

# Snapshot – Grade 4 English Language Arts and Reading

|      |   |
|------|---|
| 4.1A | share how literature contributes to strengthening moral character * |
| 4.1B | interpret and evaluate literature in a Christian spirit *           |
| 4.1C | share how literature ignites the creative imagination *             |
| 4.1D | recognize and model the virtues possessed by literary characters*   |

| Literacy Routines (use during Word Study, Reading, and Writing to improve communication)                  |   |
|---|---|
| Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking     |   |
| <b>4.2 Oral language.</b> The student develops oral language through listening, speaking, and discussion. |   |
| Application   | Instructional Focus   |
| 4.2 communicate ideas effectively through speaking and discussion   | 4.2A listen actively, ask relevant questions to clarify information, and make pertinent comments<br>4.2B follow, restate, and give oral instructions that involve a series of related sequences of action<br>4.2C express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively<br>4.2D work collaboratively with others to develop a plan of shared responsibilities |

| Word Study  |   |  |  |
|---|---|--|--|
| Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking   |   |  |  |
| <b>4.3A/B Beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. |   |  |  |
| <b>4.3C Vocabulary.</b> The student uses newly acquired vocabulary expressively.  |   |  |  |
| Application   | Instructional Focus   |  |  |
| 4.3A/B demonstrate and apply phonetic knowledge while reading and spelling  | <b>Decoding (Reading)</b> ↔ <b>Encoding (Writing)</b>   |  |  |
|   | 4.3A demonstrate and apply phonetic knowledge by:   | 4.3B demonstrate and apply spelling knowledge by:                  |  |
|   | .1 decoding words with specific orthographic patterns and rules, including regular and irregular plurals  | ↔  |  |
|   | .2 decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables  | ↔  | .2 spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables |
|   | .3 decoding words using advanced knowledge of syllable division patterns such as VV   | ↔  | .3 spelling words using advanced knowledge of syllable division patterns   |
|   | .4 decoding words using knowledge of prefixes and suffixes, including how they can change base words such as the dropping, changing and doubling rules  | ↔  | .4 spelling words with prefixes and suffixes, including how they can change base words such as the dropping, changing, and doubling rules  |
|   |   | ↔  | .5 spelling homophones   |
|   | .5 identifying and read high-frequency words from a research- based list  |  |  |
|   |   | .6 spell multisyllabic words with multiple sound-spelling patterns |  |
| 4.3C use skills to support strategies for determining the meaning of unknown words while reading  | 4.3C.1 use print or digital resources to determine meaning, syllabication, and pronunciation<br>4.3C.2 determine the meaning of and use words with affixes and roots<br>4.3C.3 identify, use, and explain the meaning of homophones |  |  |

| Shared Reading  |   |   |  |  |   |  |  |  |   |   |  |
|---|---|---|--|--|---|--|--|--|---|---|--|
| Tools to Know   |   |   |  |  |   |  |  |  |   |   |  |
| Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking   |   |   |  |  |   |  |  |  |   |   |  |
| <b>4.3C Vocabulary.</b> The student uses newly acquired vocabulary expressively.  |   |   |  |  |   |  |  |  |   |   |  |
| <b>4.4 Fluency.</b> The student reads grade-level text with fluency and comprehension.  |   |   |  |  |   |  |  |  |   |   |  |
| Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts  |   |   |  |  |   |  |  |  |   |   |  |
| <b>4.5 Comprehension.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.   |   |   |  |  |   |  |  |  |   |   |  |
| Reading Process: Thinking Within the Text   |   |   |  |  |   | Comprehension: Thinking with the Text  |  |  |   |   |  |
| 4.4A use appropriate fluency (rate, accuracy, and prosody)  | 4.5A establish purpose for reading assigned and self-selected texts                         | 4.3C.4 use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words | 4.5B generate questions about text before, during, and after reading                                 | 4.5C make and correct or confirm predictions using text features, characteristics of genre, and structures | 4.5D create mental images to deepen understanding   | 4.5E monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down | 4.5F make connections to personal experiences, ideas in other texts, and society   | 4.5G make inferences and use evidence to support understanding | 4.5H evaluate details read to determine key ideas | 4.5I synthesize information to create new understanding |  |
| Ways to Show: Thinking About the Meaning  |   |   |  |  |   |  |  |  |   |   |  |
| <b>4.6 Genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across texts.  |   |   |  |  |   |  |  |  |   |   |  |
| <b>4.7 Literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.  |   |   |  |  |   |  |  |  |   |   |  |
| <b>4.8 Author's Purpose.</b>  |   |   |  |  |   |  |  |  |   |   |  |
| Application   | Instructional Focus   | Fiction   | Poetry   | Drama  | Informational   | Argumentative  | Multimodal/Digital   |  |   |   |  |
| 4.6/4.7 <b>comprehend</b> the author's purpose and meaning in increasingly complex texts and in multiple genres; <b>analyze</b> the relationships among literary elements and structures and how they contribute to the overall meaning | <b>Genre Characteristics</b>  | 4.6A demonstrate knowledge of distinguishing characteristics of folktales, fables, legends, myths, and tall tales               | 4.6B explain figurative language such as simile, metaphor, and personification used to create images | 4.6C explain structure in drama such as character tags, acts, scenes, stage directions                     | 4.6D recognize features such as pronunciation guides and diagrams                               | 4.6E recognize characteristics and structures of argumentative text  | 4.6F recognize characteristics of multimodal and digital texts                     |  |   |   |  |
|   | <b>Overall Meaning</b>  | 4.8A explain the author's purpose and message within a text   | 4.8A explain the author's purpose and message within a text  | 4.8A explain the author's purpose and message within a text  | 4.8A explain the author's purpose and message within a text                                     | 4.8A explain the author's purpose and message within a text  | 4.8A explain the author's purpose and message within a text                        |  |   |   |  |
|   |   | 4.7A infer basic themes supported by text evidence  | 4.7A infer basic themes supported by text evidence   | 4.7A infer basic themes supported by text evidence   | 4.7A infer basic themes supported by text evidence  | 4.6D.1 recognize the central idea with supporting evidence   | 4.6E.1 identifying the claim<br>4.6E.2 identifying the intended audience or reader | 4.8A explain the author's purpose and message within a text    |   |   |  |
|   | <b>Analysis for Deeper Meaning</b>  | 4.7B analyze plot elements, including the rising action, climax, falling action, and resolution                                 | 4.7B analyze plot elements, including the rising action, climax, falling action, and resolution      | 4.7B analyze plot elements, including the rising action, climax, falling action, and resolution            | 4.7B analyze plot elements, including the rising action, climax, falling action, and resolution | 4.6D.2 recognize organizational patterns such as compare and contrast  | 4.6E.3 explaining how the author has used facts for an argument                    | 4.8A explain the author's purpose and message within a text    |   |   |  |
|   |   | 4.7C explain the interactions of the characters and the changes they undergo  | 4.7C explain the interactions of the characters and the changes they undergo                         | 4.7C explain the interactions of the characters and the changes they undergo                               | 4.7C explain the interactions of the characters and the changes they undergo                    |  |  | (refer to the genre)   |   |   |  |
| 4.7D analyze the influence of the setting on the plot   |   | 4.7D analyze the influence of the setting on the plot   | 4.7D analyze the influence of the setting on the plot  | 4.7D analyze the influence of the setting on the plot  | (refer to the genre)  |  |  |  |   |   |  |
|   | 4.7E identify examples of noble characteristics in stories of virtuous heroes and heroines* | 4.7F share how the beauty and cadence of poetry impacts human sensibilities and forms the soul*                                 |  | 4.7F use imagination to create dialogue between the readers and the characters in a story*                 |   |  | (refer to the genre)   |  |   |   |  |
|   | 4.7F articulate how spiritual knowledge is communicated through myths and parables*         |   |  |  |   |  | (refer to the genre)   |  |   |   |  |

## Author's Craft: Thinking About the Writing

**4.8 Author's purpose and craft.** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

| Application  | Instructional Focus  | Fiction  | Poetry   | Drama  | Informational  | Argumentative  | Multimodal/Digital  |   |
|--|----------------------|--|--|--|--|--|---|---|
| <b>4.8 analyze</b> the authors' choices and how they influence meaning; <b>apply</b> author's craft purposefully in writing and speaking | <b>Point of View</b> | 4.8B identify and understand the use of literary devices, including first- or third-person point of view   | 4.8B identify and understand the use of literary devices, including first- or third-person point of view   | 4.8B identify and understand the use of literary devices, including first- or third-person point of view   | 4.8B identify and understand the use of literary devices, including first- or third-person point of view   | 4.8B identify and understand the use of literary devices, including first- or third-person point of view   | 4.8B identify and understand the use of literary devices, including first- or third-person point of view  |   |
|  | <b>Structure</b>     | 4.8C explain how the use of text structure contributes to the author's purpose   | 4.8C explain how the use of text structure contributes to the author's purpose   | 4.8C explain how the use of text structure contributes to the author's purpose   | 4.8C explain how the use of text structure contributes to the author's purpose   | 4.8C explain how the use of text structure contributes to the author's purpose   | 4.8C explain how the use of text structure contributes to the author's purpose  | 4.8C explain how the use of text structure contributes to the author's purpose  |
|  |                      | 4.8D analyze the author's use of print and graphic features to achieve specific purposes   | 4.8D analyze the author's use of print and graphic features to achieve specific purposes   | 4.8D analyze the author's use of print and graphic features to achieve specific purposes   | 4.8D analyze the author's use of print and graphic features to achieve specific purposes   | 4.8D analyze the author's use of print and graphic features to achieve specific purposes   | 4.8D analyze the author's use of print and graphic features to achieve specific purposes  | 4.8D analyze the author's use of print and graphic features to achieve specific purposes  |
|  | <b>Language</b>      | 4.8E describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieve specific purposes | 4.8E describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieve specific purposes | 4.8E describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieve specific purposes | 4.8E describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieve specific purposes | 4.8E describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieve specific purposes | 4.8E describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes | 4.8E describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes |
|  |                      | 4.8F discuss how the author's use of language contributes to voice   | 4.8F discuss how the author's use of language contributes to voice   | 4.8F discuss how the author's use of language contributes to voice   | 4.8F discuss how the author's use of language contributes to voice   | 4.8F discuss how the author's use of language contributes to voice   | 4.8F discuss how the author's use of language contributes to voice  | 4.8F discuss how the author's use of language contributes to voice  |
|  |                      | 4.8G identify and explain the use of anecdote  | 4.8G identify and explain the use of anecdote  | 4.8G identify and explain the use of anecdote  | 4.8G identify and explain the use of anecdote  | 4.8G identify and explain the use of anecdote  | 4.8G identify and explain the use of anecdote   | 4.8G identify and explain the use of anecdote   |

### Independent Reading

**4.9 Self-sustained reading.** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking. The student reads grade-appropriate texts independently.

4.9A self-select text and read independently for a sustained period of time

### Responding to Text (applied to both Shared Reading and Independent Reading)

**4.10 Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

#### Ways to Show (Response Skills)

|  |  |  |  |   |  |  |
|--|--|--|--|---|--|--|
| 4.10A describe personal connections to a variety of sources, including self-selected texts | 4.10B write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources | 4.10C use text evidence to support an appropriate response | 4.10D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order | 4.10E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating | 4.10F respond using newly acquired vocabulary as appropriate | 4.10G discuss specific ideas in the text that are important to the meaning |
|--|--|--|--|---|--|--|

| Writing   |  |
|---|--|
| Composition: listening, speaking, reading, writing, and thinking using multiple texts   |  |
| <b>4.11 Writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.                        |  |
| <b>4.12 Genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful.   |  |
| Application   | Tools to Know (Writing Process)  |
| 4.12A compose <b>literary texts</b> such as personal narratives and poetry using genre characteristics and craft  | 4.11A <b>plan a first draft</b> by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping   |
|   | 4.11B <b>develop drafts</b> into a focused, structured, and coherent piece of writing by:<br>.1 organizing with purposeful structure, including an introduction, transitions, and a conclusion<br>.2 developing an engaging idea with relevant details   |
|   | 4.11C <b>revise drafts</b> to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity   |
| 4.12B compose <b>informational texts</b> , including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft (R) | 4.11D <b>edit drafts</b> using standard English conventions, including:<br>.1 complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments<br>.2 past tense of irregular verbs<br>.3 singular, plural, common, and proper nouns<br>.4 adjectives, including their comparative and superlative forms<br>.5 adverbs that convey frequency and adverbs that convey degree<br>.6 prepositions and prepositional phrases<br>.7 pronouns, including reflexive<br>.8 coordinating conjunctions to form compound subjects, predicates, and sentences<br>.9 capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities<br>.10 punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue<br>.11 correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words |
|   | 4.12C compose <b>argumentative texts</b> , including opinion essays, using genre characteristics and craft   |
|   | 4.12D compose <b>correspondence</b> that requests information  |
|   | 4.11E <b>publish written work</b> for appropriate audiences  |
|   | 4.11F write legibly in cursive to complete assignments   |

| Research (embedded skills throughout Reading and Writing)   |  |
|---|--|
| <b>4.13 Inquiry and research:</b> listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. |  |
| Application   | Instructional Focus  |
| 4.13 use research skills to plan and present in written, oral, or multimodal formats  | 4.13A generate and clarify questions on a topic for formal and informal inquiry                |
|   | 4.13B develop and follow a research plan with adult assistance                                 |
|   | 4.13C identify and gather relevant information from a variety of sources                       |
|   | 4.13D identify primary and secondary sources   |
|   | 4.13E demonstrate understanding of information gathered  |
|   | 4.13F recognize the difference between paraphrasing and plagiarism when using source materials |
|   | 4.13G develop a bibliography   |
|   | 4.13H use an appropriate mode of delivery, whether written, oral, or multimodal                |