

**Westbrook Public Schools  
GRADE FOUR**

**READING**

**Students comprehend and respond in literal, critical and evaluative ways to various texts that are read, viewed and heard.**

<b>State Framework</b>	<b>Grade Level Expectations</b>	<b>Materials/Resources/Strategies</b>	<b>District Assessments</b>	<b>Relation to CMT/CAPT</b>
<p><b>1. Reading and Responding</b> Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p> <p><b>1.3</b> Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.</p>	<p style="text-align: center;"><b>Word Study</b></p> <ol style="list-style-type: none"> <li>1. Know sounds for letter patterns common to multi-syllable or low frequency words, e.g., <i>ch</i> as in <i>machinery</i>, <i>chemistry</i> and <i>chip</i>.</li> <li>2. Know sounds and meanings for a wide range of suffixes and prefixes, including those relevant to specific content areas.</li> <li>3. Use context to read and understand words with more than one pronunciation, e.g., <i>an object</i> vs. <i>to object</i>.</li> <li>4. Use letter-sound correspondence, structural analysis, and analogy to decode grade-appropriate unfamiliar words across all content areas.</li> </ol>	<p>Expectation 1</p> <ul style="list-style-type: none"> <li>• <i>Trophies</i> themes 2, 3</li> </ul> <p>Expectation 2</p> <ul style="list-style-type: none"> <li>• <i>Trophies</i> themes 4, 6</li> </ul> <p>Expectation 3</p> <ul style="list-style-type: none"> <li>• <i>Trophies</i> theme 3</li> </ul> <p>Expectation 4</p> <ul style="list-style-type: none"> <li>• <i>Trophies</i> themes 1-6</li> <li>• <i>Trophies</i> spelling program</li> <li>• Teach syllabication rules; Recipe for Reading, Teacher Made Materials</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Trophies</i> Theme tests</li> <li>• DRP</li> <li>• Developmental Reading Assessment (DRA)</li> <li>• DIBELS</li> </ul>	

<p><b>1. Reading and Responding</b> Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p> <p><b>1.3</b> Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.</p>	<p style="text-align: center;"><b>Fluency</b></p> <p>5. Adjust reading rate to match text complexity, type of text and purpose for reading, e.g., skimming for facts, scanning for key words, and close/careful reading for understanding new or complex ideas.</p> <p>6. Read aloud, while comprehending, unpracticed text with fluency at 120-135+ words correct per minute.</p>	<p>Expectation 5</p> <ul style="list-style-type: none"> <li>• 100 Book Challenge Reading Books</li> <li>• <i>Trophies</i> Guided Reading Books</li> </ul> <p>Expectation 6</p> <ul style="list-style-type: none"> <li>• <i>Trophies</i> Intervention Weekly Sentences</li> </ul>		
<p><b>1. Reading and Responding</b> Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p>	<p style="text-align: center;"><b>Vocabulary</b></p> <p>7. Develop a high-frequency word vocabulary list from literary and content area texts, e.g., across content vocabulary notebook.</p> <p>8. Identify specific words or phrases causing comprehension difficulties and apply strategies to support comprehension.</p>	<p>Expectation 7</p> <ul style="list-style-type: none"> <li>• Student Vocabulary</li> <li>• Journals</li> <li>• Classroom Word Walls</li> </ul> <p>Expectation 8</p> <ul style="list-style-type: none"> <li>• Student made dictionaries</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly reading quizzes</li> <li>• DRP</li> <li>• <i>Trophies</i> Theme tests</li> </ul>	

<p><b>1.3</b> Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.</p>	<p>9. Explain common homophones, homographs, e.g., <i>maid/made; to/two/too; pencil lead vs. to lead the way</i>, words with multiple meanings, and meanings of words specific to various content areas, e.g., <i>product in math</i>.</p> <p>10. Infer word meanings from common roots, prefixes, suffixes, e.g., <i>port: transportation, porter, import, report</i>.</p> <p>11. Use new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities, in oral and written communication.</p> <p>12. Understand and respond to words in directions, e.g., mainly, brief, evidence, information, support</p> <p>13. Define words and concepts necessary for understanding math, science, social studies, literature and other content area text.</p> <p>14. Explain that some words have a different meaning in different content areas, e.g., concept of <i>shade</i> in science and art.</p>	<p>Expectation 9</p> <ul style="list-style-type: none"> <li>• <i>Trophies</i> Theme 3</li> <li>• Strategy Lessons</li> </ul> <p>Expectation 10</p> <ul style="list-style-type: none"> <li>• Student made Homonym books</li> </ul> <p>Expectation 11</p> <ul style="list-style-type: none"> <li>• Trade books</li> <li>• <i>Trophies</i> Anthology Themes 3, 4, 5, 6</li> <li>• Decoding/Phonic Skills Lessons</li> </ul> <p>Expectation 12</p> <ul style="list-style-type: none"> <li>• Write directions for specific tasks</li> </ul>		
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	<p>15. Apply the necessary strategy, e.g., Concept of Definition Map, Context Clues for Determining Word Meanings, List-Group-Label, Possible Sentences, Semantic Feature Analysis, Word Walls, Knowledge Rating Scale to better comprehend vocabulary</p>	<p>Expectation 15</p> <ul style="list-style-type: none"> <li>• CRISS (<i>Creating Independent Study Strategies</i>)</li> <li>• Graphic organizers</li> </ul>		
<p><b>1. Reading and Responding</b> Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p> <p><b>1.1</b> Students use appropriate strategies before, during and after reading in order to construct meaning.</p> <p><b>1.2</b> Students interpret, analyze and evaluate text in order to extend understanding and appreciation.</p>	<p style="text-align: center;"><b>Reading Comprehension</b></p> <p><i>Students will independently accomplish all before, during and after comprehension grade-level expectations. Teachers will continue to spiral all previous grade-level expectations. Students will read, view, listen to and write about a variety of fiction and nonfiction contemporary, classical, multicultural and culturally relevant texts in all content areas. Teachers will be culturally responsive to students. Students will provide evidence from text to support all oral, written and presented responses about text.</i></p> <p style="text-align: center;"><b>Before and During Reading</b></p> <p>16. Activate prior knowledge before reading, e.g., Direct Reading-Thinking Activity, KWL Chart, Anticipation Guide, Response Notebooks.</p> <p>17. Examine the text before reading, e.g., Chapter Tour, Read around the Text, Concept of Definition Map.</p>	<p>Expectations 16-21</p> <ul style="list-style-type: none"> <li>• Structural analysis strategies</li> <li>• QAR</li> <li>• Reading Response Journals</li> <li>• CRISS (<i>Creating Independent Study Strategies</i>) strategies</li> <li>• KWL</li> </ul>	<ul style="list-style-type: none"> <li>• Trophies</li> <li>• Theme tests</li> <li>• Teacher Generated Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>• CMT Reading Comprehension</li> <li>• <b>A4</b> Use information from the text to make predictions based on what is read.</li> <li>• <b>A5</b> Use context clues to determine meanings of unknown or multiple-meaning words or figurative language.</li> </ul>

<p><b>2. Exploring and Responding to Literature</b> Students read and respond to classical and contemporary texts from many cultures and literary periods.</p> <p><b>2.1</b> Students recognize how literary devices and conventions engage the reader.</p> <p><b>2.2</b> Students explore multiple responses to literature.</p> <p><b>2.3</b> Students recognize and appreciate that contemporary and classical literature has shaped human thought.</p>	<p>18. Evaluate predictions and adjust as necessary.</p> <p>19. Use cueing system and context clues to determine meanings of words.</p> <p>20. Summarize information to maintain focus and provide clarity.</p> <p>21. Use appropriate resources to locate information, e.g., index, glossary, dictionary, thesaurus, directory, website on a specific topic or for a specific purpose.</p>	<ul style="list-style-type: none"> <li>• Think Alouds</li> <li>• Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• DRP</li> </ul>	<ul style="list-style-type: none"> <li>• <b>B1</b> Identify or infer the author's use of structure/ organizational patterns.</li> </ul>
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<p><b>1. Reading and Responding</b> Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p> <p><b>1.1</b> Students use appropriate strategies before, during and after reading in order to construct meaning.</p> <p><b>1.2</b> Students interpret, analyze and evaluate text in order to extend understanding and appreciation.</p> <p><b>1.4</b> Students communicate with others to create interpretations of written, oral and visual texts.</p>	<p style="text-align: center;"><b>After Reading</b></p> <p>22. Explain steps in a process, e.g., problem solving in mathematics, life cycle of a butterfly.</p> <p>23. Summarize information, including main idea, most important text-based facts, details, and/or ideas, e.g., newspaper, magazine, Internet articles, and content journals.</p> <p>24. Describe the components of setting, e.g., time, location, descriptive surroundings.</p> <p>25. Infer characteristics, setting, plot events, theme, and conflict.</p> <p>26. Identify and explain the elements of particular literary forms, e.g., poetry, short story, biography, journalistic writing, narrative.</p> <p>27. Distinguish fact vs. opinion in text.</p> <p>28. Use multiple texts to compare and contrast characters, settings, plots, themes, conflicts and points of view.</p> <p>29. Recognize organizational patterns of text, e.g., main ideas and supporting details, compare/contrast, cause/effect, sequence of events.</p>	<ul style="list-style-type: none"> <li>• CRISS Strategies</li> <li>• SQ3R</li> <li>• Story maps</li> </ul> <p>Expectation 27</p> <ul style="list-style-type: none"> <li>• Flip books</li> <li>• Pat Pavelka strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Trophies</li> <li>• Theme tests</li> <li>• Teacher Generated Graphic Organizers</li> <li>• Teacher Observations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>A1</b> Determine the main idea (nonfiction) theme (fiction) the text.</li> <li>• <b>A2</b> Identify characters, problem/solution and setting.</li> <li>• <b>A3</b> Summarizing</li> <li>• <b>B1 (a-e)</b> Identify or infer the author's use of structure and/or organization patterns.</li> <li>• <b>D1</b> Examine the author's craft</li> </ul>
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<p><b>2. Exploring and Responding to Literature</b> Students read and respond to classical and contemporary texts from many cultures and literary periods.</p> <p><b>2.1</b> Students recognize how literary devices and conventions engage the reader.</p> <p><b>2.2</b> Students explore multiple responses to literature.</p>	<p>30. Determine character traits, using knowledge of the characters' situations.</p> <p>31. Identify and explain the difference between first-, second- and third-person point of view.</p> <p>32. Determine an author's purpose for including or omitting details to create meaning.</p> <p>33. Determine an author's purpose for choosing a certain genre.</p> <p>34. Analyze how characters deal with diversity and adversity relating to real-world situations.</p> <p>35. Identify the best/worst part of an event or situation in text.</p> <p>36. Identify literacy devices the author uses to appeal to the reader, e.g., humor, imagery.</p> <p>37. Identify and explain the author's use of metaphor and onomatopoeia.</p> <p>38. Synthesize information in the text to extend the meaning, e.g., what might the next paragraph be about.</p> <p>39. Recognize and discuss an author's values, ethics and beliefs included in many texts.</p>	<p>Expectations 34-35</p> <ul style="list-style-type: none"> <li>Literature Circles</li> <li>Windcatcher Text</li> <li>Toliver's Secret Text</li> </ul> <p>Expectation 36-39</p> <ul style="list-style-type: none"> <li>Trophies Guided Reading Texts</li> </ul> <p>Expectation 39</p> <ul style="list-style-type: none"> <li>Toliver's Secret Text</li> </ul>		<ul style="list-style-type: none"> <li><b>A2</b> Characters, problems/solution, setting</li> <li><b>B2</b> Draw conclusions about the author's purpose for choosing a genre or for including or omitting specific details in text.</li> <li><b>C1</b> Connect the text to personal experience, another text, or the outside world.</li> <li><b>D1</b> Examine the author's craft</li> </ul>
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	40. Make generalizations about a topic after reading more than one text, e.g., life during the Civil War after reading several informational/expository and literary/narrative accounts of this historic period.	CT Adventure Book American Revolution / Colonial period books		<ul style="list-style-type: none"> <li>• <b>D2</b> Extend the text</li> <li>• <b>D3</b> Demonstrate understanding of author/character's values, ethics, or belief.</li> </ul>
<p><b>1. Reading and Responding</b> Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p> <p><b>1.2</b> Students interpret, analyze and evaluate text in order to extend understanding and appreciation.</p>	<p style="text-align: center;"><b>Reading Reflection/Behaviors</b></p> <p>41. Choose a variety of genres to read for personal enjoyment.</p> <p>42. Elicit, discuss and respect the opinions of others about written, oral and visual texts.</p> <p>43. Share opinions and judgments based on texts.</p> <p>44. Explain the appeal of a text.</p> <p>45. Identify reading strengths and weaknesses and select targets on which to work.</p>	<p>Expectations 41-45</p> <ul style="list-style-type: none"> <li>• 100 Book Challenge Texts</li> <li>• Book reports</li> </ul> <p>Children to set goals for target areas in reading</p>	<ul style="list-style-type: none"> <li>• Teacher Observations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>C2</b> Make a personal response to the text</li> </ul>

<p><b>2. Exploring and Responding to Literature</b> Students read and respond to classical and contemporary texts from many cultures and literary periods.</p> <p><b>2.1</b> Students recognize how literary devices and conventions engage the reader.</p>				
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Westbrook Public Schools GRADE FOUR ORAL LANGUAGE Students will listen and speak to communicate ideas clearly.				
State Framework	Grade Level Expectations	Materials/Resources/Strategies	District Assessments	Relation to CMT/CAPT
<p><b>1. Reading and Responding</b> Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p> <p><b>1.4</b> Students communicate with others to create interpretations of written, oral and visual texts.</p> <p><b>3. Communicating with Others</b> Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p>	<p><b>Listening/Speaking</b></p> <ol style="list-style-type: none"> <li>1. Speak in a clear voice with fluency to communicate an accurate message (i.e., present dramatic interpretations of experiences, stories, poems, plays, directions.</li> <li>2. Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions.</li> <li>3. Make oral presentations that show appropriate consideration of audience, purpose and information to be conveyed.</li> <li>4. Use volume, pitch, phrasing, pace modulation and gestures to enhance meaning.</li> </ol>	<p>Expectation 1, 3, 4</p> <ul style="list-style-type: none"> <li>• Book reports/ Author’s Tea</li> <li>• How to Directions</li> </ul> <p>Expectation 2</p> <ul style="list-style-type: none"> <li>• CRISS Strategies/ Literature Circles</li> <li>• Read a chapter and write 5 questions about the chapter for others to answer.</li> <li>• <i>Trophies</i> Intervention Resource Kit fluency builder activities; Rereading for Fluency activities (echo reading, choral reading, readers’ theatre, tape assisted reading, fluency routine cards).</li> <li>• Literature Circles, <i>Trophies</i> Listening and Speaking Lessons; read aloud to develop listening comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Listening Comprehension Questions</li> <li>• Presentation Rubrics (<i>Trophies</i> resource)</li> <li>• Oral Reading Fluency Assessment</li> <li>• Book Reports</li> </ul>	

<p><b>3.1</b> Students use descriptive, narrative, expository, persuasive and poetic modes.</p> <p><b>3.2</b> Students prepare, publish and/or present work appropriate to audience, purpose and task.</p> <p><b>4. Applying English Language Conventions</b> Students apply the conventions of standard English in oral, written and visual communication.</p> <p><b>4.1</b> Students use knowledge of their language and culture to improve competency in English</p>		<ul style="list-style-type: none"> <li>• Book projects, slide show presentation for biography study.</li> <li>• Rereading for Fluency activities (partner reading, echo reading, choral reading, readers’ theatre, tape assisted reading).</li> </ul>		
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**Westbrook Public Schools  
GRADE FOUR**

**WRITING**

**Students express, develop and substantiate ideas and experiences through their own writing and artistic and technical presentations.**

<b>State Framework</b>	<b>Grade Level Expectations</b>	<b>Materials/Resources/Strategies</b>	<b>District Assessments</b>	<b>Relation to CMT/CAPT</b>
<p><b>1. Reading and Responding</b> Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p> <p><b>1.4</b> Students communicate with others to create interpretations of written, oral and visual texts.</p> <p><b>3. Communicating with Others</b> Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p> <p><b>3.2</b> Students prepare, publish and/or present work appropriate to audience, purpose and task.</p>	<p style="text-align: center;"><b>Spelling</b></p> <p>5. Use spelling rules and patterns from previous grades.</p> <p>6. Spell grade-appropriate words taught as part of the curriculum across content areas. Examples: -Affixes, e.g., <i>-en</i>, <i>-in</i>, <i>-on</i>, <i>-an</i> at end of words  -Rules such as <i>-ge</i> after long vowel,  <i>-dge</i> after short vowel, e.g., <i>rage</i> and <i>edge</i></p> <p>7. Spell high-frequency words correctly, e.g., <i>people</i>, <i>water</i>.</p>	<p>Expectation 5</p> <ul style="list-style-type: none"> <li>• <i>Trophies</i> Program Spelling Book/Word Banks</li> <li>• <i>Trophies</i> Language Handbook</li> </ul> <p>Expectation 6</p> <ul style="list-style-type: none"> <li>• Science and Social Studies Program</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling Tests</li> <li>• <i>Trophies</i> Theme Tests</li> </ul>	<ul style="list-style-type: none"> <li>• CMT Strand 1 Composing/Revising</li> </ul>

<p><b>4. Applying English Language Conventions</b> Students apply the conventions of standard English in oral, written and visual communication.</p> <p><b>4.1</b> Students use knowledge of their language and culture to improve competency in English.</p> <p><b>4.2</b> Students speak and write using standard language structures and diction appropriate to audience and task.</p> <p><b>4.3</b> Students use standard English for composing and revising written text.</p>	<p>8. Spell common homophones, e.g., <i>its, it's; know, no; your, you're</i>.</p> <p>9. Use knowledge about morphology and structural analysis as an aid to spelling words.</p> <p>10. Apply spelling knowledge in writing (vowels, patterns, etc.).</p>	<p>Expectation 8</p> <ul style="list-style-type: none"> <li>• Homonym Booklets (Student made books using commonly used homonyms)</li> <li>• Outlining spelling words to visualize shapes</li> </ul>		
<p><b>1. Reading and Responding</b> Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p> <p><b>1.4</b> Students communicate with others to create interpretations of written, oral and visual texts.</p>	<p><b>Capitalization/Punctuation/Usage</b></p> <p>11. Use capitalization, punctuation, and usage rules from previous grades.</p> <p>12. Capitalize important words in a title of a book or article, e.g., <i>The Windcatcher, The Gardener</i></p>	<p>Expectation 11</p> <ul style="list-style-type: none"> <li>• <i>Trophies</i> Language Handbook</li> <li>• Language Workbook</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Trophies</i> Theme Tests</li> <li>• CMT editing and revising pre and post tests</li> </ul>	<ul style="list-style-type: none"> <li>• CMT Strand 1 Composing/Revising</li> </ul>

<p><b>3. Communicating with Others</b> Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p> <p><b>3.1</b> Students use descriptive, narrative, expository, persuasive and poetic modes.</p> <p><b>3.2</b> Students prepare, publish and/or present work appropriate to audience, purpose and task.</p> <p><b>4. Applying English Language Conventions</b> Students apply the conventions of standard English in oral, written and visual communication.</p> <p><b>4.1</b> Students use knowledge of their language and culture to improve competency in English.</p> <p><b>4.2</b> Students speak and write using standard language structures and diction appropriate to audience and task.</p>	<p>13. Capitalize abbreviations correctly, e.g., <i>Calif.</i> or <i>CA</i>, <i>Mr.</i>, <i>Dr.</i></p> <p>14. Use resources to correct capitalization.</p> <p>15. Indent paragraphs consistently.</p> <p>16. Cite sources, e.g., lists titles and authors alphabetically.</p> <p>17. Use comma to set off titles or initials, e.g., <i>Dr. Smith</i>, <i>M.D.</i></p> <p>18. Use comma in complete address, e.g., <i>345 Oak Ave., Hartford, CT.</i></p> <p>19. Use comma after an introductory phrase, e.g., <i>After the scary movie, she wished she had read the book</i>, or clause, e.g., <i>After she went to the movie, she wanted to read the book.</i></p> <p>20. Use italics, underlining, or quotation marks for titles.</p> <p>21. Use colon after greeting in a business letter.</p>	<p>Expectation 16</p> <ul style="list-style-type: none"> <li>• Cite source on first book report</li> <li>• Cite multiple sources for biography</li> </ul> <p>Expectation 21</p> <ul style="list-style-type: none"> <li>• Write a business letter to a local weatherman about a question that interests them.</li> </ul>		
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<p><b>3. Communicating with Others</b> Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p> <p><b>3.1</b> Students use descriptive, narrative, expository, persuasive and poetic modes.</p> <p><b>3.2</b> Students prepare, publish and/or present work appropriate to audience, purpose and task.</p> <p><b>4. Applying English Language Conventions</b> Students apply the conventions of standard English in oral, written and visual communication.</p> <p><b>4.1</b> Students use knowledge of their language and culture to improve competency in English.</p> <p><b>4.2</b> Students speak and write using standard language structures and diction appropriate to audience and task.</p>	<p style="text-align: center;"><b>Writing Process</b></p> <p>27. <b>Plan:</b> choose an appropriate written, oral or visual format based on audience and purpose</p> <p>28. <b>Draft:</b> complete a draft demonstrating connections among ideas</p> <p>29. <b>Revise:</b> revise a completed draft, incorporating feedback from peers and teacher, e.g., ... <i>helped me understand the topic more clearly, I was confused by..., Be more clear about ..., Use a better word for ...</i></p> <p>30. <b>Edit:</b> use multiple resources, e.g., dictionary, glossary, thesaurus, for proofreading and editing, editing and revising books</p> <p>31. <b>Publish/Present:</b> publish and present final products in a variety of ways, including the arts and technology, e.g., book of poetry, a theatrical performance, a newscast</p>	<ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Empowering Writers</li> <li>• Writing Conferencing</li> <li>• Kids News</li> <li>• Author’s Tea</li> <li>• Columbia Writing Project</li> <li>• Author’s Craft</li> <li>• Writing Journals</li> <li>• Mini lessons</li> <li>• Teacher Conferencing</li> <li>• Rubrics</li> <li>• Critical Character descriptions</li> <li>• Peer conferencing/peer conferencing sheets</li> </ul>	<ul style="list-style-type: none"> <li>• Two narrative pieces and one expository piece</li> <li>• Grade Level Rubric</li> <li>• Holistic Tests</li> </ul>	<ul style="list-style-type: none"> <li>• CMT Strand 1 Composing/Revising</li> <li>• CMT Strand 2 Editing</li> </ul>
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<p><b>4.3</b> Students use standard English for composing and revising written text.</p>	<p>32. <b>Reflect:</b> critique one’s own and a peer’s writing, using established criteria, e.g., <i>I improved on ..., This piece demonstrates how well I elaborate.</i></p>			
<p><b>3. Communicating with Others</b> Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p> <p><b>3.1</b> Students use descriptive, narrative, expository, persuasive and poetic modes.</p> <p><b>3.2</b> Students prepare, publish and/or present work appropriate to audience, purpose and task.</p> <p><b>4 Applying English Language Conventions</b> Students apply the conventions of standard English in oral, written and visual communication.</p> <p><b>4.1</b> Students use knowledge of their language and culture to improve competency in English.</p>	<p><b>Writing Genres, Traits and Crafts</b></p> <p>Write in logically organized progression of unified paragraphs. Use a variety of transition words and phrases to make connections between and within paragraphs. Adjust voice to suit audience.</p> <p><b>Descriptive:</b></p> <p>33. Write a descriptive anecdote within a narrative and expository piece to enhance elaboration.</p> <p><b>Narrative:</b></p> <p>34. Write a myth, legend or fantasy piece, using literary devices, e.g., personification, metaphor, simile</p> <p>35. Provide a specific account of an event.</p> <p>36. Write a personal narrative in own voice, e.g., <i>Spinach makes me gag.</i></p>	<ul style="list-style-type: none"> <li>• Empowering Writers (Sept.-June)</li> <li>• Empowering Writers</li> <li>• Science or Social Studies e.g., The American Revolution</li> <li>• Native American news article</li> </ul>	<ul style="list-style-type: none"> <li>• Grade Level Rubrics</li> <li>• Theme tests</li> <li>• News article about Native Americans and Colonial period</li> <li>• Write a report on a famous person</li> </ul>	<ul style="list-style-type: none"> <li>• CMT Strand 1 Composing/Revising</li> </ul>

<p><b>4.2</b> Students speak and write using standard language structures and diction appropriate to audience and task.</p> <p><b>4.3</b> Students use standard English for composing and revising written text</p>	<p><b>Expository:</b></p> <p>37. Write a report with accurate use of appropriate text structure, e.g., organization, transition and sequence.</p> <p>38. Write a news article with a strong lead and supporting detail.</p> <p><b>Persuasive:</b></p> <p>39. Write to persuade an audience to purchase a product or change a rule, e.g., advertisement, letter to principal about dress code.</p> <p><b>Poetic:</b></p> <p>40. Write an imagery poem.</p> <p>41. Write a cinquain poem.</p> <p>42. Write a refrain poem.</p> <p><b>Fluency:</b></p> <p>43. Easy flow and rhythm use complete sentences in writing.</p> <p>44. Write a variety of sentence beginnings, e.g., starts with an introductory adverb clause: <i>If you want to see an ant up close, you should use a magnifying glass.</i></p> <p>45. Write a variety of sentence lengths.</p>	<ul style="list-style-type: none"> <li>• Paraphrasing (April, May, June)</li> <li>• Report on famous person during the Revolutionary War</li>   <li>• Native American/Colonial period news article</li>    <li>• Trophies Anthology Stories – Example - <ul style="list-style-type: none"> <li>○ Emperor and the Kite (Haiku)</li> </ul> </li> <li>• Teaching Poetry in Grade K-8 Text</li>   <li>• Thanksgiving Piece (Please don't eat turkey for Thanksgiving)</li> </ul>		<ul style="list-style-type: none"> <li>• CMT Strand 1 Composing/Revising</li> </ul>
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	<p>46. Write a variety of sentence structures, e.g., <i>My dog enjoys music and howls when we listen to certain songs. It makes me laugh. After his song is over, I give him a treat.</i></p>			
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