

Unit 1: Reading and Writing Process

		CHECKPOINT		
		1	2	3
Catholic Identity	Instructional Focus			
4.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> 4.1A share how literature contributes to strengthening moral character *			
Phonics and Word Study	Instructional Focus			
4.2A use appropriate fluency when reading grade-level text	<input type="checkbox"/> 4.2A read at a rate to increase comprehension <input type="checkbox"/> 4.2A read with accuracy <input type="checkbox"/> 4.2A read with inflection and emphasis			
4.2B demonstrate and apply phonetic knowledge while reading	<input type="checkbox"/> 4.2B.1 decode and spell words with specific orthographic patterns and rules, including regular and irregular plurals <input type="checkbox"/> 4.2B.2 decode and spell multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, r-controlled syllables and final stable syllables <input type="checkbox"/> 4.2B.3 decode and spell words using advanced knowledge of syllable division patterns (i.e. VV, VC/CV) <input type="checkbox"/> 4.2B.6 spell multisyllabic words with multiple sound-spelling patterns			
4.2C use strategies to determine the meaning of unknown words while reading	<input type="checkbox"/> 4.2C.1 use context within and beyond a sentence to determine meaning			
Shared Reading	Instructional Focus			
4.3 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Reading Process <input type="checkbox"/> 4.3A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> 4.3B generate questions about text before, during, and after reading <input type="checkbox"/> 4.3C make, correct, or confirm predictions using text features, characteristics of genre, and structures <input type="checkbox"/> 4.3D create mental images to deepen understanding <input type="checkbox"/> 4.3E monitor comprehension and make adjustments while reading Tools to Know: Comprehension <input type="checkbox"/> 4.3F make connections to personal experiences, other texts, and society <input type="checkbox"/> 4.3G make inferences and use evidence to support understanding <input type="checkbox"/> 4.3H evaluate details read to determine key ideas <input type="checkbox"/> 4.3I synthesize information to create new understanding			
4.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	<input type="checkbox"/> Fiction <input type="checkbox"/> Poetry <input type="checkbox"/> Drama <input type="checkbox"/> Informational <input type="checkbox"/> Argumentative			
Independent Reading	Instructional Focus			
4.4 self-select text and read independently	<input type="checkbox"/> 4.4A self-select text and read independently for a sustained period of time <input type="checkbox"/> 4.4B share beautifully told and well-crafted works *			
Responding to Text	Instructional Focus			
4.5 respond to an increasingly challenging variety of sources that are read, heard, or viewed.	Ways to Show: Response Skills <input type="checkbox"/> 4.5A describe personal connections to texts <input type="checkbox"/> 4.5B write responses that demonstrate understanding of texts <input type="checkbox"/> 4.5C use text evidence to support an appropriate response <input type="checkbox"/> 4.5D retell, paraphrase, or summarize texts <input type="checkbox"/> 4.5E respond using newly acquired vocabulary as appropriate			
4.6A analyze the authors' choices and how they influence and communicate meaning				

Unit 1: Reading and Writing Process

		CHECKPOINT		
		1	2	3
Writing	Instructional Focus			
4.7A plan first drafts	<input type="checkbox"/> 4.7A.1 plan a first draft by selecting a genre for a particular topic, <input type="checkbox"/> 4.7A.1 determine purpose and audience <input type="checkbox"/> 4.7A.1 use a range of strategies such as brainstorming, freewriting, and mapping			
4.7B develop drafts	<input type="checkbox"/> 4.7B.1 organize drafts with purposeful structure, including an introduction, transitions, and a conclusion <input type="checkbox"/> 4.7B.2 develop an engaging idea reflecting depth of thought with specific facts and details			
4.7C revise drafts	<input type="checkbox"/> 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 edit drafts	<input type="checkbox"/> 4.7D use grammar as a means of signifying concepts and the relationship to reason,* edit drafts for... <input type="checkbox"/> 4.7D.1 complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments <input type="checkbox"/> 4.7D.2 past tense of irregular verbs <input type="checkbox"/> 5.7D.3 for singular, plural, common, and proper nouns <input type="checkbox"/> 4.7D.9 capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities <input type="checkbox"/> 4.7D.10 punctuation marks <input type="checkbox"/> 4.7D.11 correct spelling of words			
4.7E publish written work	<input type="checkbox"/> 4.7E.1 publish written work for appropriate audiences			
4.7F use the writing process to compose literary texts				
4.7G use the writing process to compose informational texts				
4.7H use the writing process to compose argumentative texts				
4.7I compose correspondence				
Research	Instructional Focus			
4.8 use research skills to plan and present in written, oral, or multimodal formats				

Unit 2: Responding to Text/Writing Design

		CHECKPOINT		
		1	2	3
Catholic Identity	Instructional Focus			
4.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> 4.1B interpret and evaluate literature in a Christian spirit * <input type="checkbox"/> 4.1C share how literature ignites the creative imagination *			
Phonics and Word Study	Instructional Focus			
4.2A use appropriate fluency when reading grade-level text	<input type="checkbox"/> 4.2A read at a rate to increase comprehension <input type="checkbox"/> 4.2A read with accuracy <input type="checkbox"/> 4.2A read with inflection and emphasis			
4.2B demonstrate and apply phonetic knowledge while reading	<input type="checkbox"/> 4.2B.4 decode and spell words using knowledge of prefixes and suffixes, including the dropping, changing and doubling rules i <input type="checkbox"/> 4.2B.5 spell homophones <input type="checkbox"/> 4.2B.6 spell multisyllabic words with multiple sound-spelling patterns			
4.2C use strategies to determine the meaning of unknown words while reading	<input type="checkbox"/> 4.2C.1 use context within and beyond a sentence to determine meaning <input type="checkbox"/> 4.2C.2 identify the meaning of words with Greek and Latin roots <input type="checkbox"/> 4.2C.4 identify, use, and explain the meaning of homophones			
Shared Reading	Instructional Focus			
4.3 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Reading Process <input type="checkbox"/> 4.3A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> 4.3B generate questions about text before, during, and after reading <input type="checkbox"/> 4.3C make, correct, or confirm predictions using text features, characteristics of genre, and structures <input type="checkbox"/> 4.3D create mental images to deepen understanding <input type="checkbox"/> 4.3E monitor comprehension and make adjustments while reading			
	Tools to Know: Comprehension <input type="checkbox"/> 4.3F make connections to personal experiences, other texts, and society <input type="checkbox"/> 4.3G make inferences and use evidence to support understanding <input type="checkbox"/> 4.3H evaluate details read to determine key ideas <input type="checkbox"/> 4.3I synthesize information to create new understanding			
4.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction <input type="checkbox"/> 4.3K.2 explain the interactions of the characters, the changes they undergo and the causes underlying why people do the things they do * <input type="checkbox"/> 4.3K.3 identify examples of noble characteristics in stories of virtuous heroes and heroines *			
	Poetry			
	Drama			
	Informational <input type="checkbox"/> 4.3N.1 recognize characteristics and structures of informational text			
	Argumentative			
Independent Reading	Instructional Focus			
4.4 self-select text and read independently	<input type="checkbox"/> 4.4A self-select text and read independently for a sustained period of time <input type="checkbox"/> 4.4B share beautifully told and well-crafted works *			
Responding to Text	Instructional Focus			
4.5 respond to an increasingly challenging variety of sources that are read, heard, or viewed.	Ways to Show: Response Skills <input type="checkbox"/> 4.5A describe personal connections to texts <input type="checkbox"/> 4.5B write responses that demonstrate understanding of texts <input type="checkbox"/> 4.5C use text evidence to support an appropriate response <input type="checkbox"/> 4.5D retell, paraphrase, or summarize texts <input type="checkbox"/> 4.5E respond using newly acquired vocabulary as appropriate			
4.6A analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> 4.6A.1 analyze the author's reasoning and discover the author's intent * <input type="checkbox"/> 4.6A.2 analyze how the use of text structure contributes to the author's purpose <input type="checkbox"/> 4.6A.3 analyze the author's use of print and graphic features to achieve specific purposes <input type="checkbox"/> 4.6A.6 discuss how the author's use of language contributes to voice			

Responding to Text/Writing Design

		CHECKPOINT		
		1	2	3
Writing	Instructional Focus			
4.7A plan first drafts	<input type="checkbox"/> 4.7A.1 plan a first draft by selecting a genre for a particular topic, <input type="checkbox"/> 4.7A.1 determine purpose and audience <input type="checkbox"/> 4.7A.1 use a range of strategies such as brainstorming, freewriting, and mapping			
4.7B develop drafts	<input type="checkbox"/> 4.7B.1 organize drafts with purposeful structure, including an introduction, transitions, and a conclusion <input type="checkbox"/> 4.7B.2 develop an engaging idea reflecting depth of thought with specific facts and details <input type="checkbox"/> 4.7B.3 apply author's craft purposefully			
4.7C revise drafts	<input type="checkbox"/> 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 edit drafts	<input type="checkbox"/> 4.7D use grammar as a means of signifying concepts and the relationship to reason,* edit drafts for... <input type="checkbox"/> 4.7D.4 adjectives, including their comparative and superlative forms <input type="checkbox"/> 4.7D.5 adverbs that convey frequency and adverbs that convey degree <input type="checkbox"/> 4.7D.6 prepositions and prepositional phrases <input type="checkbox"/> 4.7D.7 pronouns, including reflexive <input type="checkbox"/> 4.7D.9 capitalization <input type="checkbox"/> 4.7D.10 punctuation marks <input type="checkbox"/> 4.7D.11 correct spelling of words			
4.7E publish written work	<input type="checkbox"/> 4.7E.1 publish written work for appropriate audiences			
4.7F use the writing process to compose literary texts	<input type="checkbox"/> 4.7F compose personal narratives using genre characteristics and craft <input type="checkbox"/>			
4.7G use the writing process to compose informational texts	<input type="checkbox"/> 4.7G compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft			
4.7H use the writing process to compose argumentative texts				
4.7I compose correspondence				
Research	Instructional Focus			
4.8 use research skills to plan and present in written, oral, or multimodal formats				

Unit 3: Exploring Literary Texts

		CHECKPOINT		
		1	2	3
Catholic Identity	Instructional Focus			
4.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> 4.1C share how literature ignites the creative imagination * <input type="checkbox"/> 4.1D recognize and model the virtues possessed by literary characters *			
Phonics and Word Study	Instructional Focus			
4.2A use appropriate fluency when reading grade-level text	<input type="checkbox"/> maintain previously learned skills (reading at a rate to increase comprehension, accuracy, and inflection and emphasis)			
4.2B demonstrate and apply phonetic knowledge while reading	<input type="checkbox"/> maintain previously learned skills			
4.2C use strategies to determine the meaning of unknown words while reading	<input type="checkbox"/> 4.2C.3 use print or digital resources to determine meaning			
Shared Reading	Instructional Focus			
4.3 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	<input type="checkbox"/> maintain previously learned skills (reading at a rate to increase comprehension, accuracy, and inflection and emphasis) <input type="checkbox"/> maintain previously learned skills			
4.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction			
	<input type="checkbox"/> 4.3K.1 infer basic themes supported by text evidence			
	<input type="checkbox"/> 4.3K.2 explain the interactions of the characters, the changes they undergo and the causes underlying why people do the things they do *			
	<input type="checkbox"/> 4.3K.3 identify examples of noble characteristics in stories of virtuous heroes and heroines *			
	<input type="checkbox"/> 4.3K.5 analyze plot elements, including rising action, climax, falling action, and resolution			
	<input type="checkbox"/> 4.3K.6 explain the influence of the setting on the plot			
	<input type="checkbox"/> 4.3K.7 articulate how spiritual knowledge is communicated through myths and parables *			
	Poetry			
	<input type="checkbox"/> 4.3L.1 explain figurative language such as simile, metaphor, and personification used to create images			
	<input type="checkbox"/> 4.3L.2 share how the beauty and cadence of poetry impacts human sensibilities and forms the soul *			
	Drama			
	<input type="checkbox"/> 4.3M.1 explain structure in drama such as character tags, acts, scenes, and stage directions			
	<input type="checkbox"/> 4.3M.2 use imagination to create dialogue between the readers and the characters in a story *			
	Informational			
	Argumentative			
Independent Reading	Instructional Focus			
4.4 self-select text and read independently	<input type="checkbox"/> maintain previously learned skills (self-select texts, read independently, and share beautifully told and well-crafted works *)			
Responding to Text	Instructional Focus			
4.5 respond to an increasingly challenging variety of sources that are read, heard, or viewed.	Ways to Show: Response Skills <input type="checkbox"/> maintain previously learned skills (personal connections, responses that demonstrate understanding of texts, use of text evidence, summarize, use acquired vocabulary)			
4.6A analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> 4.6A.1 analyze the author's reasoning and discover the author's intent * <input type="checkbox"/> 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 <input type="checkbox"/> 4.6A.5 identify and understand the use of literary devices, including first- or third- person point of view <input type="checkbox"/> 4.6A.6 discuss how the author's use of language contributes to voice <input type="checkbox"/> 5.6A.7 explain the purpose of anecdote			

Unit 3: Exploring Literary Texts

		CHECKPOINT		
		1	2	3
Writing	Instructional Focus			
4.7A plan first drafts	<input type="checkbox"/> 4.7A.1 plan a first draft by selecting a genre for a particular topic, <input type="checkbox"/> 4.7A.1 determine purpose and audience <input type="checkbox"/> 4.7A.1 use a range of strategies such as brainstorming, freewriting, and mapping			
4.7B develop drafts	<input type="checkbox"/> 4.7B.1 organize drafts with purposeful structure, including an introduction, transitions, and a conclusion <input type="checkbox"/> 4.7B.2 develop an engaging idea reflecting depth of thought with specific facts and details <input type="checkbox"/> 4.7B.3 apply author's craft purposefully			
4.7C revise drafts	<input type="checkbox"/> 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 edit drafts	<input type="checkbox"/> 4.7D use grammar as a means of signifying concepts and the relationship to reason,* edit drafts for... <input type="checkbox"/> 4.7D.8 coordinating conjunctions to form compound subjects, predicates, and sentences <input type="checkbox"/> 4.7D.9 capitalization <input type="checkbox"/> 4.7D.10 punctuation marks, including commas in compound and complex sentences, <input type="checkbox"/> 4.7D.11 correct spelling of words			
4.7E publish written work	<input type="checkbox"/> 4.7E.1 publish written work for appropriate audiences			
4.7F use the writing process to compose literary texts	<input type="checkbox"/> 4.7F compose personal narratives using genre characteristics and craft <input type="checkbox"/> 4.7F compose fiction using genre characteristics and craft <input type="checkbox"/> 4.7F compose poetry using genre characteristics and craft			
4.7G use the writing process to compose informational texts				
4.7H use the writing process to compose argumentative texts				
4.7I compose correspondence				
Research	Instructional Focus			
4.8 use research skills to plan and present in written, oral, or multimodal formats				

Unit 4: Exploring Informational Texts

		CHECKPOINT		
		1	2	3
Catholic Identity	Instructional Focus			
4.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> 4.1B interpret and evaluate literature in a Christian spirit *			
Phonics and Word Study	Instructional Focus			
4.2A use appropriate fluency when reading grade-level text	<input type="checkbox"/> maintain previously learned skills (reading at a rate to increase comprehension, accuracy, and inflection and emphasis)			
4.2B demonstrate and apply phonetic knowledge while reading	<input type="checkbox"/> maintain and apply previously learned skills			
4.2C use strategies to determine the meaning of unknown words while reading	<input type="checkbox"/> maintain and apply previously learned skills (context, Greek and Latin roots, print or digital resources)			
Shared Reading	Instructional Focus			
4.3 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Reading Process <input type="checkbox"/> maintain previously learned skills (establish purpose, generate questions, make predictions, create mental images, monitor comprehension)			
	Tools to Know: Comprehension <input type="checkbox"/> maintain previously learned skills (make connections, make inferences, evaluate details, synthesize information)			
4.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction			
	Poetry			
	Drama			
	Informational <input type="checkbox"/> 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			
	Argumentative <input type="checkbox"/> 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	Instructional Focus			
4.4 self-select text and read independently	<input type="checkbox"/> maintain previously learned skills (self-select texts, read independently, and share beautifully told and well-crafted works *)			
Responding to Text	Instructional Focus			
4.5 respond to an increasingly challenging variety of sources that are read, heard, or viewed.	Ways to Show: Response Skills <input type="checkbox"/> maintain previously learned skills (personal connections, responses that demonstrate understanding of texts, use of text evidence, summarize, use acquired vocabulary)			
4.6A analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> 4.6A.1 analyze the author's reasoning and discover the author's intent * <input type="checkbox"/> 4.6A.2 analyze how the use of text structure contributes to the author's purpose <input type="checkbox"/> 4.6A.3 analyze the author's use of print and graphic features to achieve specific purposes			

Unit 4: Exploring Informational Texts

		CHECKPOINT		
		1	2	3
Writing	Instructional Focus			
4.7A plan first drafts	<input type="checkbox"/> 4.7A.1 plan a first draft by selecting a genre for a particular topic, <input type="checkbox"/> 4.7A.1 determine purpose and audience <input type="checkbox"/> 4.7A.1 use a range of strategies such as brainstorming, freewriting, and mapping			
4.7B develop drafts	<input type="checkbox"/> 4.7B.1 organize drafts with purposeful structure, including an introduction, transitions, and a conclusion <input type="checkbox"/> 4.7B.2 develop an engaging idea reflecting depth of thought with specific facts and details <input type="checkbox"/> 4.7B.3 apply author's craft purposefully			
4.7C revise drafts	<input type="checkbox"/> 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 edit drafts	<input type="checkbox"/> 4.7D edit drafts (use grammar as a means of signifying concepts and the relationship to reason*) <input type="checkbox"/> 4.7D.9 capitalization <input type="checkbox"/> 4.7D.10 punctuation <input type="checkbox"/> 4.7D.11 correct spelling of words			
4.7E publish written work	<input type="checkbox"/> 4.7E.1 publish written work for appropriate audiences			
4.7F use the writing process to compose literary texts				
4.7G use the writing process to compose informational texts	<input type="checkbox"/> 4.7G compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft			
4.7H use the writing process to compose argumentative texts	<input type="checkbox"/> 4.7H compose argumentative texts using genre characteristics and craft <input type="checkbox"/> 4.7H compose opinion essays using genre characteristics and craft			
4.7I compose correspondence	<input type="checkbox"/> 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	Instructional Focus			
4.8 use research skills to plan and present in written, oral, or multimodal formats	<input type="checkbox"/> 4.8A.1 generate and clarify questions on a topic for formal and informal inquiry <input type="checkbox"/> 4.8A.2 develop and follow a research plan <input type="checkbox"/> 4.8A.3 identify and gather relevant information from a variety of sources <input type="checkbox"/> 4.8A.4 identify primary and secondary sources <input type="checkbox"/> 4.8A.5 demonstrate understanding of information gathered <input type="checkbox"/> 4.8A.6 differentiate between paraphrasing and plagiarism when using source materials <input type="checkbox"/> 4.8A.7 develop a bibliography <input type="checkbox"/> 4.8A.8 use an appropriate mode of delivery, whether written, oral, or multimodal, to present results			

Reading and Writing – Grade 4 (all standards)

		CHECKPOINT		
		1	2	3
Catholic Identity	Instructional Focus			
4.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> 4.1A share how literature contributes to strengthening moral character * <input type="checkbox"/> 4.1B interpret and evaluate literature in a Christian spirit * <input type="checkbox"/> 4.1C share how literature ignites the creative imagination * <input type="checkbox"/> 4.1D recognize and model the virtues possessed by literary characters *			
Phonics and Word Study	Instructional Focus			
4.2A use appropriate fluency when reading grade-level text	<input type="checkbox"/> 4.2A read at a rate to increase comprehension <input type="checkbox"/> 4.2A read with accuracy <input type="checkbox"/> 4.2A read with inflection and emphasis			
4.2B demonstrate and apply phonetic knowledge while reading	<input type="checkbox"/> 4.2B.1 decode and spell words with specific orthographic patterns and rules, including regular and irregular plurals <input type="checkbox"/> 4.2B.2 decode and spell multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, r-controlled syllables and final stable syllables <input type="checkbox"/> 4.2B.3 decode and spell words using advanced knowledge of syllable division patterns (i.e. VV, VC/CV) <input type="checkbox"/> 4.2B.4 decode and spell words using knowledge of prefixes and suffixes, including the dropping, changing and doubling rules i <input type="checkbox"/> 4.2B.5 spell homophones <input type="checkbox"/> 4.2B.6 spell multisyllabic words with multiple sound-spelling patterns			
4.2C use strategies to determine the meaning of unknown words while reading	<input type="checkbox"/> 4.2C.1 use context within and beyond a sentence to determine meaning <input type="checkbox"/> 4.2C.2 identify the meaning of words with Greek and Latin roots <input type="checkbox"/> 4.2C.3 use print or digital resources to determine meaning <input type="checkbox"/> 4.2C.4 identify, use, and explain the meaning of homophones			
Shared Reading	Instructional Focus			
4.3 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Reading Process <input type="checkbox"/> 4.3A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> 4.3B generate questions about text before, during, and after reading <input type="checkbox"/> 4.3C make, correct, or confirm predictions using text features, characteristics of genre, and structures <input type="checkbox"/> 4.3D create mental images to deepen understanding <input type="checkbox"/> 4.3E monitor comprehension and make adjustments while reading Tools to Know: Comprehension <input type="checkbox"/> 4.3F make connections to personal experiences, other texts, and society <input type="checkbox"/> 4.3G make inferences and use evidence to support understanding <input type="checkbox"/> 4.3H evaluate details read to determine key ideas <input type="checkbox"/> 4.3I synthesize information to create new understanding			
4.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction <input type="checkbox"/> 4.3K.1 infer basic themes supported by text evidence <input type="checkbox"/> 4.3K.2 explain the interactions of the characters, the changes they undergo and the causes underlying why people do the things they do * <input type="checkbox"/> 4.3K.3 identify examples of noble characteristics in stories of virtuous heroes and heroines * <input type="checkbox"/> 4.3K.5 analyze plot elements, including rising action, climax, falling action, and resolution <input type="checkbox"/> 4.3K.6 explain the influence of the setting on the plot <input type="checkbox"/> 4.3K.7 articulate how spiritual knowledge is communicated through myths and parables * Poetry <input type="checkbox"/> 4.3L.1 explain figurative language such as simile, metaphor, and personification used to create images <input type="checkbox"/> 4.3L.2 share how the beauty and cadence of poetry impacts human sensibilities and forms the soul * Drama <input type="checkbox"/> 4.3M.1 explain structure in drama such as character tags, acts, scenes, and stage directions <input type="checkbox"/> 4.3M.2 use imagination to create dialogue between the readers and the characters in a story * Informational <input type="checkbox"/> 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 Argumentative <input type="checkbox"/> 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	Instructional Focus			
4.4 self-select text and read independently	<input type="checkbox"/> 4.4A self-select text and read independently for a sustained period of time <input type="checkbox"/> 4.4B share beautifully told and well-crafted works *			

Responding to Text	Instructional Focus			
4.5 respond to an increasingly challenging variety of sources that are read, heard, or viewed.	Ways to Show: Response Skills <input type="checkbox"/> 4.5A describe personal connections to texts <input type="checkbox"/> 4.5B write responses that demonstrate understanding of texts <input type="checkbox"/> 4.5C use text evidence to support an appropriate response <input type="checkbox"/> 4.5D retell, paraphrase, or summarize texts <input type="checkbox"/> 4.5E respond using newly acquired vocabulary as appropriate			
4.6A analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> 4.6A.1 analyze the author's reasoning and discover the author's intent * <input type="checkbox"/> 4.6A.2 analyze how the use of text structure contributes to the author's purpose <input type="checkbox"/> 4.6A.3 analyze the author's use of print and graphic features to achieve specific purposes <input type="checkbox"/> 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 <input type="checkbox"/> 4.6A.5 identify and understand the use of literary devices, including first- or third- person point of view <input type="checkbox"/> 4.6A.6 discuss how the author's use of language contributes to voice <input type="checkbox"/> 5.6A.7 explain the purpose of anecdote			

Reading and Writing – Grade 4 (all standards)

		CHECKPOINT		
		1	2	3
Writing	Instructional Focus			
4.7A plan first drafts	<input type="checkbox"/> 4.7A.1 plan a first draft by selecting a genre for a particular topic, <input type="checkbox"/> 4.7A.1 determine purpose and audience <input type="checkbox"/> 4.7A.1 use a range of strategies such as brainstorming, freewriting, and mapping			
4.7B develop drafts	<input type="checkbox"/> 4.7B.1 organize drafts with purposeful structure, including an introduction, transitions, and a conclusion <input type="checkbox"/> 4.7B.2 develop an engaging idea reflecting depth of thought with specific facts and details <input type="checkbox"/> 4.7B.3 apply author's craft purposefully			
4.7C revise drafts	<input type="checkbox"/> 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 edit drafts	<input type="checkbox"/> 4.7D use grammar as a means of signifying concepts and the relationship to reason,* edit drafts for... <input type="checkbox"/> 4.7D.1 complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments <input type="checkbox"/> 4.7D.2 past tense of irregular verbs <input type="checkbox"/> 5.7D.3 for singular, plural, common, and proper nouns <input type="checkbox"/> 4.7D.4 adjectives, including their comparative and superlative forms <input type="checkbox"/> 4.7D.5 adverbs that convey frequency and adverbs that convey degree <input type="checkbox"/> 4.7D.6 prepositions and prepositional phrases <input type="checkbox"/> 4.7D.7 pronouns, including reflexive <input type="checkbox"/> 4.7D.8 coordinating conjunctions to form compound subjects, predicates, and sentences <input type="checkbox"/> 4.7D.9 capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities <input type="checkbox"/> 4.7D.10 punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue <input type="checkbox"/> 4.7D.11 correct spelling of words			
4.7E publish written work	<input type="checkbox"/> 4.7E.1 publish written work for appropriate audiences			
4.7F use the writing process to compose literary texts	<input type="checkbox"/> 4.7F compose personal narratives using genre characteristics and craft <input type="checkbox"/> 4.7F compose fiction using genre characteristics and craft <input type="checkbox"/> 4.7F compose poetry using genre characteristics and craft			
4.7G use the writing process to compose informational texts	<input type="checkbox"/> 4.7G compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft			
4.7H use the writing process to compose argumentative texts	<input type="checkbox"/> 4.7H compose argumentative texts using genre characteristics and craft <input type="checkbox"/> 4.7H compose opinion essays using genre characteristics and craft			
4.7I compose correspondence	<input type="checkbox"/> 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	Instructional Focus			
4.8 use research skills to plan and present in written, oral, or multimodal formats	<input type="checkbox"/> 4.8A.1 generate and clarify questions on a topic for formal and informal inquiry <input type="checkbox"/> 4.8A.2 develop and follow a research plan <input type="checkbox"/> 4.8A.3 identify and gather relevant information from a variety of sources <input type="checkbox"/> 4.8A.4 identify primary and secondary sources <input type="checkbox"/> 4.8A.5 demonstrate understanding of information gathered <input type="checkbox"/> 4.8A.6 differentiate between paraphrasing and plagiarism when using source materials <input type="checkbox"/> 4.8A.7 develop a bibliography <input type="checkbox"/> 4.8A.8 use an appropriate mode of delivery, whether written, oral, or multimodal, to present results			