [OKSDE Framework](http://elaokframework.pbworks.com/w/page/114061501/Introduction%20to%20the%20ELAOK%20Framework)  [DC ELA Vertical Progression](https://docs.google.com/document/d/1Kla9SEKf9WAa3rcOe_GdzriqgX7Qw5jH1Pq67PqdOkw/edit?usp=sharing) |
| **Score 1.0** | With help, student has partial success at level 2 and 3 content. | **Academic Vocabulary**  Description, Sequence, problem, solution, cause, effect, structure, define, defend |
| **RTI Support** | **Interventions** | **Enrichment** |

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| **3.3.R.7** Students will describe the structure of an informational text:  ● problem/solution  ● description  ● sequential | **4.3.R.7** Students will distinguish the structures of an informational text:  ● cause/effect  ● problem/solution  ● description  ● sequential | **5.3.R.7** Students will distinguish the structures of informational texts:  ● compare/contrast  ● cause/effect  ● problem/solution  ● description  ● sequential |

| **Subject and Quarter:** Reading, 3rd Quarter | | **Grade:** 4th |
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| **Standard** 4.2.R.4  Students will summarize facts and details from a nonfiction/informational text.  **RC Standard** Summarize details from informational text | | **Supporting Standards**  4.2.R.1 Students will determine the key details that support the main idea of a text.  4.3.R.1 Students will determine the author’s purpose (i.e., entertain, inform, persuade) by identifying key details.  4.3.R.5 Students will answer inferential questions using evidence from one or more texts to support answers.  4.3.R.7 Students will distinguish the structures of an informational text:  ● cause/effect  ● problem/solution  ● description  ● sequential |
| **Learning Goal/I Can Statement** - I can summarize facts and details from a nonfiction/informational text. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | Student can create a summary of a nonfiction text.   * Given a text, create a summary without a graphic organizer * Including the main idea, key details, and structure of the text. | **Essential Question**   * What does a nonfiction summary include? |
| **Score**  **3.0** | Student can summarize facts and details from a nonfiction/informational text.   * Use a graphic organizer to identify important elements * Use information to create a summary | **Assessments (Pre, Mid, Post)**  Pre-[Nonfiction Summary Pre](https://deercreekschools.instructure.com/courses/9198/assignments/383600/edit?module_item_id=1455901&quiz_lti=true)  Mid-  Post- [Nonfiction Summary Post](https://deercreekschools.instructure.com/courses/9198/assignments/383600/edit?module_item_id=1455901&quiz_lti=true) |
| **Score**  **2.0** | Given a text and a summary, student can identify if a summary is accurate. | **Lesson Resources**  [summarizing nonfiction](https://docs.google.com/document/d/1Lv1BwZWCMpLAcyhGqhpWV56BoflMClMtGTfennxBDxo/edit?usp=sharing)  [OKSDE Standard 4.2.R.4](http://elaokframework.pbworks.com/w/page/148458783/42R4)  [OKSDE Framework](http://elaokframework.pbworks.com/w/page/114061501/Introduction%20to%20the%20ELAOK%20Framework)  [DC ELA Vertical Progression](https://docs.google.com/document/d/1Kla9SEKf9WAa3rcOe_GdzriqgX7Qw5jH1Pq67PqdOkw/edit?usp=sharing) |
| **Score 1.0** | With help, student has partial success at level 2 and 3 content. | **Academic Vocabulary**  Summary, sequence, events, details, main idea, facts, structure, relevant information. |
| **RTI Support** | **Interventions** | **Enrichment** |

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| **3.2.R.4 ​** Students will summarize facts and details from an informational text. | **4.2.R.4 ​**Students will summarize facts and details from an informational text. | **5.2.R.4 ​**Students will summarize facts and details from an informational text. |

| **Subject and Quarter:** Reading, 3rd Quarter | | **Grade:** 4th |
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| **Standard** 4.4.R.3  Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words.  **RC Standard** Use words parts to determine the meaning of words | | **Supporting Standards**  4.4.R.4 Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.  4.4.R.5 Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts. |
| **Learning Goal/I Can Statement** - I can determine the meaning of new words using my knowledge of word parts. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | N/A | **Essential Question**   * How does knowledge of **word roots** and affixes help me understand **word** meanings? |
| **Score**  **3.0** | Student can use word parts (e.g. affixes, Latin roots, stems) to define and determine the meaning of new words. | **Assessments (Pre, Mid, Post)**  Pre-  Mid-  Post-  [**Roots/Affixes Q4**](https://deercreekschools.instructure.com/courses/9101/assignments/409458/edit?quiz_lti)  [**Grammar, Roots, and Affixes**](https://deercreekschools.instructure.com/courses/9101/assignments/385757/edit?quiz_lti) |
| **Score**  **2.0** | Student can identify the meaning of a word part (root or affix). | **Lesson Resources**  [OKSDE Standard 4.4.R.3](http://elaokframework.pbworks.com/w/page/148655826/44R3)  [OKSDE Framework](http://elaokframework.pbworks.com/w/page/114061501/Introduction%20to%20the%20ELAOK%20Framework)  [DC ELA Vertical Progression](https://docs.google.com/document/d/1Kla9SEKf9WAa3rcOe_GdzriqgX7Qw5jH1Pq67PqdOkw/edit?usp=sharing)  tract, struct, vis, audi, scrib, port, non-, over-, mis-, en-/em-, multi-, -ous, -able/-ible, -al/-ial, -ize |
| **Score 1.0** | With help, student has partial success at level 2 and 3 content. | **Academic Vocabulary** |
| **RTI Support** | **Interventions** | **Enrichment** |

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| --- | --- | --- |
| **3.4.R.3** Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define and determine the meaning of new words. | **4.4.R.3** Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words. | **5.4.R.3** Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words. |

| **Subject and Quarter:** Reading, 3rd Quarter | | **Grade:** 4th |
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| **Standard** 4.3.R.5  Students will answer inferential questions using evidence from one or more texts to support answers.  **RC Standard** Answer inferential questions using text evidence | | **Supporting Standards**  4.3.R.1 Students will determine the author’s purpose (i.e., entertain, inform, persuade) by identifying key details.  4.3.R.3 Students will find textual evidence of literary elements:  ● setting  ● plot  ● characters (i.e., protagonist, antagonist)  ● characterization  ● conflict  4.4.R.2 Students will use context clues to clarify the meaning of words. |
| **Learning Goal/I Can Statement** - I can answer inferential questions using evidence from one or more texts to support answers. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | N/A | **Essential Question**   * What information do I need to answer inferential questions? |
| **Score**  **3.0** | Student can answer inferential questions using evidence from one or more texts to support answers. | **Assessments (Pre, Mid, Post)**  Pre- [Inference Pre](https://deercreekschools.instructure.com/courses/9198/assignments/409461/edit?module_item_id=1530206&quiz_lti=true)  Mid-  Post- [Main Idea, Inferences, Fact and Opinion, and Text Structures Post](https://deercreekschools.instructure.com/courses/9198/assignments/367676?display=full_width) |
| **Score**  **2.0** | Student can answer inferential questions using evidence from a single text to support my answer. | **Lesson Resources**  Cross content  [OKSDE Standard 4.3.R.5](http://elaokframework.pbworks.com/w/page/149088132/43R5)  [OKSDE Framework](http://elaokframework.pbworks.com/w/page/114061501/Introduction%20to%20the%20ELAOK%20Framework)  [DC ELA Vertical Progression](https://docs.google.com/document/d/1Kla9SEKf9WAa3rcOe_GdzriqgX7Qw5jH1Pq67PqdOkw/edit?usp=sharing) |
| **Score 1.0** | With help, student has partial success at level 2 and 3 content. | **Academic Vocabulary**  Connections, evidence, inference, schema, background knowledge, key idea, synthesize, text evidence, context clues |
| **RTI Support** | **Interventions** | **Enrichment** |

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| **3.3.R.5** Students will answer inferential questions, using a text to support answers. | **4.3.R.5** Students will answer inferential questions using evidence from one or more texts to support answers. | **5.3.R.5** Students will analyze ideas in one or more texts, providing textual evidence to support their inferences. |

| **Subject and Quarter:** Writing, 3rd Quarter | | **Grade:** 4 |
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| **Standard** 4.3.W.2  Students will compose informative essays that:  ● introduce and develop a topic  ● incorporate evidence (e.g., specific facts, examples, details)  ● maintain an organized structure  ● use sentence variety and word choice to create interest  **RC Standard** Compose an informative essay | | **Supporting Standards**  4.2.W.1 Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.  4.2.W.2 Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).  4.2.W.3 Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.  4.2.W.4 Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).  4.5.W.10 Students will use underlining or italics to indicate titles of works.  4.6.R.1 Students will conduct research to answer questions, including self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).  4.6.R.3 Students will determine the relevance of the information gathered. |
| **Learning Goal/I Can Statement** - I can write an informative essay that introduces and develops a topic, incorporates evidence, and maintains an organized structure. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | In addition to Score 3.0 expectation, writing contains no spelling errors and reflects higher-level thinking, strong vocabulary, varied sentences, and produces very high quality work.  *\*see rubric for details* | **Essential Question**   * What is informative writing? * When do we use informative writing? |
| **Score**  **3.0** | Student can compose informative essays that:  ● introduce and develop a topic  ● incorporate evidence (e.g., specific facts, examples, details)  ● maintain an organized structure  ● use sentence variety and word choice to create interest  *\*see rubric for details* | **Assessments (Pre, Mid, Post)** [Informative Essay Rubric](https://docs.google.com/document/d/1trG6kZr6QDkqKM1mZfBC9JDMXbOnW-Up3lkjzSCakOM/edit?usp=sharing)  Pre - [informative essay cold-write](https://drive.google.com/file/d/187lIEUAs8rv_Tj_QyYBYLSkvZieN3Le7/view?usp=sharing)  Mid - [writing conference data sheet](https://drive.google.com/file/d/1rsUFuGjqBiMmLNLDiwr_Mbk7Mc5y66a-/view?usp=sharing)  Post - informative essay (see rubric) |
| **Score**  **2.0** | Student will apply the writing process to write an informative essay with some facts or details, with simple sentences, topic sentence, some organization, or some transitional words/phrases  *\*see rubric for details* | **Lesson Resources**  [OKSDE Standard 4.3.W.2](http://elaokframework.pbworks.com/w/page/149088198/43W2)  [OKSDE Framework](http://elaokframework.pbworks.com/w/page/114061501/Introduction%20to%20the%20ELAOK%20Framework)  [DC ELA Vertical Progression](https://docs.google.com/document/d/1Kla9SEKf9WAa3rcOe_GdzriqgX7Qw5jH1Pq67PqdOkw/edit?usp=sharing) |
| **Score 1.0** | With help, student has partial success with level 2 and 3 content. | **Academic Vocabulary**  informative, fact, evidence, structure |
| **RTI Support** | **Interventions** - Peer editing, writing conference with teacher | **Enrichment** - Choice Board Activities |

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| **3.3.W.2** Students will write facts about a subject, including a main idea with supporting details, in multiple paragraphs with transitional words and phrases. | **4.3.W.2** Students will compose informative essays that: ● introduce and develop a topic  ● incorporate evidence (e.g., specific facts, examples)  ● maintain an organized structure with transitional words and phrases  ● use sentence variety and word choice to create interest  ● model literary devices from mentor texts | **5.3.W.2** Students will compose informative essays that:  ● introduce and develop a topic  ● incorporate evidence (e.g., specific facts, examples, charts, and graphs)  ● maintain an organized structure with transitional words and phrases  ● use sentence variety and word choice to create interest  ● model literary devices from mentor texts |

| **Subject and Quarter:** ELA Q3 | | **Grade:** 4th |
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| **Stand Alone Supporting Standards**  **4.6.W.1** Students will generate a viable research question about a topic.  **4.6.W.2** Students will organize information found during research, following a modified citation style (i.e., author, title, publication year).  **4.6.W.3** Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details and quotations from two or more sources.  **4.7.R** Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare and contrast perspectives about ideas and topics.  **4.7.W** Students will communicate their ideas, thoughts, and feelings by combining two or more kinds of content:  ● writing/alphabetic  ● sound, visual, and/or spatial  ● movement | | |

| **Subject and Quarter:** Reading, 4th Quarter | | **Grade:** 4th |
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| **Standard** 4.3.R.3  Students will find textual evidence of key literary elements:  ● setting  ● plot  ● conflict  ● characters (i.e., protagonist, antagonist)  ● characterization  **RC Standard** Find text evidence of literary elements | | **Supporting Standards**  4.2.R.2 Students will compare fiction, poetry, and nonfiction to distinguish various genres.  4.3.R.1 Students will determine the author’s purpose (i.e., entertain, inform, persuade) by identifying key details. |
| **Learning Goal/I Can Statement** - I can demonstrate my understanding of key literary elements using textual evidence, including setting, plot, conflict, characters (protagonist, antagonist), and characterization. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | Student can evaluate how the author uses key literary elements (using textual evidence) to craft the story; including setting, plot, conflict, characters (protagonist, antagonist), and characterization, and change the story by changing those elements. | **Essential Question**   * What is the purpose of literary elements in a story? |
| **Score**  **3.0** | Student can find textual evidence of key literary elements:  ● setting  ● plot  ● conflict  ● characters (i.e., protagonist, antagonist)  ● characterization | **Assessments (Pre, Mid, Post)**  Pre- [Literary Elements Pre](https://deercreekschools.instructure.com/courses/9198/assignments/332724/edit?module_item_id=1314751&quiz_lti=true)  Mid- [Literary Elements Mid](https://deercreekschools.instructure.com/courses/9198/assignments/347201/edit?module_item_id=1356904&quiz_lti=true)  Post- [Literary Elements Post](https://deercreekschools.instructure.com/courses/9198/assignments/329589/edit?module_item_id=1314748&quiz_lti=true) |
| **Score**  **2.0** | Student can identify key literary elements:  ● setting  ● plot  ● conflict  ● characters (i.e., protagonist, antagonist)  ● characterization | **Lesson Resources**  [OKSDE Standard 4.3.R.3](http://elaokframework.pbworks.com/w/page/149067840/43R3)  [OKSDE Framework](http://elaokframework.pbworks.com/w/page/114061501/Introduction%20to%20the%20ELAOK%20Framework)  [DC ELA Vertical Progression](https://docs.google.com/document/d/1Kla9SEKf9WAa3rcOe_GdzriqgX7Qw5jH1Pq67PqdOkw/edit?usp=sharing) |
| **Score 1.0** | With help, student has partial success at level 2 and 3 content. | **Academic Vocabulary** - Character, climax, conflict, problem, setting, time, place, falling action, plot, relationship, resolution, rising action, exposition, protagonist, antagonist, character trait. |
| **RTI Support** | **Interventions** | **Enrichment**  [Literary Elements Slides, level 4](https://docs.google.com/presentation/d/1XIO3K7lJPoTR4aAmQSHk7Hm8cVougBVPXc1KqIROzyg/copy?usp=sharing) |

| [**Vertical Alignment**](https://sde.ok.gov/sites/default/files/documents/files/2021%20ELA%20Standards%20Vertical%20Progression%2C%20Grades%203-8_1.pdf) | | |
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| **3.3.R.3** Students will find examples of literary elements:  ● setting  ● plot  ● characters  ● characterization | **4.3.R.3** Students will find textual evidence of literary elements:  ● setting  ● plot  ● characters (i.e., protagonist, antagonist)  ● characterization  ● conflict | **5.3.R.3** Students will determine how literary elements contribute to the meaning of a literary text:  ● setting  ● plot  ● characters (i.e., protagonist, antagonist)  ● characterization  ● conflict  ● theme |

| **Subject and Quarter:** Reading, 4th Quarter | | **Grade:** 4th |
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| **Standard** 4.3.R.2  Students will determine whether a grade-level literary text is narrated in first or third person point of view.  **RC Standard** Determine the point of view of a text | | **Supporting Standards**  4.3.R.5 Students will answer inferential questions using evidence from one or more texts to support answers. |
| **Learning Goal/I Can Statement** - I can determine if a text is narrated in first or third person point of view. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | Student can describe how the story would change if it was written in the opposing viewpoint and infer how the point of view affects the story. | **Essential Question**   * What is the difference between a first or third person point of view? |
| **Score**  **3.0** | Student can determine whether a grade-level literary text is narrated in first or third person point of view. | **Assessments (Pre, Mid, Post)**  Pre- ​​[Point of View Pre](https://deercreekschools.instructure.com/courses/9198/assignments/409462/edit?module_item_id=1530209&quiz_lti=true)  Mid- [Point of View Mid](https://deercreekschools.instructure.com/courses/9198/assignments/409463/edit?module_item_id=1530211&quiz_lti=true)  Post- [Point of View Post](https://deercreekschools.instructure.com/courses/9198/assignments/400482/edit?module_item_id=1504689&quiz_lti=true) |
| **Score**  **2.0** | Student can define first person, second person, third person limited, and third person omniscient. | **Lesson Resources**  [OKSDE Standard 4.3.R.2](http://elaokframework.pbworks.com/w/page/149086770/43R2)  [OKSDE Framework](http://elaokframework.pbworks.com/w/page/114061501/Introduction%20to%20the%20ELAOK%20Framework)  [DC ELA Vertical Progression](https://docs.google.com/document/d/1Kla9SEKf9WAa3rcOe_GdzriqgX7Qw5jH1Pq67PqdOkw/edit?usp=sharing) |
| **Score 1.0** | With help, student has partial success at level 2 and 3 content. | **Academic Vocabulary**  First-person, third-person, point of view, pronoun, dialogue, first-hand account, second-hand account, characters, pronouns. |
| **RTI Support** | **Interventions** | **Enrichment** |

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| **3.3.R.2** Students will determine whether a grade-level literary text is narrated in first- or third-person point of view. | **4.3.R.2** Students will determine whether a grade-level literary text is narrated in first- or third-person point of view. | **5.3.R.2** Students will determine whether a a grade-level literary text is narrated in first- or third-person point of view (limited and omniscient) and describe its effect. |

| **Subject and Quarter:** Writing, 4th Quarter | | **Grade:** 4 |
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| **Standard** 4.3.W.1  Students will compose narratives reflecting real or imagined experiences that:  ● include plots with a climax and resolution  ● include developed characters who overcome conflict(s) and use dialogue  ● use a consistent point of view  ● unfold in chronological sequence  ● use sentence variety, sensory details, and vivid language to create interest.  **RC Standard** Compose a narrative | | **Supporting Standards**  4.2.W.1 Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.  4.2.W.2 Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).  4.2.W.3 Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.  4.2.W.4 Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).  4.5.W.4 Students will capitalize familial relations, proper adjectives, conventions of letter writing, and the first letter of a quotation.  4.5.W.9 Students will use quotation marks to indicate dialogue, quoted material, and titles of works. |
| **Learning Goal/I Can Statement** - I can write a narrative essay that includes all of the following elements: characters, plot, setting, point of view, conflict (*i.e., solution and resolution*), and dialogue. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | In addition to Score 3.0 expectation, writing contains no spelling errors and reflects higher-level thinking, strong vocabulary, varied sentences, and produces very high quality work.  *\*see rubric for details* | **Essential Question**  ● What are the key elements we must incorporate in our writing to write a successful narrative? |
| **Score**  **3.0** | Students will compose narratives reflecting real or imagined experiences that:  ● include plots with a climax and resolution  ● include developed characters who overcome conflict(s) and use dialogue  ● use a consistent point of view  ● unfold in chronological sequence  ● use sentence variety, sensory details, and vivid language to create interest  *\*see rubric for details* | **Assessments (Pre, Mid, Post)** [Narrative Writing Rubric](https://docs.google.com/document/d/1trG6kZr6QDkqKM1mZfBC9JDMXbOnW-Up3lkjzSCakOM/edit?usp=sharing)  Pre - [narrative essay cold-write](https://drive.google.com/file/d/1_l7TUqZaYS7xR6cFFVzARAekYPlJas5L/view?usp=sharing)  Mid - [writing conference data sheet](https://drive.google.com/file/d/1rsUFuGjqBiMmLNLDiwr_Mbk7Mc5y66a-/view?usp=sharing)  Post - narrative essay (see rubric) |
| **Score**  **2.0** | Writing contains some organization, incomplete ideas, limited word choice, some transition words, and simple sentences.  *\*see rubric for details* | **Lesson Resources**  [Narrative Planning Sheet](https://drive.google.com/file/d/1YJDwkBfTNdqRw_--u6eR3XGQddijZ7GT/view?usp=sharing)  [OKSDE Standard 4.3.W.1](http://elaokframework.pbworks.com/w/page/149009667/43W1)  [OKSDE Framework](http://elaokframework.pbworks.com/w/page/114061501/Introduction%20to%20the%20ELAOK%20Framework)  [DC ELA Vertical Progression](https://docs.google.com/document/d/1Kla9SEKf9WAa3rcOe_GdzriqgX7Qw5jH1Pq67PqdOkw/edit?usp=sharing) |
| **Score 1.0** | With help, student has partial success with level 2 and 3 content. | **Academic Vocabulary**  narrative, plot, climax, resolution, dialogue, point of view |
| **RTI Support** | **Interventions** - Peer editing, On the spot writing conference with teacher | **Enrichment**  Choice Board Activities |

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| **3.3.W.1** Students will write narratives incorporating:  ● plot  ● setting  ● characters  ● characterization | **4.3.W.1** Students will compose narratives reflecting real or imagined experiences that:  ● include plots with a climax and resolution  ● include developed characters who overcome conflicts and use dialogue  ● use a consistent point of view  ● unfold in chronological sequence  ● use sentence variety, sensory details, and vivid language to create interest  ● model literary elements and/or literary devices from mentor texts | **5.3.W.1** Students will compose narratives reflecting real or imagined experiences that:  ● include plots with a climax and resolution  ● include developed characters who overcome conflicts and use dialogue  ● use a consistent point of view  ● unfold in chronological sequence  ● use sentence variety, sensory details, and vivid language to create interest  ● model literary elements and/or literary devices from mentor texts |

| **Subject and Quarter:** Writing 4th Quarter | | **Grade:** 4 |
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| **Standard** 4.2.SE.1  Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:   * Letter-sound correspondences * All major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled)   **RC Standard** Spell words correctly using knowledge of syllable types | | **Supporting Standards**  4.2.PWS.1 Students will decode unfamiliar and multisyllabic words using their combined knowledge of the following phonics skills:  ● letter-sound correspondences  ● all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled)  4.2.PWS.2 Students will decode words by applying knowledge of structural analysis:  ● contractions  ● abbreviations  ● common roots and related affixes  ● morphology  ● semantics  4.2.SE.2 Students will use structural analysis to correctly spell the following parts of words:  ● contractions  ● abbreviations  ● common spelling rules related to adding prefixes and suffixes |
| **Learning Goal/I Can Statement** - I can use correct spelling when writing unfamiliar and multisyllabic words. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | N/A | **Essential Question**  ● Why is knowing spelling patterns important? |
| **Score**  **3.0** | Student can use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:   * Letter-sound correspondences * All major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled) | **Assessments (Pre, Mid, Post)**  Pre - spelling pre test  Mid - specific spelling pattern activity (\*insert menu/activities link here)  Post - spelling test [Grading Rubric](https://docs.google.com/document/d/1Q-sVVOxHYPeY8i7f08evcbBWUMvCtKp6mNYedxWvStc/edit?usp=sharing) |
| **Score**  **2.0** | Student can use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:   * Letter-sound correspondences * Closed, open, vowel silent e | **Lesson Resources**  [OKSDE Standard 4.2.SE.1](http://elaokframework.pbworks.com/w/page/149033742/42SE1)  [OKSDE Framework](http://elaokframework.pbworks.com/w/page/114061501/Introduction%20to%20the%20ELAOK%20Framework)  [DC ELA Vertical Progression](https://docs.google.com/document/d/1Kla9SEKf9WAa3rcOe_GdzriqgX7Qw5jH1Pq67PqdOkw/edit?usp=sharing) |
| **Score 1.0** | With help, student has partial success with level 2 and 3 content. | **Academic Vocabulary**  **Example words**:   1. Closed: sunset, rocket, napkin, traffic, himself 2. Open: refill, iris, prohibit, halo, coconut 3. Vowel Consonant Silent e: cupcake, inside, refuse, wishbone, pipeline 4. R-Controlled Vowel: target, master, circus, hermit, perform 5. Vowel Digraphs/Diphthongs: repair, degree, unload, flawless, android, employment 6. Consonant + le: apple, battle, bugle, fable, example |
| **RTI Support** | **Interventions** | **Enrichment** - Choice Board Activities |

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| **3.2.SE.1** Students will use correct spelling when writing the following sounds in words:  ● diphthongs  ● schwa (i.e., /ə/)  ● silent letter combinations (e.g., knew, could, ghost)  ● hard/soft c, g (e.g., cover, celebrate, gorilla, general) | **4.2.SE.1** Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:  ● letter-sound correspondences  ● all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled) | **5.2.SE.1** Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:  ● letter-sound correspondences  ● all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled) |