

Catholic Identity: Integration of Our Faith

- 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 *

Phonics and Word Study

4.2 Word Study. The student uses phonics and vocabulary strategies to read grade-level text with fluency and comprehension.

Process

4.2A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text

Applied Standards	Supporting Standards
4.2B demonstrate and apply phonetic knowledge while reading	4.2B.1 decode and spell words with specific orthographic patterns and rules, including regular and irregular plurals
	4.2B.2 decode and spell multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, r-controlled syllables and final stable syllables
	4.2B.3 decode and spell words using advanced knowledge of syllable division patterns (i.e. VV, VC/CV)
	4.2B.4 decode and spell words using knowledge of prefixes and suffixes, including the dropping, changing and doubling rules i
	4.2B.5 spell homophones
	4.2B.6 spell multisyllabic words with multiple sound-spelling patterns
4.2C use strategies to determine the meaning of unknown words while reading	4.2C.1 use context within and beyond a sentence to determine meaning
	4.2C.2 identify the meaning of words with Greek and Latin roots
	4.2C.3 use print or digital resources to determine meaning
	4.2C.4 identify, use, and explain the meaning of homophones

Shared Reading

4.3 Reading. The student uses metacognitive skills to both develop and deepen comprehension and recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex texts. *The student analyzes works of fiction and non-fiction to uncover authentic Truth.**

Tools to Know (Reading Process)

4.3A establish purpose for reading assigned and self-selected texts	4.3B generate questions about text before, during, and after reading	4.3C make, correct, or confirm predictions using text features, characteristics of genre, and structures	4.3D create mental images to deepen understanding	4.3E monitor comprehension and make adjustments while reading
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Tools to Know (Comprehension)

4.3F make connections to personal experiences, other texts, and society	4.3G make inferences and use evidence to support understanding	4.3H evaluate details read to determine key ideas	4.3I synthesize information to create new understanding
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Applied Standards	Supporting Standards	
4.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend increasingly complex traditional, contemporary, classical, and diverse texts	4.3K Fiction	4.3K.1 infer basic themes supported by text evidence
		4.3K.2 explain the interactions of the characters, the changes they undergo and the causes underlying why people do the things they do *
		4.3K.3 identify examples of noble characteristics in stories of virtuous heroes and heroines *
		4.3K.5 analyze plot elements, including rising action, climax, falling action, and resolution
		4.3K.6 explain the influence of the setting on the plot
		4.3K.7 articulate how spiritual knowledge is communicated through myths and parables *
		4.3L Poetry
	4.3L.2 share how the beauty and cadence of poetry impacts human sensibilities and forms the soul *	
	4.3M Drama	4.3M.1 explain structure in drama such as character tags, acts, scenes, and stage directions
		4.3M.2 use imagination to create dialogue between the readers and the characters in a story *
4.3N Informational	4.3N.1 recognize characteristics and structures of informational text, including the central idea with supporting evidence, features such as pronunciation guides and diagrams, and organizational patterns such as compare and contrast	
4.3O Argumentative	4.3O.1 recognize characteristics and structures of argumentative text by identifying the claim, explaining how facts are used for or against an argument, identifying the intended audience	

Independent Reading

4.4 Self-sustained reading. The student is expected to self-select text and read independently for a sustained period of time.

- 4.4A self-select text and read independently for a sustained period of time
- 4.4B share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form *

Responding to Text				
4.5 Response skills. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.				
4.6 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 and can be used to develop his or her own products and performances.				
Ways to Show (Response Skills)				
4.5A describe personal connections to texts	4.5B write responses that demonstrate understanding of texts	4.5C use text evidence to support an appropriate response	4.5D retell, paraphrase, or summarize texts	4.5E respond using newly acquired vocabulary as appropriate
Applied Standards	Supporting Standards			
4.6A analyze how authors' choices influence and communicate meaning and can be used purposefully in writing and speaking	4.6A.1	analyze the author's reasoning and discover the author's intent *		
	4.6A.2	analyze how the use of text structure contributes to the author's purpose		
	4.6A.3	analyze the author's use of print and graphic features to achieve specific purposes		
	4.6A.4	describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes		
	4.6A.5	identify and understand the use of literary devices, including first- or third- person point of view		
	4.6A.6	discuss how the author's use of language contributes to voice		
	5.6A.7	explain the purpose of anecdote		

Writing				
4.7 Composition. The student uses genre characteristics and craft to compose multiple texts that are meaningful and serve as a bridge for communication with one's fellow man for the betterment of all involved. *				
Tools to Know (Writing Process)				
4.7A plan first drafts	4.7B develop drafts	4.7C revise drafts	4.7D edit drafts	4.7E publish written work
Applied Standards	Supporting Standards			
4.7F compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	4.7A.1	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping		
	4.7B.1	organize drafts with purposeful structure, including an introduction, transitions, and a conclusion		
	4.7B.2	develop an engaging idea reflecting depth of thought with specific facts and details		
4.7G compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	4.7B.3	apply author's craft purposefully		
	4.7C.1	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity		
	4.7D	use grammar as a means of signifying concepts and the relationship to reason,* edit drafts for...		
	4.7D.1	complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments		
	4.7D.2	past tense of irregular verbs		
	5.7D.3	for singular, plural, common, and proper nouns		
	4.7D.4	adjectives, including their comparative and superlative forms		
4.7H compose argumentative texts, including opinion essays, using genre characteristics and craft	4.7D.5	adverbs that convey frequency and adverbs that convey degree		
	4.7D.6	prepositions and prepositional phrases		
	4.7D.7	pronouns, including reflexive		
	4.7D.8	coordinating conjunctions to form compound subjects, predicates, and sentences		
4.7I compose correspondence	4.7D.9	capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities		
	4.7D.10	punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue		
	4.7D.11	correct spelling of words		
	4.7E.1	publish written work for appropriate audiences		
	4.7I.1	write letters whose language is tailored to the audience and purpose and that use appropriate conventions (e.g., date, salutation, closing)		

Research		
4.8 Inquiry and research. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.		
Applied Standards	Supporting Standards	
4.8 use research skills to plan and present in written, oral, or multimodal formats	4.8A.1	generate and clarify questions on a topic for formal and informal inquiry
	4.8A.2	develop and follow a research plan
	4.8A.3	identify and gather relevant information from a variety of sources
	4.8A.4	identify primary and secondary sources
	4.8A.5	demonstrate understanding of information gathered
	4.8A.6	differentiate between paraphrasing and plagiarism when using source materials
	4.8A.7	develop a bibliography
	4.8A.8	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results