

## First Nine Weeks

### Benchmark Passages: The Odd Orphan, Cute Little Bugs

Grade: 4		Subject: English CIP Pacing Guide		Year: 2017-2018	
# of Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	<p><b>Reading</b></p> <p>The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> <li>Use context to clarify meanings of unfamiliar words. <b>(4.4a) (Benchmark)</b></li> <li>Use knowledge of roots, affixes, synonyms, antonyms. <b>(4.4b) (Benchmark)</b></li> <li>Use word-reference materials, including the glossary, dictionary, and thesaurus. <b>(4.4c) (Benchmark)</b></li> <li>Develop vocabulary by listening to and reading a variety of texts. <b>(4.4d)</b></li> <li>Use vocabulary from other content areas. <b>(4.4e)</b></li> </ul>	<ul style="list-style-type: none"> <li>use context as a clue to clarify the meaning of unfamiliar words or phrases (e.g., definitions, examples, or restatements of text).</li> <li>use clues in the context of a sentence, paragraph, or reading selection to predict and explain the meanings of words that have more than one definition.</li> <li>use their knowledge of affixes (prefixes and suffixes) to read and understand the meanings of words.</li> <li>use their knowledge of synonyms (words with similar meanings) and antonyms (words with opposite meanings) to understand the meanings of unfamiliar words.</li> <li>derive word meaning by using their knowledge of homophones (words that are pronounced the same but are spelled differently and have different meanings), such as <i>read/red, no/know, hear/here</i>.</li> </ul>		context clues clarify roots affixes synonyms antonyms homophones glossary dictionary thesaurus	Use-L3 Develop-L3 Clarify-L2 Predict-L3 Explain-L3 Understand-L2 Derive-L1
	<p>The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.</p> <ul style="list-style-type: none"> <li>Explain the author's purpose <b>(4.5a) (Benchmark)</b></li> <li>Describe how the choice of language, setting, characters, and information contributes to the author's purpose. <b>(4.5b) (Benchmark)</b></li> </ul>	<ul style="list-style-type: none"> <li>explain the author's purpose (e.g., to entertain, inform, or persuade).</li> <li>describe how the choice of language, setting, characters, details, and other information contribute to the author's purpose.</li> </ul>		fiction narrative nonfiction author's	Read-L1 Demonstrate-L3 Explain-L2 Describe-L2 Identify-L2

	<ul style="list-style-type: none"> <li>• <b>Identify</b> sensory words. (4.5g) (Benchmark)</li> <li>• <b>Draw conclusions/make inferences</b> about text. (4.5h) (Benchmark)</li> <li>• <b>Use</b> reading strategies throughout the reading process to monitor comprehension. (4.5k)</li> <li>• <b>Read</b> with fluency and accuracy. (4.5l)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>identify</b> sensory words that describe sights, sounds, smells, and tastes, and describe how they make the reader feel.</li> <li>• Students will use reading strategies throughout the reading process to <b>monitor</b> comprehension. Strategies include: <ul style="list-style-type: none"> <li>◦ <b>draw conclusions/make inferences</b> about text; and</li> <li>◦ <b>make, confirm, and revise</b> ongoing predictions.</li> </ul> </li> <li>• <b>read</b> familiar text with fluency, accuracy, and prosody.</li> <li>• <b>read</b> with sufficient accuracy and fluency to support comprehension.</li> <li>• become aware of when they do not understand, (e.g., by <b>reflecting</b> upon and learning to articulate what exactly is causing difficulty).</li> <li>• <b>refer</b> to details and examples in a text when explaining what the text says, <b>drawing conclusions/making inferences</b> from text.</li> </ul>		purpose entertain inform persuade language setting characters fluency accuracy draw conclusion sensory	Understand-L2 Summarize-L2 Use-L3 Monitor-L5 Draw conclusions /Make inferences-L6 Make-L6 Confirm-L5 Revise-L6 Read-L1 Reflecting-L4 Explain-L2 Identify-L2 Draw conclusions /make inferences-L6 Use-L3 Describe-L2 Refer-L6
	<p><b><u>Nonfiction</u></b></p> <p>The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> <li>• <b>Use</b> text structures, such as type, headings, and graphics, to <b>predict</b> and <b>categorize</b> information in both print and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>use</b> text features, such as special type styles (e.g., boldfaced, italics) and color, captions under pictures and graphics, and headings of sections and chapters, to predict and categorize information in both</li> </ul>		prior knowledge background knowledge	Distinguish-L2 Use-L3 Identify-L2 Demonstrate-L3

	<p>digital texts. <b>(4.6a) (Benchmark)</b></p> <ul style="list-style-type: none"> <li>• <b>Explain</b> the author's purpose. <b>(4.6c) (Benchmark)</b></li> <li>• <b>Distinguish</b> between fact and opinion. <b>(4.6h) (Benchmark)</b></li> <li>• <b>Use</b> prior knowledge and build additional background knowledge as context for new learning. <b>(4.6i)</b></li> <li>• <b>Identify</b> new information gained from reading. <b>(4.6j)</b></li> <li>• <b>Read</b> with fluency and accuracy. <b>(4.6l)</b></li> </ul>	<p>print and digital texts.</p> <ul style="list-style-type: none"> <li>• <b>understand</b> how written text and accompanying illustrations <b>connect</b> to convey meaning (e.g., charts, graphs, diagrams, timelines, animations).</li> <li>• <b>understand</b> that narrative nonfiction is a story based on facts.</li> <li>• <b>identify</b> the facts contained in a piece of narrative nonfiction.</li> <li>• Students will <b>demonstrate</b> comprehension of a selection by using before-, during-, and after-reading strategies (e.g., using graphic organizers, question generation, and summarization).</li> <li>• <b>Before</b> reading, students <b>use</b> text structures to <b>predict</b> and <b>categorize</b> information.</li> <li>• <b>During</b> reading, students <b>formulate</b> questions and <b>make</b> and <b>revise</b> ongoing predictions and inferences</li> <li>• <b>After</b> reading, students <b>confirm</b> or <b>dismiss</b> previous predictions and inferences. Students also <b>summarize</b> content by <b>identifying</b> important ideas and providing details.</li> <li>• <b>apply</b> prior knowledge to <b>make predictions</b> and to <b>describe</b> the relationship between content and previously learned concepts.</li> <li>• <b>identify</b> new information learned from reading.</li> </ul>		<p>nonfiction</p> <p>text structures</p> <p>predict</p> <p>categorize</p> <p>digital</p> <p>author's purpose</p> <p>fact</p> <p>opinion</p> <p>fluency</p> <p>accuracy</p> <p>illustrations</p>	<p>Predict-L3</p> <p>Categorize-L4</p> <p>Formulate-L6</p> <p>Make-L6</p> <p>Revise-L6</p> <p>Confirm-L5</p> <p>Dismiss-L5</p> <p>Summarize-L2</p> <p>Formulate-L6</p> <p>Use-L3</p> <p>Identify-L2</p> <p>Generate-L6</p> <p>Combine-L6</p> <p>Apply-L3</p> <p>Make predictions-L6</p> <p>Describe-L2</p> <p>Use-L3</p> <p>Predict-L6</p> <p>Categorize-L4</p> <p>Explain-L2</p> <p>Identify-L2</p> <p>Understand-L2</p> <p>Connect-L4</p> <p>Summarizin</p>
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		<ul style="list-style-type: none"> <li>• <b>read</b> familiar text with fluency, accuracy, and expression.</li> <li>• become aware of when they do not understand (e.g., by <b>reflecting</b> upon and <b>articulating</b> what exactly is causing difficulty).</li> </ul>			g-L5 Read-L1 Reflect-L4 Articulating-L3
	<p><b><u>Writing</u></b></p> <p><b>Writing Focus: Narrative</b></p> <p>The student will write cohesively for a variety of purposes.</p> <ul style="list-style-type: none"> <li>• <b>Identify</b> intended audience. (4.7a)NT</li> <li>• <b>Focus</b> on one aspect of a topic. (4.7b)NT</li> <li>• <b>Use</b> a variety of pre-writing strategies. (4.7c)NT</li> <li>• <b>Organize</b> writing to convey a central idea. (4.7d)T3</li> <li>• <b>Recognize</b> different modes of writing have different patterns of organization. (4.7e) (Benchmark)</li> <li>• <b>Write</b> a clear topic sentence focusing on the main idea. (4.7f)T2</li> <li>• <b>Write</b> two or more related paragraphs on the same topic. (4.7g)NT</li> <li>• <b>Use</b> transition words for sentence variety. (4.7h) (Benchmark)</li> <li>• <b>Utilize</b> elements of style, including word choice and sentence variation. (4.7i)NT</li> <li>• <b>Revise</b> writing for clarity of content using specific vocabulary and information. (4.7j)NT</li> <li>• <b>Include</b> supporting details that <b>elaborate</b> the main idea. (4.7k)T3</li> </ul>	<ul style="list-style-type: none"> <li>• <b>apply</b> knowledge of the writing domains of composing, written expression, and usage/mechanics.</li> <li>• <b>produce</b> clear and coherent writing in which the development and organization are appropriate to purpose and audience.</li> <li>• <b>recognize</b> different modes of writing have different patterns of organization               <ul style="list-style-type: none"> <li>◦ informative/explanatory                   <ul style="list-style-type: none"> <li>– clearly <b>introduce</b> a topic and group related information in paragraphs</li> <li>– <b>use</b> facts, definitions, opinions, quotations, details, or other examples and information to develop the topic</li> <li>– <b>use</b> specific vocabulary to inform and explain the topic; and <b>provide</b> a concluding statement or section related to the topic</li> </ul> </li> <li>◦ narrative                   <ul style="list-style-type: none"> <li>– <b>organize</b> an event sequence</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Thesaurus</li> <li>• Dictionary</li> <li>• Writing prompts (VDOE released)</li> <li>• Mentor Text</li> <li>• <b>Dictionary</b></li> <li>• <b>Internet</b></li> <li>• <b>Almanac</b></li> <li>• <b>Atlas</b></li> <li>• <b>Nonfiction Text</b></li> <li>• <b>Encyclopedia</b></li> <li>• <b>Newspaper</b></li> <li>• <b>Library</b></li> <li>• <b>Thesaurus</b></li> <li>• <b>Smart Exchange</b></li> <li>• <b>SuperTeacher</b></li> </ul>	identify  use  organize  recognize  apply  produce  provide  focus  narrative  informative  coherent  sequence  convey  introduce  write  shape	Identify-L2 Focus-L2 Use-L3 Organize-L4 Recognize-L1 Apply-L3 Produce-L6 Introduce-L1 Provide-L2 Write-L6 Use-L3 Utilize-L3 Revise-L6 Include-L2 Elaborate-L2 Shape-L6 Control-L6 Select-L4 Link-L4

		<p>that unfolds naturally</p> <ul style="list-style-type: none"> <li>– use transition words and phrases for sentence variety and to manage the sequence of events</li> <li>• write a clear topic sentence focused on the main idea.</li> <li>• purposefully shape and control language to affect readers.</li> <li>• select specific information to guide readers more purposefully through the piece.</li> <li>• use specific vocabulary and vivid word choice.</li> <li>• write two or more related paragraphs on a topic.</li> <li>• use precise language and vocabulary to explain a topic.</li> <li>• link ideas within paragraphs using words and phrases (e.g., another, for example, since, also).</li> <li>• include sentences of various lengths and beginnings to create a pleasant, informal rhythm.</li> <li>• use available reference resources (e.g., dictionary and thesaurus) as aids to revising writing for clarity.</li> <li>• use facts and details in sentences to elaborate the main idea.</li> <li>• use available technology to gather information and to aid in writing.</li> </ul>		<p>control</p> <p>utilize</p> <p>revise</p> <p>use</p> <p>include</p> <p>elaborate</p> <p>select</p> <p>link</p> <p>transition</p> <p>details</p>	
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	<p><b><u>Grammar</u></b></p> <p>The student will <b>edit</b> writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <ul style="list-style-type: none"> <li>• <b>Use</b> subject-verb agreement. <b>(4.8a)NT</b></li> <li>• <b>Use</b> correct spelling for frequently used words, including common homophones. <b>(4.8g)T2</b></li> <li>• <b>Use</b> singular possessives. <b>(4.8h)T2</b></li> <li>• <b>Include</b> prepositional phrases. <b>(4.8b)NT</b></li> <li>• <b>Eliminate</b> double negatives. <b>(4.8c)T3</b></li> <li>• <b>Incorporate</b> adjectives and adverbs. <b>(4.8f) (Benchmark)</b></li> <li>• <b>Use</b> noun-pronoun agreement. <b>(4.8d)NT</b></li> <li>• <b>Use</b> commas in series, dates, and addresses. <b>(4.8e) (Benchmark)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>use</b> subject-verb agreement (singular nouns with singular verbs; plural nouns with plural verbs).</li> <li>• <b>use</b> the correct spelling of frequently used words, including common homonyms/homophones (e.g., <i>threw/through</i>).</li> <li>• <b>use</b> singular possessives.</li> <li>• <b>use</b> subject-verb agreement (singular nouns with singular verbs; plural nouns with plural verbs).</li> <li>• appropriately <b>identify</b> and use the following parts of a sentence in writing: subject, predicate, and prepositional phrase.</li> <li>• avoid the <b>use</b> of double negatives.</li> <li>• <b>use</b> adjectives and adverbs (use adverbs instead of adjectives where appropriate, (e.g., “He played <i>really</i> well.” instead of “He played <i>real</i> well.”).</li> <li>• appropriately <b>identify</b> and use the following parts of speech: nouns, pronouns, verbs, adjectives, adverbs, and prepositions in their writing.</li> <li>• <b>apply</b> knowledge of the writing domains of composing, written expression, and usage/mechanics.</li> <li>• <b>use</b> a rubric to self-assess writing.</li> <li>• <b>use</b> technology, including the Internet, to <b>produce</b>, <b>edit</b> and</li> </ul>	<ul style="list-style-type: none"> <li>• Dictionary</li> <li>• Brain Pop</li> <li>• Sorting</li> <li>• Graphic Organizers</li> <li>• Games</li> <li>• Examples/</li> <li>• Nonexamples</li> </ul>	<p>use</p> <p>edit</p> <p>homophones</p> <p>homonyms</p> <p>use</p> <p>identify</p> <p>apply</p> <p>publish</p> <p>collaborate</p> <p>nouns</p> <p>pronouns</p> <p>verbs</p> <p>adjectives</p> <p>adverbs</p> <p>prepositions</p>	<p>Use-L3</p> <p>Edit-L5</p> <p>Use-L3</p> <p>Include-L2</p> <p>Eliminate-L3</p> <p>Incorporate-L3</p> <p>Identify-L2</p> <p>Apply-L3</p> <p>Produce-L6</p> <p>Edit-L5</p> <p>Publish-L6</p> <p>Interact-L6</p> <p>Collaborate-L6</p>
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		<p><b>publish</b> writing as well as to <b>interact</b> and <b>collaborate</b> with others.</p> <ul style="list-style-type: none"><li>• appropriately <b>identify</b> and <b>use</b> the following parts of speech: nouns, pronouns, verbs, adjectives, adverbs, and prepositions in their writing.</li><li>• <b>use</b> noun/pronoun agreement (pronoun agrees in number and gender with its antecedent).</li><li>• <b>use</b> reflexive pronouns (e.g., myself, ourselves).</li><li>• <b>use</b> commas in series, dates, and addresses.</li></ul>			
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Second Nine Weeks (Continue to reinforce skills taught in Q1)					
Benchmark Passages: The Paper Airplane Contest, The Big Spill, The Komodo					
Grade: 4		Subject: English		Year: 2017-2018	
# of Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	<p><b>Reading</b></p> <p>The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> <li>Use context to clarify meanings of unfamiliar words. <b>(4.4a) (Benchmark)</b></li> <li>Use knowledge of roots, affixes, synonyms, antonyms, and <b>homophones</b>. <b>(4.4b) (Benchmark)</b></li> <li>Use word-reference materials, including the glossary, dictionary, and thesaurus. <b>(4.4c) (Benchmark)</b></li> <li>Develop vocabulary by listening to and reading a variety of texts. <b>(4.4d)</b></li> <li>Use vocabulary from other content areas. <b>(4.4e)</b></li> </ul>	<ul style="list-style-type: none"> <li>use context as a clue to clarify the meaning of unfamiliar words or phrases (e.g., definitions, examples, or restatements of text).</li> <li>use clues in the context of a sentence, paragraph, or reading selection to predict and explain the meanings of words that have more than one definition.</li> <li>use their knowledge of affixes (prefixes and suffixes) to read and understand the meanings of words.</li> <li>use their knowledge of synonyms (words with similar meanings) and antonyms (words with opposite meanings) to understand the meanings of unfamiliar words.</li> <li>derive word meaning by using their knowledge of homophones (words that are pronounced the same but are spelled differently and have different meanings), such as <i>read/red</i>, <i>no/know</i>, <i>hear/here</i>.</li> </ul>		context clues clarify roots affixes synonyms antonyms homophones glossary dictionary thesaurus	Use-L3 Develop-L3 Clarify-L2 Predict-L3 Explain-L3 Understand-L2 Derive-L1
	<p>The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.</p> <ul style="list-style-type: none"> <li>Identify the main idea. <b>(4.5c) (Benchmark)</b></li> <li>Summarize supporting details. <b>(4.5d)</b></li> <li>Draw conclusions/make inferences about</li> </ul>	<ul style="list-style-type: none"> <li>identify the main idea or theme of a text and summarize using supporting details.</li> </ul>		fiction narrative nonfiction language	Read-L1 Demonstrate-L3 Identify-L2 Summarize-L2 Use-L3 Monitor-L5



	<p>text. <b>(4.5h) (Benchmark)</b></p> <ul style="list-style-type: none"> <li>• <b>Identify</b> cause and effect relationships. <b>(4.5j) (Benchmark)</b></li> <li>• <b>Use</b> reading strategies throughout the reading process to monitor comprehension. <b>(4.5k)</b></li> <li>• <b>Read</b> with fluency and accuracy. <b>(4.5l)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students will use reading strategies throughout the reading process to <b>monitor</b> comprehension. Strategies include: <ul style="list-style-type: none"> <li>◦ <b>draw conclusions/make inferences</b> about text; and</li> <li>◦ <b>make, confirm, and revise</b> ongoing predictions.</li> </ul> </li> <li>• <b>identify</b> cause and effect relationships.</li> <li>• <b>read</b> familiar text with fluency, accuracy, and prosody.</li> <li>• <b>read</b> with sufficient accuracy and fluency to support comprehension. become aware of when they do not understand, (e.g., by <b>reflecting</b> upon and learning to articulate what exactly is causing difficulty).</li> <li>• <b>refer</b> to details and examples in a text when explaining what the text says, <b>drawing conclusions/making inferences</b> from text.</li> </ul>		<p>setting</p> <p>characters</p> <p>main idea</p> <p>summarize</p> <p>supporting details</p> <p>fluency</p> <p>accuracy</p> <p>draw conclusion</p> <p>cause and effect</p> <p>relationships</p>	<p>Draw conclusions /Make inferences-L6</p> <p>Make-L6 Confirm-L5</p> <p>Revise-L6 Read-L1</p> <p>Reflecting-L4</p> <p>Explain-L2</p> <p>Draw conclusions /make inferences-L6</p> <p>Use-L3 Refer-L6</p>
	<p><b><u>Nonfiction</u></b></p> <p>The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> <li>• <b>Use</b> text structures, such as type, headings, and graphics, to <b>predict</b> and <b>categorize</b> information in both print and digital texts. <b>(4.6a) (Benchmark)</b></li> <li>• <b>Identify</b> the main idea. <b>(4.6d) (Benchmark)</b></li> <li>• <b>Draw conclusions and make simple inferences</b> using textual information as support. <b>(4.6f) (Benchmark)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>use</b> text features, such as special type styles (e.g., boldfaced, italics) and color, captions under pictures and graphics, and headings of sections and chapters, to <b>predict</b></li> <li>• <b>understand</b> how written text and accompanying illustrations <b>connect</b> to convey meaning (e.g., charts, graphs, diagrams, timelines, animations).</li> <li>• <b>identify</b> the main idea and</li> </ul>		<p>draw conclusions</p> <p>inferences</p> <p>prior knowledge</p> <p>background knowledge</p> <p>nonfiction</p>	<p>Use-L3 Monitor-L5</p> <p>Generate-L6</p> <p>Combine-L6</p> <p>Identify-L2</p> <p>Demonstrate-L3</p> <p>Predict-L3</p> <p>Categorize-L4</p>

	<ul style="list-style-type: none"> <li>• <b>Distinguish</b> between cause and effect. <b>(4.6g) (Benchmark)</b></li> <li>• <b>Identify</b> new information gained from reading. <b>(4.6j)</b></li> <li>• <b>Use</b> reading strategies throughout the reading process to <b>monitor</b> comprehension. <b>(4.6k)</b></li> <li>• <b>Read</b> with fluency and accuracy. <b>(4.6l)</b></li> </ul>	<p>supporting details within a selection <b>summarizing</b> the text by using tools such as graphic organizers, outlining, and notes.</p> <ul style="list-style-type: none"> <li>• <b>generate</b> questions to guide reading of text.</li> <li>• <b>combine</b> information from various places in the text to <b>draw a conclusion</b>.</li> <li>• <b>make simple inferences</b>, using information from the text.</li> <li>• <b>identify</b> cause and effect relationships.</li> <li>• <i>Before</i> reading, students <b>use</b> text structures to <b>predict</b> and <b>categorize</b> information.</li> <li>• <i>During</i> reading, students <b>formulate</b> questions and <b>make</b> and <b>revise</b> ongoing predictions and inferences, using given information.</li> <li>• <i>After</i> reading, students <b>confirm</b> or <b>dismiss</b> previous predictions and inferences. Students also <b>summarize</b> content by <b>identifying</b> important ideas and providing details.</li> <li>• <b>apply</b> prior knowledge to <b>make predictions</b> and to <b>describe</b> the relationship between content and previously learned concepts.</li> <li>• <b>identify</b> new information learned from reading.</li> <li>• and categorize information in both print and digital texts.</li> </ul>		<p>text structures</p> <p>predict</p> <p>categorize</p> <p>digital</p> <p>author's purpose</p> <p>main idea</p> <p>supporting details</p> <p>summarize</p> <p>fact</p> <p>opinion</p> <p>fluency</p> <p>accuracy</p> <p>illustrations</p>	<p>Formulate-L6</p> <p>Make-L6</p> <p>Revise-L6</p> <p>Confirm-L5</p> <p>Dismiss-L5</p> <p>Summarize-L2</p> <p>Formulate-L6</p> <p>Draw conclusions-L6</p> <p>Make simple inferences-L6</p> <p>Use-L3</p> <p>Identify-L2</p> <p>Generate-L6</p> <p>Combine-L6</p> <p>Apply-L3</p> <p>Make predictions-L6</p> <p>Describe-L2</p> <p>Use-L3</p> <p>Predict-L6</p> <p>Categorize-L4</p> <p>Explain-L2</p> <p>Identify-L2</p>
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		<ul style="list-style-type: none"> <li>• <b>read</b> familiar text with fluency, accuracy, and expression.</li> <li>• become aware of when they do not understand (e.g., by <b>reflecting</b> upon and <b>articulating</b> what exactly is causing difficulty).</li> </ul>			Understand-L2 Connect-L4 Summarizin g-L5
	<p><b><u>Writing</u></b></p> <p><b>Writing Focus: Informative/Explanatory</b></p> <p>The student will write cohesively for a variety of purposes.</p> <ul style="list-style-type: none"> <li>• <b>Identify</b> intended audience. <b>(4.7a)NT</b></li> <li>• <b>Focus</b> on one aspect of a topic. <b>(4.7b)NT</b></li> <li>• <b>Use</b> a variety of pre-writing strategies. <b>(4.7c)NT</b></li> <li>• <b>Organize</b> writing to convey a central idea. <b>(4.7d)T3</b></li> <li>• <b>Recognize</b> different modes of writing have different patterns of organization. <b>(4.7e)T1</b></li> <li>• <b>Write</b> a clear topic sentence focusing on the main idea. <b>(4.7f) (Benchmark)</b></li> <li>• <b>Write</b> two or more related paragraphs on the same topic. <b>(4.7g)NT</b></li> <li>• <b>Use</b> transition words for sentence variety. <b>(4.7h)T1</b></li> <li>• <b>Utilize</b> elements of style, including word choice and sentence variation. <b>(4.7i)NT</b></li> <li>• <b>Revise</b> writing for clarity of content using specific vocabulary and information. <b>(4.7j)NT</b></li> <li>• <b>Include</b> supporting details that <b>elaborate</b> the main idea. <b>(4.7k)T3</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>apply</b> knowledge of the writing domains of composing, written expression, and usage/mechanics.</li> <li>• <b>produce</b> clear and coherent writing in which the development and organization are appropriate to purpose and audience.</li> <li>• <b>recognize</b> different modes of writing have different patterns of organization               <ul style="list-style-type: none"> <li>◦ informative/explanatory                   <ul style="list-style-type: none"> <li>– clearly <b>introduce</b> a topic and group related information in paragraphs</li> <li>– <b>use</b> facts, definitions, opinions, quotations, details, or other examples and information to develop the topic</li> <li>– <b>use</b> specific vocabulary to inform and explain the topic; and</li> <li><b>provide</b> a concluding statement or section related to the topic</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Thesaurus</li> <li>• Dictionary</li> <li>• Writing prompts (VDOE released)</li> <li>• Mentor Text</li> <li>• <b>Dictionary</b></li> <li>• <b>Internet</b></li> <li>• <b>Almanac</b></li> <li>• <b>Atlas</b></li> <li>• <b>Nonfiction Text</b></li> <li>• <b>Encyclopedia</b></li> <li>• <b>Newspaper</b></li> <li>• <b>Library</b></li> <li>• <b>Thesaurus</b></li> <li>• <b>Smart Exchange</b></li> <li>• <b>SuperTeacher</b></li> </ul>	identify  use  organize  recognize  apply  produce  provide  focus  narrative  informative  coherent  sequence  convey  introduce  write  shape	Identify-L2 Focus-L2 Use-L3 Organize-L4 Recognize-L1 Apply-L3 Produce-L6 Introduce-L1 Provide-L2 Write-L6 Use-L3 Utilize-L3 Revise-L6 Include-L2 Elaborate-L2 Shape-L6 Control-L6 Select-L4 Link-L4

		<ul style="list-style-type: none"> <li>◦ narrative             <ul style="list-style-type: none"> <li>– <b>organize</b> an event sequence that unfolds naturally</li> <li>– <b>use</b> transition words and phrases for sentence variety and to manage</li> </ul> </li> </ul> <p>the sequence of events</p> <ul style="list-style-type: none"> <li>• <b>write</b> a clear topic sentence focused on the main idea.</li> <li>• purposefully <b>shape</b> and <b>control</b> language to affect readers.</li> <li>• <b>select</b> specific information to guide readers more purposefully through the piece.</li> <li>• <b>use</b> specific vocabulary and vivid word choice.</li> <li>• <b>write</b> two or more related paragraphs on a topic.</li> <li>• <b>use</b> precise language and vocabulary to explain a topic.</li> <li>• <b>link</b> ideas within paragraphs using words and phrases (e.g., another, for example, since, also).</li> <li>• <b>include</b> sentences of various lengths and beginnings to create a pleasant, informal rhythm.</li> <li>• <b>use</b> available reference resources (e.g., dictionary and thesaurus) as aids to revising writing for clarity.</li> <li>• <b>use</b> facts and details in sentences to <b>elaborate</b> the main idea.</li> </ul>		<p>control</p> <p>utilize</p> <p>revise</p> <p>use</p> <p>include</p> <p>elaborate</p> <p>select</p> <p>link</p> <p>transition</p> <p>details</p>	
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	<p><b><u>Grammar</u></b></p> <p>The student will <b>edit</b> writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <ul style="list-style-type: none"> <li>• <b>Use</b> subject-verb agreement. <b>(4.8a)NT</b></li> <li>• <b>Use</b> correct spelling for frequently used words, including common homophones. <b>(4.8g) (Benchmark)</b></li> <li>• <b>Use</b> singular possessives. <b>(4.8h) (Benchmark)</b></li> <li>• <b>Include</b> prepositional phrases. <b>(4.8b)NT</b></li> <li>• <b>Eliminate</b> double negatives. <b>(4.8c)T3</b></li> <li>• <b>Incorporate</b> adjectives and adverbs. <b>(4.8f)T1</b></li> <li>• <b>Use</b> noun-pronoun agreement. <b>(4.8d)NT</b></li> <li>• <b>Use</b> commas in series, dates, and addresses. <b>(4.8e)T1</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>use</b> subject-verb agreement (singular nouns with singular verbs; plural nouns with plural verbs).</li> <li>• <b>use</b> the correct spelling of frequently used words, including common homonyms/homophones (e.g., <i>threw/through</i>).</li> <li>• <b>use</b> singular possessives.</li> <li>• avoid the <b>use</b> of double negatives.</li> <li>• <b>use</b> adjectives and adverbs (use adverbs instead of adjectives where appropriate, (e.g., “He played <i>really</i> well.” instead of “He played <i>real</i> well.”).</li> <li>• appropriately <b>identify</b> and use the following parts of speech: nouns, pronouns, verbs, adjectives, adverbs, and prepositions in their writing.</li> <li>• <b>use</b> a rubric to self-assess writing.</li> <li>• <b>use</b> technology, including the Internet, to <b>produce</b>, <b>edit</b> and <b>publish</b> writing as well as to <b>interact</b> and <b>collaborate</b> with others.</li> <li>• <b>use</b> noun/pronoun agreement (pronoun agrees in number and gender with its antecedent).</li> <li>• <b>use</b> reflexive pronouns (e.g., myself, ourselves).</li> <li>• <b>use</b> commas in series, dates, and addresses.</li> </ul>	<ul style="list-style-type: none"> <li>• Dictionary</li> <li>• Brain Pop</li> <li>• Sorting</li> <li>• Graphic Organizers</li> <li>• Games</li> <li>• Examples/</li> <li>• Nonexamples</li> </ul>	<p>use</p> <p>edit</p> <p>homophones</p> <p>homonyms</p> <p>use</p> <p>identify</p> <p>apply</p> <p>publish</p> <p>collaborate</p> <p>nouns</p> <p>pronouns</p> <p>verbs</p> <p>adjectives</p> <p>adverbs</p> <p>prepositions</p>	<p>Use-L3</p> <p>Edit-L5</p> <p>Use-L3</p> <p>Include-L2</p> <p>Eliminate-L3</p> <p>Incorporate-L3</p> <p>Identify-L2</p> <p>Apply-L3</p> <p>Produce-L6</p> <p>Edit-L5</p> <p>Publish-L6</p> <p>Interact-L6</p> <p>Collaborate-L6</p>
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Third Nine Weeks (Continue to reinforce skills from Q1 and Q2)					
Benchmark Passages: The Big Game, Rainforests, Monticello Field Trip					
Grade: 4		Subject: English		Year: 2017-2018	
# of Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	<p><b>Reading</b></p> <p>The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> <li>Use context to clarify meanings of unfamiliar words. <b>(4.4a) (Benchmark)</b></li> <li>Use knowledge of roots, affixes, synonyms, antonyms, and <b>homophones</b>. <b>(4.4b)</b></li> <li>Use word-reference materials, including the glossary, dictionary, and thesaurus. <b>(4.4c)</b></li> <li>Develop vocabulary by listening to and reading a variety of texts. <b>(4.4d)</b></li> <li>Use vocabulary from other content areas. <b>(4.4e)</b></li> </ul>	<ul style="list-style-type: none"> <li>use context as a clue to clarify the meaning of unfamiliar words or phrases (e.g., definitions, examples, or restatements of text).</li> <li>use clues in the context of a sentence, paragraph, or reading selection to predict and explain the meanings of words that have more than one definition.</li> <li>use their knowledge of affixes (prefixes and suffixes) to read and understand the meanings of words.</li> <li>use their knowledge of synonyms (words with similar meanings) and antonyms (words with opposite meanings) to understand the meanings of unfamiliar words.</li> <li>derive word meaning by using their knowledge of homophones (words that are pronounced the same but are spelled differently and have different meanings), such as <i>read/red, no/know, hear/here</i>.</li> </ul>		context clues clarify roots affixes synonyms antonyms homophones glossary dictionary thesaurus	Use-L3 Develop-L3 Clarify-L2 Predict-L3 Explain-L3 Understand-L2 Derive-L1
	<p>The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.</p> <ul style="list-style-type: none"> <li>Identify the main idea. <b>(4.5c) (Benchmark)</b></li> <li>Summarize supporting details. <b>(4.5d) (Benchmark)</b></li> <li>Identify the problem and solution. <b>(4.5e) (Benchmark)</b></li> </ul>	<ul style="list-style-type: none"> <li>understand that narrative nonfiction is a story based on facts.</li> <li>identify the facts contained in a piece of narrative nonfiction.</li> <li>identify the main idea or theme of a text and summarize using supporting details.</li> </ul>		fiction narrative nonfiction main idea	Read-L1 Demonstrate-L3 Identify-L2 Understand-L2 Summarize-L2

	<ul style="list-style-type: none"> <li>• Draw conclusions/make inferences about text. (4.5h) (Benchmark)</li> <li>• Make confirm, revise predictions. (4.5i) (Benchmark).</li> <li>• Use reading strategies throughout the reading process to monitor comprehension. (4.5k)</li> <li>• Read with fluency and accuracy. (4.5l)</li> </ul>	<ul style="list-style-type: none"> <li>• describe how the choice of language, setting, characters, details, and other information contribute to the author's purpose.</li> <li>• identify the problem (conflict) and solution.</li> <li>• refer to details and examples in a text when explaining what the text says, drawing conclusions/making inferences from text.</li> <li>•</li> <li>• Students will use reading strategies throughout the reading process to monitor comprehension. Strategies include: <ul style="list-style-type: none"> <li>◦ draw conclusions/make inferences about text; and</li> <li>◦ make, confirm, and revise ongoing predictions.</li> </ul> </li> <li>• read familiar text with fluency, accuracy, and prosody.</li> <li>• read with sufficient accuracy and fluency to support comprehension.</li> </ul> <p>become aware of when they do not understand, (e.g., by reflecting upon and learning to articulate what exactly is causing difficulty).</p>		summarize supporting details fluency accuracy problem solution draw conclusion sensory cause and effect relationships	Use-L3 Monitor-L5 Draw conclusions /Make inferences-L6 Make-L6 Confirm-L5 Revise-L6 Read-L1 Reflecting-L4 Explain-L2 Identify-L2 Draw conclusions /make inferences-L6 Use-L3 Describe-L2 Refer-L6
	<p><b><u>Nonfiction</u></b></p> <ul style="list-style-type: none"> <li>• Formulate questions that might be answered in the selection. (4.6b) (Benchmark)</li> </ul>	<ul style="list-style-type: none"> <li>• generate questions to guide reading of text.</li> <li>• combine information from various places in the text to draw a</li> </ul>		draw conclusions inferences	Formulate-L6 Draw conclusions

	<ul style="list-style-type: none"> <li>• Draw conclusions and make simple inferences using textual information as support. (4.6f) (Benchmark)</li> <li>• Use reading strategies throughout the reading process to monitor comprehension. (4.6k)</li> <li>• Use prior knowledge and build additional background knowledge as context for new learning. (4.6i)</li> <li>• Identify new information gained from reading. (4.6j)</li> </ul> <p>The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> <li>• Identify the main idea. (4.6d) (Benchmark)</li> <li>• Summarize supporting details. (4.6e) (Benchmark)</li> <li>• Read with fluency and accuracy. (4.6l)</li> </ul>	<p>conclusion.</p> <ul style="list-style-type: none"> <li>• make simple inferences, using information from the text.</li> <li>• Students will demonstrate comprehension of a selection by using before-, during-, and after-reading strategies (e.g., using graphic organizers, question generation, and summarization).</li> <li>• Before reading, students use text structures to predict and categorize information.</li> <li>• During reading, students formulate questions and make and revise ongoing predictions and inferences, using given information.</li> <li>• After reading, students confirm or dismiss previous predictions and inferences. Students also summarize content by identifying important ideas and providing details.</li> <li>• identify new information learned from reading.</li> <li>• identify the main idea and supporting details within a selection summarizing the text by using tools such as graphic organizers, outlining, and notes.</li> <li>• read familiar text with fluency, accuracy, and expression.</li> </ul> <p>become aware of when they do not understand (e.g., by reflecting upon and articulating what exactly is causing</p>		<p>prior knowledge</p> <p>background knowledge</p> <p>nonfiction</p> <p>text structures</p> <p>predict</p> <p>categorize</p> <p>digital</p> <p>author's purpose</p> <p>main idea</p> <p>supporting details</p> <p>summarize</p> <p>fact</p> <p>opinion</p> <p>fluency</p> <p>accuracy</p> <p>illustrations</p>	<p>/make simple inferences-L6</p> <p>Distinguish-L2</p> <p>Use-L3</p> <p>Monitor-L5</p> <p>Generate-L6</p> <p>Combine-L6</p> <p>Identify-L2</p> <p>Demonstrate-L3</p> <p>Predict-L3</p> <p>Categorize-L4</p> <p>Formulate-L6</p> <p>Make-L6</p> <p>Revise-L6</p> <p>Confirm-L5</p> <p>Dismiss-L5</p> <p>Summarize-L2</p> <p>Formulate-L6</p> <p>Draw conclusions-L6</p>
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		difficulty).			
	<p><b><u>Writing</u></b></p> <p><b>Writing Focus: Research</b></p> <p>The student will write cohesively for a variety of purposes.</p> <ul style="list-style-type: none"> <li>Identify intended audience. (4.7a)NT</li> <li>Focus on one aspect of a topic. (4.7b)NT</li> <li>Use a variety of pre-writing strategies. (4.7c)NT</li> <li>Organize writing to convey a central idea. (4.7d)T3</li> <li>Recognize different modes of writing have different patterns of organization. (4.7e)T1</li> <li>Write a clear topic sentence focusing on the main idea. (4.7f) (Benchmark)</li> <li>Write two or more related paragraphs on the same topic. (4.7g)NT</li> <li>Use transition words for sentence variety. (4.7h)T1</li> <li>Utilize elements of style, including word choice and sentence variation. (4.7i)NT</li> <li>Revise writing for clarity of content using specific vocabulary and information. (4.7j)NT</li> <li>Include supporting details that elaborate the main idea. (4.7k)T3</li> </ul> <p><b>Writing Focus: Research</b></p> <p>SOL 4.9 will be introduced in the third nine weeks and reviewed during the fourth nine weeks.</p>	<ul style="list-style-type: none"> <li>apply knowledge of the writing domains of composing, written expression, and usage/mechanics.</li> <li>produce clear and coherent writing in which the development and organization are appropriate to purpose and audience.</li> <li>recognize different modes of writing have different patterns of organization <ul style="list-style-type: none"> <li>informative/explanatory <ul style="list-style-type: none"> <li>clearly introduce a topic and group related information in paragraphs</li> <li>use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic</li> <li>use specific vocabulary to inform and explain the topic; and</li> </ul> </li> <li>provide a concluding statement or section related to the topic</li> </ul> </li> <li>narrative <ul style="list-style-type: none"> <li>organize an event sequence</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Thesaurus</li> <li>Dictionary</li> <li>Writing prompts (VDOE released)</li> <li>Mentor Text</li> <li>Dictionary</li> <li>Internet</li> <li>Almanac</li> <li>Atlas</li> <li>Nonfiction Text</li> <li>Encyclopedia</li> <li>Newspaper</li> <li>Library</li> <li>Thesaurus</li> <li>Smart Exchange</li> <li>SuperTeacher</li> </ul>	<p>identify</p> <p>use</p> <p>organize</p> <p>recognize</p> <p>apply</p> <p>produce</p> <p>provide</p> <p>focus</p> <p>narrative</p> <p>informative</p> <p>coherent</p> <p>sequence</p> <p>convey</p> <p>introduce</p> <p>write</p> <p>shape</p> <p>control</p> <p>utilize</p> <p>revise</p>	<p>Identify-L2</p> <p>Focus-L2</p> <p>Use-L3</p> <p>Organize-L4</p> <p>Recognize-L1</p> <p>Apply-L3</p> <p>Produce-L6</p> <p>Introduce-L1</p> <p>Provide-L2</p> <p>Write-L6</p> <p>Use-L3</p> <p>Utilize-L3</p> <p>Revise-L6</p> <p>Include-L2</p> <p>Elaborate-L2</p> <p>Shape-L6</p> <p>Control-L6</p> <p>Select-L4</p> <p>Link-L4</p>

	<p>The student will demonstrate comprehension of information resources to research a topic.</p> <ul style="list-style-type: none"> <li>• <b>Construct</b> questions about a topic. (4.9a)</li> <li>• <b>Collect</b> information from multiple resources including online, print, and media. (4.9b)</li> <li>• <b>Use</b> technology as a tool to <b>organize</b>, <b>evaluate</b>, and <b>communicate</b> information. (4.9c)</li> <li>• <b>Give</b> credit to sources used in research. (4.9d)</li> <li>• <b>Understand</b> the difference between plagiarism and using own words. (4.9e)</li> </ul>	<p>that unfolds naturally</p> <ul style="list-style-type: none"> <li>– <b>use</b> transition words and phrases for sentence variety and to manage the sequence of events</li> <li>• <b>write</b> a clear topic sentence focused on the main idea.</li> <li>• purposefully <b>shape</b> and <b>control</b> language to affect readers.</li> <li>• <b>select</b> specific information to guide readers more purposefully through the piece.</li> <li>• <b>use</b> specific vocabulary and vivid word choice.</li> <li>• <b>write</b> two or more related paragraphs on a topic.</li> <li>• <b>use</b> precise language and vocabulary to explain a topic.</li> <li>• <b>link</b> ideas within paragraphs using words and phrases (e.g., another, for example, since, also).</li> <li>• <b>include</b> sentences of various lengths and beginnings to create a pleasant, informal rhythm.</li> <li>• <b>use</b> available reference resources (e.g., dictionary and thesaurus) as aids to revising writing for clarity.</li> <li>• <b>use</b> facts and details in sentences to <b>elaborate</b> the main idea.</li> <li>• <b>use</b> available technology to gather information and to aid in writing.</li> </ul>		<p>use</p> <p>include</p> <p>elaborate</p> <p>select</p> <p>link</p> <p>transition</p> <p>details</p>	
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	<p><b><u>Grammar</u></b></p> <p>The student will <b>edit</b> writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <ul style="list-style-type: none"> <li>• <b>Use</b> subject-verb agreement. <b>(4.8a)NT</b></li> <li>• <b>Use</b> correct spelling for frequently used words, including common homophones. <b>(4.8g) T2</b></li> <li>• <b>Use</b> singular possessives. <b>(4.8h)T2</b></li> <li>• <b>Include</b> prepositional phrases. <b>(4.8b)NT</b></li> <li>• <b>Eliminate</b> double negatives. <b>(4.8c)T3</b></li> <li>• <b>Incorporate</b> adjectives and adverbs. <b>(4.8f)T1</b></li> <li>• <b>Use</b> noun-pronoun agreement. <b>(4.8d)NT</b></li> <li>• <b>Use</b> commas in series, dates, and addresses. <b>(4.8e)T1</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>use</b> subject-verb agreement (singular nouns with singular verbs; plural nouns with plural verbs).</li> <li>• <b>use</b> the correct spelling of frequently used words, including common homonyms/homophones (e.g., <i>threw/through</i>).</li> <li>• <b>use</b> singular possessives.</li> <li>• <b>use</b> subject-verb agreement (singular nouns with singular verbs; plural nouns with plural verbs).</li> <li>• appropriately <b>identify</b> and use the following parts of a sentence in writing: subject, predicate, and prepositional phrase.</li> <li>• avoid the <b>use</b> of double negatives.</li> <li>• <b>use</b> adjectives and adverbs (use adverbs instead of adjectives where appropriate, (e.g., “He played <i>really</i> well.” instead of “He played <i>real</i> well.”).</li> <li>• appropriately <b>identify</b> and use the following parts of speech: nouns, pronouns, verbs, adjectives, adverbs, and prepositions in their writing.</li> <li>• <b>apply</b> knowledge of the writing domains of composing, written expression, and usage/mechanics.</li> <li>• <b>use</b> a rubric to self-assess writing.</li> <li>• <b>use</b> technology, including the Internet, to <b>produce</b>, <b>edit</b> and</li> </ul>	<ul style="list-style-type: none"> <li>• Dictionary</li> <li>• Brain Pop</li> <li>• Sorting</li> <li>• Graphic Organizers</li> <li>• Games</li> <li>• Examples/</li> <li>• Nonexamples</li> </ul>	<p>use</p> <p>edit</p> <p>homophones</p> <p>homonyms</p> <p>use</p> <p>identify</p> <p>apply</p> <p>publish</p> <p>collaborate</p> <p>nouns</p> <p>pronouns</p> <p>verbs</p> <p>adjectives</p> <p>adverbs</p> <p>prepositions</p>	<p>Use-L3</p> <p>Edit-L5</p> <p>Use-L3</p> <p>Include-L2</p> <p>Eliminate-L3</p> <p>Incorporate-L3</p> <p>Identify-L2</p> <p>Apply-L3</p> <p>Produce-L6</p> <p>Edit-L5</p> <p>Publish-L6</p> <p>Interact-L6</p> <p>Collaborate-L6</p>
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		<p><b>publish</b> writing as well as to <b>interact</b> and <b>collaborate</b> with others.</p> <ul style="list-style-type: none"><li>• appropriately <b>identify</b> and <b>use</b> the following parts of speech: nouns, pronouns, verbs, adjectives, adverbs, and prepositions in their writing.</li><li>• <b>use</b> noun/pronoun agreement (pronoun agrees in number and gender with its antecedent).</li><li>• <b>use</b> reflexive pronouns (e.g., myself, ourselves).</li><li>• <b>use</b> commas in series, dates, and addresses.</li></ul>			
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## Fourth Nine Weeks (Continue to reinforce skills from Q1, Q2, and Q3)

(Skills that were not benchmark tested appear here, these skills may be taught throughout the year.)

Grade: 4		Subject: English		Year: 2017-2018		
# of Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's	
	<p><b>Writing Focus: Research</b></p> <p>SOL 4.9 will be introduced in the third nine weeks and reviewed during the fourth nine weeks.</p> <p>The student will demonstrate comprehension of information resources to research a topic.</p> <ul style="list-style-type: none"> <li>• <b>Construct</b> questions about a topic. (4.9a)</li> <li>• <b>Collect</b> information from multiple resources including online, print, and media. (4.9b)</li> <li>• <b>Use</b> technology as a tool to <b>organize</b>, <b>evaluate</b>, and <b>communicate</b> information. (4.9c)</li> <li>• <b>Give</b> credit to sources used in research. (4.9d)</li> <li>• <b>Understand</b> the difference between plagiarism and using own words. (4.9e)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>identify</b> key terms to use in searching for information.</li> <li>• <b>skim</b> to find information related to a topic.</li> <li>• <b>select</b> information that is related to their topic.</li> <li>• <b>evaluate</b> and <b>combine</b> (synthesize) related information from two or more sources.</li> <li>• <b>use</b> available technology to <b>gather</b>, <b>organize</b>, <b>evaluate</b>, and <b>communicate</b> information.</li> <li>• <b>give</b> credit to sources used in research.</li> <li>• <b>formulate</b> initial questions about a topic and seek information by <b>identifying</b>, <b>locating</b>, <b>exploring</b>, and effectively using a variety of sources of information.</li> <li>• <b>recognize</b>, <b>organize</b>, and <b>record</b> information pertinent to the topic and blend ideas accurately.</li> <li>• <b>select</b> and <b>use</b> appropriate references (e.g., atlases, almanacs, and encyclopedias), including electronic resources.</li> </ul>		skim  give  gather  communicate  research  construct  collect  formulate  recognize  organize  record  select  use  identify	Collect-L6  Use-L3  Organize-L4  Evaluate-L5  Communicate-L3  Give-L2  Understand-L2  Identify-L2  Skim-L1  Select-L4  Combine-L6  Gather-L3  Construct-L6  Formulate-L6	

	<p><b><u>Oral Language</u></b> –</p> <p>The student will <b>use</b> effective oral communication skills in a variety of settings.</p> <ul style="list-style-type: none"> <li>• <b>Present</b> accurate directions to individuals and small groups. <b>(4.1a)</b></li> <li>• <b>Contribute</b> to group discussions across content areas. <b>(4.1b)</b></li> <li>• <b>Seek</b> ideas and opinions of others. <b>(4.1c)</b></li> <li>• <b>Use</b> grammatically correct language and specific vocabulary to communicate ideas. <b>(4.1e)</b></li> <li>• <b>Communicate</b> new ideas to others. <b>(4.1f)</b></li> <li>• <b>Demonstrate</b> the ability to collaborate with diverse teams. <b>(4.1g)</b></li> <li>• <b>Demonstrate</b> the ability to work independently. <b>(4.1h)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>participate</b> in a range of discussions building on others' ideas and clearly <b>expressing</b> their own (e.g., one-on-one, in groups, teacher-led).</li> <li>• give accurate directions by: <ul style="list-style-type: none"> <li>◦ <b>identifying</b> the information needed by the listener;</li> <li>◦ <b>organizing</b> and sequencing the information in a logical way;</li> <li>◦ <b>explaining</b> or defining any terms that might be unfamiliar to the listener;</li> <li>◦ <b>articulating</b> the information in a clear, organized manner; and</li> <li>◦ <b>making</b> connections to previous common knowledge of a group of listeners.</li> </ul> </li> <li>• <b>participate</b> in a variety of partner and/or group discussions by: <ul style="list-style-type: none"> <li>◦ <b>following rules</b> for discussions and assigned partner or group roles;</li> <li>◦ <b>offering comments</b> that are relevant to the topic of discussion;</li> <li>◦ <b>asking</b> appropriate questions to solicit knowledge and opinions of others;</li> <li>◦ <b>identifying</b> reasons and evidence a speaker provides to support particular points;</li> <li>◦ <b>communicating</b> new ideas to others;</li> <li>◦ <b>responding</b> to specific questions to clarify or follow up on information, and make comments that contribute to the</li> </ul> </li> </ul>		oral  communicate  fact  opinion  discussion	Use-L3  Present-  Contribu L2  Seek-L4  Communi e-L3  Demonstr -L3  Participa L3  Expressi L6  Identifyi L2  Organiza L4  Explaini L2  Articula L3  Making-  Followin rules-L3
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		<p>discussion and link to the remarks of others;</p> <ul style="list-style-type: none"> <li>◦ <b>reviewing</b> key ideas expressed in discussions and explaining their own ideas and understanding;</li> <li>◦ <b>distinguishing</b> fact from opinion;</li> <li>◦ avoiding hindering the progress of the discussion (learning not to interrupt);</li> <li>◦ <b>taking turns</b> speaking during a discussion;</li> <li>◦ <b>maintaining</b> appropriate eye contact and attentive body language while listening; and</li> <li>◦ <b>respecting</b> the comments of others, especially if the comments express opinions that are different from one's own.</li> </ul> <ul style="list-style-type: none"> <li>• <b>use</b> grammatically correct language.</li> <li>• <b>use</b> specific vocabulary to enhance oral communication. <ul style="list-style-type: none"> <li>◦ <b>work</b> independently and with diverse teams in a variety of settings.</li> </ul> </li> </ul>			<p>Offering comment L3</p> <p>Asking-</p> <p>Respond L2</p> <p>Reviewi L2</p> <p>Distingui ng-L2</p> <p>Taking turns-L3</p> <p>Maintain -L2</p> <p>Respecti L2</p> <p>Use-L3</p> <p>Work-L</p>
	<p>The student will learn how media messages are constructed and for what purposes.</p> <ul style="list-style-type: none"> <li>• <b>Differentiate</b> between auditory, visual, and written media messages. <b>(4.3a)</b></li> <li>• <b>Identify</b> the characteristics of various media messages.<b>(4.3b)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>access</b> media messages and <b>identify</b> what types of media are used.</li> </ul>		<p>auditory</p> <p>visual</p> <p>written media message</p> <p>characteristics</p>	<p>Differen -L2</p> <p>Identify</p> <p>Access-</p>
	<p>The student will make and listen to oral presentations and reports.</p>	<ul style="list-style-type: none"> <li>• make oral presentations and reports</li> </ul>		<p>organize</p>	<p>Use-L3</p>

	<ul style="list-style-type: none"> <li>• Use subject-related information and vocabulary. (4.2a)</li> <li>• Listen to and record information. (4.2b)</li> <li>• Organize information for clarity. (4.2c)</li> <li>• Use language and style appropriate to the audience, topic, and purpose. (4.2d)</li> </ul>	by: <ul style="list-style-type: none"> <li>◦ reporting on a topic or text, telling a story, or recounting an experience in an organized manner, using specific vocabulary, appropriate facts and descriptive details to support main ideas or themes;</li> <li>◦ organizing information around a central idea with supporting details and using specific vocabulary;</li> <li>◦ organizing information for clarity;</li> <li>◦ speaking clearly, using appropriate voice level and speaking rate;</li> <li>◦ differentiating formal and informal language and style when appropriate to task and situation (e.g., presentations, small-group discussions);</li> <li>◦ selecting words and phrases to convey precise ideas;</li> <li>◦ using voice inflection for effect; and</li> <li>◦ adding visual displays to presentations when appropriate to enhance development of theme and/or main ideas.</li> <li>• use active listening skills by:             <ul style="list-style-type: none"> <li>◦ looking at the speaker;</li> <li>◦ thinking about the main points the speaker is making; and</li> <li>◦ taking notes.</li> </ul> </li> </ul>		information audience vocabulary	Listen-L Record-L Organize-L Reporting-L3 Telling-L Recount-L1 Speaking-L Differentiating-L4 Selecting-L Enhancing-L Using-L3 Looking-L Thinking-L Taking-L
	<u>Oral Language –</u> <ul style="list-style-type: none"> <li>• Use evidence to support opinions. (4.1d)</li> </ul>	<ul style="list-style-type: none"> <li>• participate in a variety of partner and/or group discussions by:</li> </ul>		evidence	Use-L3



		<ul style="list-style-type: none"> <li>◦ supporting opinions with appropriate examples and details;</li> <li>◦ identifying reasons and evidence a speaker provides to support particular points;</li> </ul>			Participa Supportin L5 Identifying
	<ul style="list-style-type: none"> <li>• Use subject-related information and vocabulary. (4.2a)</li> <li>• Organize information for clarity. (4.2c)</li> </ul>	<ul style="list-style-type: none"> <li>• make oral presentations and reports by:             <ul style="list-style-type: none"> <li>◦ reporting on a topic or text, telling a story, or recounting an experience in an organized manner, using specific vocabulary, appropriate facts and descriptive details to support main ideas or themes;</li> <li>◦ organizing information around a central idea with supporting details and using specific vocabulary;</li> <li>◦ organizing information for clarity;</li> </ul> </li> </ul>			Use-L3 Organiz Make-L Reportin L3 Telling- Recount L1

### Bloom's Taxonomy Key

1. Level 1 (L1) – Remembering – Pink
2. Level 2 (L2) – Understanding – Blue
3. Level 3 (L3) – Applying – Green
4. Level 4 (L4) – Analyzing – Yellow
5. Level 5 (L5) – Evaluating – Gray
6. Level 6 (L6) – Creating – Red