

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 *	
Literacy Routines		Instructional Focus		
4.2	communicate ideas effectively through speaking and discussion	<input type="checkbox"/> 4.2A	listen actively, ask relevant questions to clarify information, and make pertinent comments	
		<input type="checkbox"/> 4.2B	follow, restate, and give oral instructions that involve a series of related sequences of action	
		<input type="checkbox"/> 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	
		<input type="checkbox"/> 4.2D	work collaboratively with others to develop a plan of shared responsibilities	
Phonics and Word Study		Instructional Focus		
4.3A/B	demonstrate and apply phonetic knowledge while reading	<input type="checkbox"/> 4.2A/B.1	decode and spell words with specific orthographic patterns and rules, including regular and irregular plurals	
		<input type="checkbox"/> 4.2A/B.2	decode and spell multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, diagraphs and diphthongs; r-controlled syllables; and final stable syllables	
		<input type="checkbox"/> 4.2A/B.3	decode and spell words using advanced knowledge of syllable division patterns such as VV	
		<input type="checkbox"/> 4.3A.5	identify, read, and spell high-frequency words	
4.3C	use skills to support strategies for determining the meaning of unknown words while reading	<input type="checkbox"/> 4.3C.1	use print or digital resources to determine meaning, syllabication, and pronunciation	
Shared Reading		Instructional Focus		
4.4	read grade-level text with fluency and comprehension	Tools to Know: Reading Process		
		<input type="checkbox"/> 4.4A	use appropriate fluency (rate, accuracy, and prosody)	
		<input type="checkbox"/> 4.5A	establish purpose for reading assigned and self-selected texts	
		<input type="checkbox"/> 4.5B	generate questions about text before, during, and after reading	
		<input type="checkbox"/> 4.5C	make, correct, or confirm predictions using text features, characteristics of genre, and structures	
4.5	use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	<input type="checkbox"/> 4.5D	create mental images to deepen understanding	
		<input type="checkbox"/> 4.5E	monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down	
		Tools to Know: Comprehension		
		<input type="checkbox"/> 4.5F	make connections to personal experiences, ideas in other texts, and society	
		<input type="checkbox"/> 4.5G	make inferences and use evidence to support understanding	
		<input type="checkbox"/> 4.5H	evaluate details read to determine key ideas	
		<input type="checkbox"/> 4.5I	synthesize information to create new understanding	
4.6/4.7	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		
4.9	self-select text and read independently	<input type="checkbox"/> 4.9A	self-select text and read independently for a sustained period of time	

Unit 1: Reading and Writing Process

		CHECKPOINT		
		1	2	3
Responding to Text		Instructional Focus		
4.10 respond to an increasingly challenging variety of sources that are read, heard, or viewed	Ways to Show: Response Skills <input type="checkbox"/> 4.10A describe personal connections to a variety of sources, including self-selected texts <input type="checkbox"/> 4.10B write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources <input type="checkbox"/> 4.10C use text evidence to support an appropriate response <input type="checkbox"/> 4.10D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order <input type="checkbox"/> 4.10E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating			
	4.8 analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/>		

		Instructional Focus		
4.11A plan first drafts	<input type="checkbox"/> 4.11A.1 plan a first draft by selecting a genre for a particular topic, <input type="checkbox"/> 4.11A.2 determine purpose and audience <input type="checkbox"/> 4.11A.3 use a range of strategies such as brainstorming, freewriting, and mapping			
4.11B develop drafts	<input type="checkbox"/> 4.11B.1 develop drafts into a focused, structured, and coherent piece of writing by: organize drafts with purposeful structure, including an introduction, transitions, and a conclusion <input type="checkbox"/> 4.11B.2 develop an engaging idea with relevant details			
4.11C revise drafts	<input type="checkbox"/> 4.11C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity			
4.11D edit drafts	<input type="checkbox"/> 4.11D.1 edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments <input type="checkbox"/> 4.11D.2 past tense of irregular verbs <input type="checkbox"/> 4.11D.3 singular, plural, common, and proper nouns <input type="checkbox"/> 4.11D.9 capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities <input type="checkbox"/> 4.11D.10 punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue <input type="checkbox"/> 4.11D.11 correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words			
4.11E publish written work	<input type="checkbox"/> 4.11E.1 publish written work for appropriate audiences <input type="checkbox"/> 4.11E.2 write legibly in cursive to complete assignments			
4.12A use the writing process to compose literary texts				
4.12B use the writing process to compose informational texts				
4.12C use the writing process to compose argumentative texts				
4.12D compose correspondence				

Research		Instructional Focus		
4.13 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 *			
Literacy Routines		Instructional Focus		
4.2 communicate ideas effectively through speaking and discussion	<input type="checkbox"/> 4.2A listen actively, ask relevant questions to clarify information, and make pertinent comments <input type="checkbox"/> 4.2B follow, restate, and give oral instructions that involve a series of related sequences of action <input type="checkbox"/> 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 <input type="checkbox"/> 4.2D work collaboratively with others to develop a plan of shared responsibilities			
Phonics and Word Study		Instructional Focus		
4.3A/B demonstrate and apply phonetic knowledge while reading and spelling	<input type="checkbox"/> 4.3A/B.4 decode and spell words using knowledge of prefixes and suffixes, including how t They can change the base words such as dropping, changing and doubling rules <input type="checkbox"/> 4.3B.5 spell homophones <input type="checkbox"/> 4.3A.5 identify, read, and spell high-frequency words from a research-based list			
4.3C use skills to support strategies for determining the meaning of unknown words while reading	<input type="checkbox"/> 4.3C.1 use print or digital resources to determine meaning, syllabication, and pronunciation <input type="checkbox"/> 4.3C.2 determine the meaning of words with affixes and roots <input type="checkbox"/> 4.3C.3 identify, use, and explain the meaning of homophones			
Shared Reading		Instructional Focus		
4.4 read grade-level text with fluency and comprehension	Tools to Know: Reading Process <input type="checkbox"/> 4.4A use appropriate fluency (rate, accuracy, and prosody) <input type="checkbox"/> 4.5A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> 4.5B generate questions about text before, during, and after reading <input type="checkbox"/> 4.5C make, correct, or confirm predictions using text features, characteristics of genre, and structures <input type="checkbox"/> 4.5D create mental images to deepen understanding <input type="checkbox"/> 4.5E monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down			
4.5 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Comprehension <input type="checkbox"/> 4.5F make connections to personal experiences, ideas in other texts, and society <input type="checkbox"/> 4.5G make inferences and use evidence to support understanding <input type="checkbox"/> 4.5H evaluate details read to determine key ideas <input type="checkbox"/> 4.5I synthesize information to create new understanding			
4.6/4.7 use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction <input type="checkbox"/> 4.7C explain the interactions of the characters, the changes they undergo <input type="checkbox"/> 4.7E identify examples of noble characteristics in stories of virtuous heroes/heroines * Poetry Drama Informational <input type="checkbox"/> 4.6D recognize features such as pronunciation guides and diagrams Argumentative			
Independent Reading		Instructional Focus		
4.9 self-select text and read independently	<input type="checkbox"/> 4.9A self-select text and read independently for a sustained period of time			

Unit 2: Responding to Text/Writing Design

		CHECKPOINT		
		1	1	1
Responding to Text		Instructional Focus		
4.10 respond to an increasingly challenging variety of sources that are read, heard, or viewed	Ways to Show: Response Skills			
	<input type="checkbox"/> 4.10A describe personal connections to texts <input type="checkbox"/> 4.10B write responses that demonstrate understanding of texts <input type="checkbox"/> 4.10C use text evidence to support an appropriate response <input type="checkbox"/> 4.10D retell, paraphrase, or summarize texts <input type="checkbox"/> 4.10E respond using newly acquired vocabulary as appropriate			
4.8 analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> 4.8A explain the author's purpose and message within a text			
	<input type="checkbox"/> 4.8C explain how the use of text structure contributes to the author's purpose			
	<input type="checkbox"/> 4.8D analyze the author's use of print and graphic features to achieve specific purposes			
	<input type="checkbox"/> 4.8F discuss how the author's use of language contributes to voice			
Writing		Instructional Focus		
4.11A plan first drafts	<input type="checkbox"/> 4.11A.1 plan a first draft by selecting a genre for a particular topic,			
	<input type="checkbox"/> 4.11A.2 determine purpose and audience			
	<input type="checkbox"/> 4.11A.3 use a range of strategies such as brainstorming, freewriting, and mapping			
4.11B develop drafts	<input type="checkbox"/> 4.11B.1 develop drafts into a focused, structured, and coherent piece of writing by: organize drafts with purposeful structure, including an introduction, transitions, and a conclusion			
	<input type="checkbox"/> 4.11B.2 develop an engaging idea with relevant details			
4.11C revise drafts	<input type="checkbox"/> 4.11C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity			
4.11D edit drafts	edit drafts using standard English conventions, including:			
	<input type="checkbox"/> 4.11D.4 adjectives, including their comparative and superlative forms			
	<input type="checkbox"/> 4.11D.5 adverbs that convey frequency and adverbs that convey degree			
	<input type="checkbox"/> 4.11D.6 prepositions and prepositional phrases			
	<input type="checkbox"/> 4.11D.7 pronouns, including reflexive			
	<input type="checkbox"/> 4.11D.9 capitalization of historical periods, events, and documents; titles of books; stories and essays; and language, races, and nationalities			
	<input type="checkbox"/> 4.11D.10 punctuation marks; including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue			
4.11E publish written work	<input type="checkbox"/> 4.11E publish written work for appropriate audiences			
	<input type="checkbox"/> 4.11F write legibly in cursive to complete assignments			
4.12A use the writing process to compose literary texts	<input type="checkbox"/> 4.12A compose personal narratives using genre characteristics and craft			
4.12B use the writing process to compose informational texts	<input type="checkbox"/> 4.12B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft			
4.12C use the writing process to compose argumentative texts				
4.12D compose correspondence				
Research		Instructional Focus		
4.13 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 *			

Literacy Routines	Instructional Focus			
4.2 communicate ideas effectively through speaking and discussion	<input type="checkbox"/> maintain previously learned communication skills			

Phonics and Word Study	Instructional Focus			
4.3A/B demonstrate and apply phonetic knowledge while reading	<input type="checkbox"/> maintain previously learned skills			
4.3C use strategies to determine the meaning of unknown words while reading	<input type="checkbox"/> 4.3C.1 use print or digital resources to determine meaning			

Shared Reading	Instructional Focus			
4.4 read grade-level text with fluency and comprehension	<input type="checkbox"/> 4.4A use appropriate fluency (rate, accuracy and prosody)			
4.5 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)			
4.6/4.7 use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction <input type="checkbox"/> 4.7A infer basic themes supported by text evidence <input type="checkbox"/> 4.7B analyze plot elements, including rising action, climax, falling action, and resolution <input type="checkbox"/> 4.7C explain the interactions of the characters, the changes they undergo <input type="checkbox"/> 4.7D analyze the influence of the setting on the plot <input type="checkbox"/> 4.7E identify examples of noble characteristics in stories of virtuous heroes/heroines * <input type="checkbox"/> 4.7F articulate how spiritual knowledge is communicated through myths and parables *			
	Poetry <input type="checkbox"/> 4.6B explain figurative language such as simile, metaphor, and personification used to create images <input type="checkbox"/> 4.7F share how the beauty and cadence of poetry impacts human sensibilities and forms the soul *			
	Drama <input type="checkbox"/> 4.6C explain structure in drama such as character tags, acts, scenes, and stage directions <input type="checkbox"/> 4.7F use imagination to create dialogue between the readers and characters in a story *			
	Informational			
	Argumentative			

Independent Reading	Instructional Focus			
4.9 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 *)			

Unit 3: Exploring Literary Texts

		Instructional Focus	CHECKPOINT		
			1	2	3
Responding to Text					
4.10	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)			
4.8	analyze the author’s choices and how they influence meaning; apply author’s craft purposefully in writing and speaking	<input type="checkbox"/> 4.8A explain the author’s purpose and message within a text <input type="checkbox"/> 4.8B identify and understand the use of literary devices, including first- or third- person point of view <input type="checkbox"/> 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 <input type="checkbox"/> 4.8F discuss how the author’s use of language contributes to voice <input type="checkbox"/> 4.8G identify and explain the purpose of an anecdote			

		Instructional Focus	CHECKPOINT		
			1	2	3
Writing					
4.11A	plan first drafts	<input type="checkbox"/> 4.11A.1 plan a first draft by selecting a genre for a particular topic <input type="checkbox"/> 4.11A.2 determine purpose and audience <input type="checkbox"/> 4.11A.3 use a range of strategies such as brainstorming, freewriting, and mapping			
4.11B	develop drafts	<input type="checkbox"/> 4.11B.1 develop drafts into a focused, structured, and coherent piece of writing by: organize drafts with purposeful structure, including an introduction, transitions, and a conclusion <input type="checkbox"/> 4.11B.2 develop an engaging idea with relevant details			
4.11C	revise drafts	<input type="checkbox"/> 4.11C. revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity			
4.11D	edit drafts	edit drafts using standard English conventions, including: <input type="checkbox"/> 4.11D.8 coordinating conjunctions to form compound subjects, predicates, and sentences <input type="checkbox"/> 4.11D.9 capitalization of historical periods, events, and documents; titles of books; stories and essays; and language, races, and nationalities <input type="checkbox"/> 4.11D.10 punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue <input type="checkbox"/> 4.11D.11 correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words			
4.11E	publish written work	<input type="checkbox"/> 4.11E.1 publish written work for appropriate audiences <input type="checkbox"/> 4.11E.2 write legibly in cursive to complete assignments			
4.12A	use the writing process to compose literary texts	<input type="checkbox"/> 4.12A compose personal narratives using genre characteristics and craft 4.12A compose poetry using genre characteristics and craft			
4.12B	use the writing process to compose informational texts				
4.12C	use the writing process to compose argumentative texts				
4.12D	compose correspondence				

		Instructional Focus	CHECKPOINT		
			1	2	3
Research					
4.13	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 *			
Literacy Routines		Instructional Focus		
4.2 communicate ideas effectively through speaking and discussion	<input type="checkbox"/> maintain previously learned communication skills			
Phonics and Word Study		Instructional Focus		
4.3A/B demonstrate and apply phonetic knowledge while reading	<input type="checkbox"/> 4.3B.6 spell multisyllabic words with multiple sound-spelling patterns			
4.3C 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		
4.4 read grade-level text with fluency and comprehension	Tools to Know: Reading Process <input type="checkbox"/> maintain previously learned skills (establish purpose, generate questions, make predictions, create mental images, monitor comprehension)			
4.5 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Comprehension <input type="checkbox"/> maintain previously learned skills (make connections, make inferences, evaluate details, synthesize information)			
4.6/4.7 use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction			
	Poetry			
	Drama			
	Informational <input type="checkbox"/> 4.6D 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"/> 4.6E 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		
4.9 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		
4.10 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)			
4.8 analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> 4.8A explain the author's purpose and message within a text <input type="checkbox"/> 4.8C explain how the use of text structure contributes to the author's purpose <input type="checkbox"/> 4.8D 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			
4.11A plan first drafts	<input type="checkbox"/> 4.11A.1 plan a first draft by selecting a genre for a particular topic, <input type="checkbox"/> 4.11A.2 determine purpose and audience <input type="checkbox"/> 4.11A.3 use a range of strategies such as brainstorming, freewriting, and mapping			
4.11B develop drafts	<input type="checkbox"/> 4.11B.1 develop drafts into a focused, structured, and coherent piece of writing by: organize drafts with purposeful structure, including an introduction, transitions, and a conclusion <input type="checkbox"/> 4.11B.2 develop an engaging idea with relevant details			
4.11C revise drafts	<input type="checkbox"/> 4.11C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity			
4.11D edit drafts	<input type="checkbox"/> 4.11D.9 edit drafts using standard English conventions, including: capitalization of historical periods, events, and documents; titles of books; stories and essays; and language, races, and nationalities <input type="checkbox"/> 4.11D.10 punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue <input type="checkbox"/> 4.11D.11 correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words			
4.11E publish written work	<input type="checkbox"/> 4.11E.1 publish written work for appropriate audiences <input type="checkbox"/> 4.11E.2 write legibly in cursive to complete assignments			
4.12A use the writing process to compose literary texts				
4.12B use the writing process to compose informational texts	<input type="checkbox"/> 4.12B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft			
4.12C use the writing process to compose argumentative texts	<input type="checkbox"/> 4.12C compose argumentative texts using genre characteristics and craft <input type="checkbox"/> 4.12C compose opinion essays using genre characteristics and craft			
4.12D compose correspondence that requests information	<input type="checkbox"/> 4.12D write letters whose language is tailored to the audience and purpose and that use appropriate conventions (e.g., date, salutation, closing)			
Research	Instructional Focus			
4.13 use research skills to plan and present in written, oral, or multimodal formats	<input type="checkbox"/> 4.13A generate and clarify questions on a topic for formal and informal inquiry <input type="checkbox"/> 4.13B develop and follow a research plan with adult assistance <input type="checkbox"/> 4.13C identify and gather relevant information from a variety of sources <input type="checkbox"/> 4.13D identify primary and secondary sources <input type="checkbox"/> 4.13E demonstrate understanding of information gathered <input type="checkbox"/> 4.13F differentiate between paraphrasing and plagiarism when using source materials <input type="checkbox"/> 4.13G develop a bibliography <input type="checkbox"/> 4.13H use an appropriate mode of delivery, whether written, oral, or multimodal			

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 *			

Literacy Routines		Instructional Focus				
4.2	communicate ideas effectively throughout speaking and discussion	<input type="checkbox"/> 4.2A	listen actively, ask relevant questions to clarify information, and make pertinent comments			
		<input type="checkbox"/> 4.2B	follow, restate, and give oral instructions that involve a series of related sequences of action			
		<input type="checkbox"/> 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			
		<input type="checkbox"/> 4.2D	work collaboratively with others to develop a plan of shared responsibilities			

Phonics and Word Study		Instructional Focus				
4.3A/B	demonstrate and apply phonetic knowledge while reading	<input type="checkbox"/> 4.2A/B.1	decode and spell words with specific orthographic patterns and rules, including regular and irregular plurals			
		<input type="checkbox"/> 4.2A/B.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"/> 4.2A/B.3	decode and spell words using advanced knowledge of syllable division patterns (i.e. VV, VC/CV)			
		<input type="checkbox"/> 4.2A/B.4	decode and spell words using knowledge of prefixes and suffixes, including the dropping, changing and doubling rules			
		<input type="checkbox"/> 4.2A.5	spell homophones			
		<input type="checkbox"/> 4.2B.6	identify, read and spell high-frequency words from a research-based list			
4.3C	use skills to support strategies for determining the meaning of unknown words while reading	<input type="checkbox"/> 4.3C.1	use print or digital resources to determine meaning, syllabication, and pronunciation			
		<input type="checkbox"/> 4.3C.2	determine the meaning of and use words with affixes and roots			
		<input type="checkbox"/> 4.3C.3	identify, use, and explain the meaning of homophones			
		<input type="checkbox"/> 4.3C.4	use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words			

Reading and Writing – Grade 4 (all standards)

		CHECKPOINT		
		1	2	3
Shared Reading		Instructional Focus		
4.4 read grade-level text with fluency and comprehension 4.5 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Reading Process <input type="checkbox"/> 4.4A use appropriate fluency (rate, accuracy, and prosody) <input type="checkbox"/> 4.5B generate questions about text before, during, and after reading <input type="checkbox"/> 4.5C make, correct, or confirm predictions using text features, characteristics of genre, and structures <input type="checkbox"/> 4.5D create mental images to deepen understanding <input type="checkbox"/> 4.5E monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down			
	Tools to Know: Comprehension <input type="checkbox"/> 4.5F make connections to personal experiences, ideas in other texts, and society <input type="checkbox"/> 4.5G make inferences and use evidence to support understanding <input type="checkbox"/> 4.5H evaluate details read to determine key ideas <input type="checkbox"/> 4.5I synthesize information to create new understanding			
4.6/4.7 use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction <input type="checkbox"/> 4.6A demonstrate knowledge of distinguishing characteristics of folktales, fables, legends, myths, and tall tales <input type="checkbox"/> 4.7A infer basic themes supported by text evidence <input type="checkbox"/> 4.7B analyze plot elements, including rising action, climax, falling action, and resolution <input type="checkbox"/> 4.7C explain the interactions of the characters, the changes they undergo <input type="checkbox"/> 4.7D analyze the influence of the setting on the plot <input type="checkbox"/> 4.7E identify examples of noble characteristics in stories of virtuous heroes/heroines* <input type="checkbox"/> 4.7F articulate how spiritual knowledge is communicated through myths and parables*			
	Poetry <input type="checkbox"/> 4.6B explain figurative language such as simile, metaphor, and personification used to create images <input type="checkbox"/> 4.6F share how the beauty and cadence of poetry impacts human sensibilities and forms the soul *			
	Drama <input type="checkbox"/> 4.6C explain structure in drama such as character tags, acts, scenes, and stage directions <input type="checkbox"/> 4.6F use imagination to create dialogue between the readers and characters in a story *			
	Informational <input type="checkbox"/> 4.6D 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"/> 4.6E 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		
4.9 self-select text and read independently	<input type="checkbox"/> 4.9A self-select text and read independently for a sustained period of time			
Responding to Text		Instructional Focus		
4.10 respond to an increasingly challenging variety of sources that are read, heard, or viewed	Ways to Show: Response Skills <input type="checkbox"/> 4.10A describe personal connections to a variety of sources, including self-selected texts <input type="checkbox"/> 4.10B write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources <input type="checkbox"/> 4.10C use text evidence to support an appropriate response <input type="checkbox"/> 4.10D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order <input type="checkbox"/> 4.10F respond using newly acquired vocabulary as appropriate			
	4.8 analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> 4.8A explain the author's purpose and message within a text <input type="checkbox"/> 4.8B identify and understand the use of literary devices, including first- or third- person point of view <input type="checkbox"/> 4.8C explain how the use of text structure contributes to the author's purpose <input type="checkbox"/> 4.8D analyze the author's use of print and graphic features to achieve specific purposes <input type="checkbox"/> 4.8E 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"/> 4.8F discuss how the author's use of language contributes to voice <input type="checkbox"/> 4.8G identify and explain the use of anecdote		

Reading and Writing – Grade 4 (all standards)

		CHECKPOINT		
		1	2	3
Writing	Instructional Focus			
4.11A plan first drafts	<input type="checkbox"/> 4.11A.1 plan a first draft by selecting a genre for a particular topic, <input type="checkbox"/> 4.11A.2 determine purpose and audience <input type="checkbox"/> 4.11A.3 use a range of strategies such as brainstorming, freewriting, and mapping			
4.11B develop drafts	<input type="checkbox"/> 4.11B.1 develop drafts into a focused, structured, and coherent piece of writing by: organize drafts with purposeful structure, including an introduction, transitions, and a conclusion <input type="checkbox"/> 4.11B.2 develop an engaging idea with relevant details			
4.11C revise drafts	<input type="checkbox"/> 4.11C.1 revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity			
4.11D edit drafts	edit using standard English conventions, including: <input type="checkbox"/> 4.11D.1 complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments <input type="checkbox"/> 4.11D.2 past tense of irregular verbs <input type="checkbox"/> 4.11D.3 singular, plural, common, and proper nouns <input type="checkbox"/> 4.11D.4 adjectives, including their comparative and superlative forms <input type="checkbox"/> 4.11D.5 adverbs that convey frequency and adverbs that convey degree <input type="checkbox"/> 4.11D.6 prepositions and prepositional phrases <input type="checkbox"/> 4.11D.7 pronouns, including reflexive <input type="checkbox"/> 4.11D.8 coordinating conjunctions to form compound subjects, predicates, and sentences <input type="checkbox"/> 4.11D.9 capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities <input type="checkbox"/> 4.11D.10 punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue <input type="checkbox"/> 4.11D.11 correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words			
4.11E publish written work	<input type="checkbox"/> 4.11E.1 publish written work for appropriate audiences <input type="checkbox"/> 4.11F.1 write legibly in cursive to complete assignments			
4.12A use the writing process to compose literary texts	<input type="checkbox"/> 4.12A compose personal narratives using genre characteristics and craft <input type="checkbox"/> 4.12A compose fiction using genre characteristics and craft <input type="checkbox"/> 4.12A compose poetry using genre characteristics and craft			
4.12B use the writing process to compose informational texts	<input type="checkbox"/> 4.12B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft			
4.12C use the writing process to compose argumentative texts	<input type="checkbox"/> 4.12C compose argumentative texts using genre characteristics and craft <input type="checkbox"/> 4.12C compose opinion essays using genre characteristics and craft			
4.12D compose correspondence	<input type="checkbox"/> 4.12D write letters whose language is tailored to the audience and purpose and that use appropriate conventions (e.g., date, salutation, closing)			
Research	Instructional Focus			
4.13 use research skills to plan and present in written, oral, or multimodal formats	<input type="checkbox"/> 4.13A generate and clarify questions on a topic for formal and informal inquiry <input type="checkbox"/> 4.13B develop and follow a research plan with adult assistance <input type="checkbox"/> 4.13C identify and gather relevant information from a variety of sources <input type="checkbox"/> 4.13D identify primary and secondary sources <input type="checkbox"/> 4.13E demonstrate understanding of information gathered <input type="checkbox"/> 4.13F differentiate between paraphrasing and plagiarism when using source materials <input type="checkbox"/> 4.13G develop a bibliography <input type="checkbox"/> 4.13H use an appropriate mode of delivery, whether written, oral, or multimodal			