

<p>During this nine week period, students will read both informational and literary texts with a focus on comparing and contrasting multiple accounts of the same event. Students will focus on making connections between texts and visual representations of the same text, and they will compare and contrast similar themes and topics in literature. Students will begin the nine weeks writing narratives, and on the fifth week students will begin conducting short research projects.</p>	
CCRS Standard	Skills
<p style="text-align: center;">Report Card</p> <p>Uses text and visual features</p> <p style="text-align: center;">CCSR Standard</p> <p>[RL.4.7] Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • compare and contrast a written drama or story to a visual or oral presentation of it • identify where and how specific descriptions and directions in the text influence the visual or oral presentation of it • support thinking with examples from the text
<p style="text-align: center;">Report Card</p> <p>Compares and contrasts similar themes or topics.</p> <p style="text-align: center;">CCSR Standard</p> <p>[RL.4.9] By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • make meaning from difficult stories, dramas, and poetry • engage with and appreciate appropriately complex texts
<p style="text-align: center;">Report Card</p> <p>Compares and contrasts first/second hand accounts of same event or first /third person narration</p> <p style="text-align: center;">CCSR Standard</p> <p>[RI.4.6] Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • compare and contrast firsthand and secondhand accounts • explain differences in focus and information provided in varying accounts of a topic or event
<p style="text-align: center;">Report Card</p> <p>Knows and applies grade-level phonics and word analysis skills in decoding</p> <p style="text-align: center;">CCSR Standard</p> <p>[RF.4.3] Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • apply letter sound correspondences • apply syllabication patterns • use knowledge of morphology (e.g. roots and affixes) • accurately read unfamiliar multisyllabic words in and out of context

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<p style="text-align: center;">Report Card</p> <p>Reads text with purpose and understanding at expected grade level</p> <p>Reads text fluently at expected grade level</p> <p>Reads with accuracy at expected grade level</p> <p style="text-align: center;">CCSR Standard</p> <p>[RF.4.4] Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	<p>Students are able to:</p> <ul style="list-style-type: none">• read with purpose and understanding• read orally with accuracy• read orally at an appropriate rate• read orally with expression• use context to aid in word recognition• break text up into meaningful groups of words (phrases)• recover if they make a mistake (self-correct)• make appropriate changes in voice, pitch, and expression while reading orally
<p style="text-align: center;">Report Card</p> <p>Uses the writing process to communicate ideas and information effectively</p> <p style="text-align: center;">CCSR Standard</p> <p>[W.4.3] Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Students are able to:</p> <p>Write a narrative which includes:</p> <ul style="list-style-type: none">• real or imagined experiences or events• an established situation• narrators and/or characters• dialogue and descriptions to develop experiences and events or show the responses of characters to situations• varied transitional words and phrases to manage the sequence of events• concrete words and phrases and sensory details to convey experiences and events precisely• a conclusion that follows from the narrated experience or event
<p style="text-align: center;">Report Card</p> <p>Produces writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>Strengthens writing using the writing process</p> <p style="text-align: center;">CCSR Standard</p>	<p>Students are able to:</p> <ul style="list-style-type: none">• produce clear and coherent writing• analyze a writing task to determine what is required• adapt writing to fulfill a specific purpose• adapt writing to meet the needs of an audience• develop ideas in a way appropriate to task and purpose• organize thoughts in a way appropriate to task and purpose• apply these skills to a variety of types of writing

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<p>[W.4.4] Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 22-24 above.)</p>	
<p style="text-align: center;">Report Card</p> <p>Produces writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>Strengthens writing using the writing process</p> <p style="text-align: center;">CCSR Standard</p> <p>[W.4.5] With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of the first three Language standards in Grades K-4.)</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> ● use adult and peer guidance and support to strengthen writing ● plan writing ● revise writing ● edit writing ● produce writing that is well-developed and strong
<p style="text-align: center;">Report Card</p> <p>Produces writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>Strengthens writing using the writing process</p> <p style="text-align: center;">CCSR Standard</p> <p>[W.4.6] With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> ● use adult guidance and support ● use technology to produce and publish writing ● use the Internet to produce and publish writing ● use technology to interact and collaborate with others ● use the Internet to interact and collaborate with others ● use keyboarding skills ● type a minimum of one page in a single sitting
<p style="text-align: center;">Report Card</p> <p>Uses the writing process to communicate ideas and information effectively</p> <p style="text-align: center;">CCSR Standard</p> <p>[W.4.7] Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> ● select a topic for short research ● locate resources to learn about topic ● consider different aspects of the topic ● use a graphic organizer to record thoughts ● build knowledge about a topic through research
<p style="text-align: center;">Report Card</p> <p>Uses the writing process to communicate ideas and information effectively</p> <p style="text-align: center;">CCSR Standard</p> <p>[W.4.8] Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> ● recall relevant information from experience ● locate relevant information from print and digital sources ● take notes on sources ● sort evidence into categories ● provide list of sources
<p style="text-align: center;">Report Card</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> ● compose an analytical, reflective, or research-based piece in response to a literary or

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<p>Uses the writing process to communicate ideas and information effectively</p> <p style="text-align: center;">CCSR Standard</p> <p>[W.4.9] Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>Grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]").</p> <p>b. Apply <i>Grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p>	<p>informational text</p> <ul style="list-style-type: none">● analyze a prompt about a text to determine what is being asked● form ideas in response to a prompt about a text● support ideas with evidence from a text
<p style="text-align: center;">Report Card</p> <p>Demonstrates a command of the grade-level conventions of standard English grammar and usage</p> <p style="text-align: center;">CCSR Standard</p> <p>[L.4.1] Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</p>	<p>Students are able to:</p> <ul style="list-style-type: none">● use pronouns and adverbs to explain relationships● vary verb tenses (including progressive verb tenses)● vary words to convey condition (modal auxiliaries)● order adjectives properly● use prepositional phrases● produce complete sentences● recognize and correct fragments and run-ons● use frequently confused words correctly