Grade 4
English Language Arts

Alabama Educator
Instructional Supports

Alabama Course of Study Standards

Table of Contents

Introduction

The *Alabama Educator Instructional Supports: English Language Arts* is a companion to the 2021 *Alabama Course of Study: English Language Arts* for Grades K–12. Instructional supports are foundational tools that educators may use to help students become independent learners as they build toward mastery of the Alabama Course of Study content standards. **Instructional supports are designed to help educators engage their students in exploring, explaining, and expanding their understanding of the content standards.**

The content standards contained within the course of study may be accessed on the Alabama State Department of Education (ALSDE) website: https://www.alabamaachieves.org/. When examining these instructional supports, educators are reminded that content standards indicate minimum content—what all students should know and be able to do by the end of each grade level or course. Local school systems may have additional instructional or achievement expectations and may provide instructional guidelines that address content sequence, review, and remediation.

The instructional supports are organized by standard. Each standard's instructional support includes the content standard, instructional outcomes, guiding questions and instructional activities, key academic terms, and additional resources.

Content Standards

The content standards are the statements from the 2021 *Alabama Course of Study: English Language Arts* that define what all students should know and be able to do at the conclusion of a given grade level or course. Content standards contain minimum required content and complete the phrase "Students will _____."

Each grade-level content standard integrates, builds on, and leads to broader, more comprehensive skills. The standards collectively guide educators in preparing students with the content and skills they should know by the end of high school.

Content Areas and Subareas: Content Areas and Subareas are used to group standards that are closely related. Literacy Foundations is the content area and Phonics, Vocabulary, Comprehension, and Writing are the subareas for the Grade 4 *ACAP Summative* English Language Arts assessment.

Categories: The standards are further grouped into Categories. Reading, Listening, and Writing are the categories on the Grade 4 *ACAP Summative* English Language Arts assessment.

Instructional Outcomes

The instructional outcomes are statements that describe essential learning that students should achieve at the end of instruction.

Guiding Questions and Instructional Activities

Guiding questions are designed to create a framework for the given standard and to engage students in exploring, explaining, and expanding their understanding of the content standards provided in the 2021 *Alabama Course of Study: English Language Arts*. Therefore, each guiding question is written to help educators convey important concepts within the standard. By utilizing guiding questions, educators are engaging students in investigating, analyzing, and demonstrating knowledge of the underlying concepts reflected in the standard.

Each guiding question includes a representative set of sample activities and examples that can be used in the classroom. The set of activities and examples is not intended to include all the activities and examples that would be relevant to the standard. These activities will be available in Fall 2023.

Key Academic Terms

These academic terms are derived from the standard and are to be incorporated into instruction by the educator and used by the students.

Additional Resources

Additional resources are included that are aligned to the standard and may provide additional instructional support to help students build toward mastery of the designated standard. These additional resources will be available in Fall 2023. Please note that while every effort has been made to ensure all hyperlinks are working at the time of publication, web-based resources are impermanent and may be deleted, moved, or archived by the information owners at any time and without notice. Registration is not required to access the materials aligned to the specified standard. Some resources offer access to additional materials by asking educators to complete a registration. While the resources are publicly available, some websites may be blocked due to Internet restrictions put in place by a facility. Each facility's technology coordinator can assist educators in accessing any blocked content. Sites that use Adobe Flash may be difficult to access after December 31, 2020, unless users download additional programs that allow them to open SWF files outside their browsers.

Printing This Document

It is possible to use this entire document without printing it. However, if you would like to print this document, you do not have to print every page. First, identify the page ranges of the

standards or domains that you would like to print. Then, in the print pop-up command screen, indicate which pages you would like to print.

Phonics

1

Literacy Foundations

Phonics

Standard
1. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, syllable types, and morphological structure to read unfamiliar multisyllabic words accurately, both in context and in isolation.

Instructional Outcomes:

- Identify grade-appropriate phoneme-grapheme correspondences.

- Use knowledge of grade-appropriate phoneme-grapheme correspondences to read unfamiliar multisyllabic words accurately.

- Identify syllable types in words, including closed, open, vowel-consonant-*e*, vowel team, *r*-controlled, consonant-*le*.

- Use knowledge of syllable types to read unfamiliar multisyllabic words accurately.

- Use knowledge of *bound morpheme* and *free morpheme*.

- Identify bound morphemes in words, including derivational affixes, inflectional affixes, and roots.

- Use knowledge of morphological structures to read unfamiliar multisyllabic words accurately.

Guiding Questions and Instructional Activities:

What is a phoneme? What is a grapheme? What is a phoneme-grapheme correspondence? What are common, grade-appropriate phoneme-grapheme correspondences? What is a multisyllabic word? How do you use phoneme-grapheme correspondences to read unfamiliar multisyllabic words accurately?

What is a syllable? What are the syllable types? How do you distinguish among the syllable types? How do you use the syllable types to read unfamiliar multisyllabic words?

What is a morpheme? What is a free morpheme? What is a bound morpheme? What is an affix? What are derivational affixes? What are inflectional affixes?

What is a root? How do you use bound morphemes such as affixes and roots to read unfamiliar multisyllabic words accurately?

Key Academic Terms:

phoneme, grapheme, syllable, syllable type, morpheme, free morpheme, bound morpheme, affix, root, morphological structure, context, isolation, multisyllabic, derivational affix, inflectional affix

Additional Resources:

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Literacy Foundations

Phonics

Reading

Standard
2. Determine and use the correct syllable type(s) to decode unfamiliar multisyllabic words, including open, closed, vowel-consonant-e, r-controlled, vowel team (including diphthongs), consonant-le, and "leftovers" including odd and schwa syllables.
   Examples: dam-age, ac-tive, na-tion

Instructional Outcomes:

- Identify syllable types, including open, closed, vowel-consonant-*e*, *r*-controlled, vowel team (including diphthongs), consonant-*le*, and "leftovers" including odd and schwa syllables in words.

- Use syllable type(s) to decode unfamiliar multisyllabic words.

Guiding Questions and Instructional Activities:

What is a syllable? What is the open syllable type? What are examples of words with the open syllable type?

What is the closed syllable type? What are examples of words with the closed syllable type?

What is the vowel-consonant-*e* syllable type? What are examples of words with the vowel-consonant-*e* syllable type?

What is the *r*-controlled syllable type? What are examples of words with the *r*-controlled syllable type?

What is the vowel team syllable type? What is a diphthong? What are examples of words with the vowel team syllable type?

What is the consonant-*le* syllable type? What are examples of words with the consonant-*le* syllable type?

What is the "leftover" syllable type, including odd and schwa syllables? What are examples of words with the "leftover" syllable type?

How do you use syllable types to decode unfamiliar multisyllabic words?

Key Academic Terms:

determine, syllable type, open, closed, vowel-consonant-*e*, *r*-controlled, vowel team, consonant-*le*, leftover, odd, schwa, decode, diphthong, multisyllabic

Additional Resources:

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Literacy Foundations

Phonics

Reading

Standard
3. Apply knowledge of roots, prefixes, and suffixes to decode unfamiliar multisyllabic words.

Instructional Outcomes:

- Identify common roots, prefixes, and suffixes.

- Identify the meanings of common roots, prefixes, and suffixes.

- Use knowledge of common roots, prefixes, and suffixes to decode unfamiliar multisyllabic words.

Guiding Questions and Instructional Activities:

What is a root? What are common roots in words? How do you use knowledge of roots to decode unfamiliar multisyllabic words?

What is a prefix? What is a suffix? What are common prefixes in words? What are common suffixes in words? How do you use knowledge of common prefixes and suffixes to decode unfamiliar multisyllabic words?

Key Academic Terms:

apply, root, prefix, suffix, decode, multisyllabic

Additional Resources:

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Literacy Foundations

Phonics

Writing

Standard
4. Apply knowledge of roots, prefixes, and suffixes to encode unfamiliar multisyllabic words.

Instructional Outcomes:

- Identify common roots, prefixes, and suffixes.

- Identify the meanings of common roots, prefixes, and suffixes.

- Use knowledge of common roots, prefixes, and suffixes to encode unfamiliar multisyllabic words.

Guiding Questions and Instructional Activities:

What is a root? What are common roots in words? How do you use knowledge of roots to encode unfamiliar multisyllabic words?

What is a prefix? What is a suffix? What are common prefixes in words? What are common suffixes in words? How do you use knowledge of common prefixes and suffixes to encode unfamiliar multisyllabic words?

Key Academic Terms:

apply, root, prefix, suffix, encode, multisyllabic

Additional Resources:

Vocabulary

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Literacy Foundations

Vocabulary

Standard
9. Accurately interpret general academic and domain-specific words and phrases.

Instructional Outcomes:

- Explain general academic words and phrases used in grade 4 texts.

- Engage in reading to identify domain-specific words and phrases.

- Use context to interpret the general meanings of domain-specific words and phrases.

Guiding Questions and Instructional Activities:

What is an academic word or phrase? How do you accurately interpret the meanings of academic words or phrases?

What defines a word or phrase as domain-specific? How do you accurately interpret the meanings of domain-specific words or phrases?

Key Academic Terms:

general academic vocabulary, domain-specific vocabulary, context, interpret, phrase

Additional Resources:

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Literacy Foundations

Vocabulary

Reading

Standard
10. Interpret words and phrases, including figurative language, as they are used in a text.
a. Explain how specific word choices shape meaning or tone.
b. Explain how figurative language contributes to the meaning of text, including simile, metaphor, alliteration, personification, hyperbole, and idioms.
c. Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.

Instructional Outcomes:

- Interpret figurative language, including similes, metaphors, alliteration, personification, hyperbole, and idioms.

- Define and explain *tone*.

- Identify words and phrases that help shape the meaning or tone of a text.

- Explain how word choice influences the meaning or tone of text.

- Explain how figurative language, including similes, metaphors, alliteration, personification, hyperbole, and idioms, contribute to the meaning of a text.

- Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.

Guiding Questions and Instructional Activities:

What is figurative language? How do you interpret figurative language? How do you explain how figurative language contributes to the meaning of a text?

What is a simile? What is a metaphor? How are similes and metaphors different from each other? What is alliteration? What is personification? What is hyperbole? What is an idiom? How do you identify the meanings of common idioms?

What is tone? How does word choice shape tone?

What is an antonym? What is a synonym? What are some common opposite pairs? What are some common groups of words that have similar but not identical meanings?

What is a homograph? What are some common examples of homographs? How does context help you to determine the correct pronunciation and meaning of the word? How does using the relationships between synonyms, antonyms, and homographs increase the understanding of word meanings?

Key Academic Terms:

vocabulary, figurative language, interpret, word choice, tone, simile, metaphor, alliteration, personification, hyperbole, idiom, synonym, antonym, homograph, shape, relationship, phrases

Additional Resources:

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Literacy Foundations

Vocabulary

Writing

Standard
11. Use commonly misused words correctly in writing.
    Examples: accept/except; effect/affect; racket/racquet; its/it's; your/you're; our/are;
    quiet/quit/quite

Instructional Outcomes:

- Explain the meanings of commonly misused words.

- Determine how commonly misused words impact the quality of writing.

- Identify correct and incorrect use of commonly misused words in writing.

- Use commonly misused words correctly in writing.

Guiding Questions and Instructional Activities:

What are homophones? What are homographs? How are homophones and homographs commonly misused?

What are some commonly misused words? What are the differences in meaning of commonly misused words, and how are they used correctly?

Key Academic Terms:

misused word, homophone, homograph, meaning

Additional Resources:

Comprehension

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Literacy Foundations

Comprehension

Reading

Standard

15. Analyze in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

a. Identify and explain attitudes and influences of multiple characters within a text.

b. Explain how the main character changes throughout the story, using explicit evidence from the text.

c. Make an inference about a character's behavior, the setting, and/or specific events, using explicit details from the story.

Instructional Outcomes:

- Engage in reading of stories and dramas.

- Describe in depth characters, settings, and events in stories and dramas.

- Identify and explain attitudes and influences of multiple characters in a text.

- Explain how the main character changes throughout the story.

- Identify particular details within the text that can be used to explain how the main character changes throughout the story.

- Identify explicit details from the text to make inferences about characters' behaviors.

- Identify explicit details from the text to make inferences about the setting.

- Identify explicit details from the text to make inferences about specific events.

Guiding Questions and Instructional Activities:

How do you determine which details about a character are important? How can a character's attitudes, thoughts, words, or actions be used to analyze the character? How do characters influence a text? How can explicit details be used to make an inference about a character's behavior?

What is a main character? How do you determine a main character in a story or drama? How can a main character change in a story or drama? How do you use explicit details to show how the main character changes?

How do you determine which details about a setting are important? How can explicit details be used to make an inference about the setting?

What is a plot event? How do you determine which details about plot events are important? How can explicit details be used to make an inference about plot events?

Key Academic Terms:

literary text, story, drama, character, setting, plot event, analyze, explain, explicit, evidence, details, attitude, influence, inference, drawing on

Additional Resources:

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Literacy Foundations

Comprehension

Reading

Standard
16. Describe how authors use literary devices and text features to convey meaning in prose, poetry, and drama.
a. Identify clues in the text to recognize implicit meanings.
b. Apply prior knowledge to textual clues to draw conclusions about the author's meaning.
c. Make an inference about the meaning of a text and support it with textual evidence.

Instructional Outcomes:

- Engage in reading to comprehend literary texts (prose, poetry, drama).

- Identify common literary devices and text features used to convey meaning in prose, poetry, and drama.

- Describe how authors use literary devices to convey meaning in prose, poetry, and drama.

- Describe how authors use text features to convey meaning in prose, poetry, and drama.

- Identify clues in the text to determine implicit meanings in prose, poetry, and drama.

- Apply prior knowledge to textual clues to draw conclusions about the author's meaning in a literary text.

- Make an inference about the meaning of a text and support it with textual evidence.

Guiding Questions and Instructional Activities:

What are prose, poetry, and drama? What is a literary device? What are some common literary devices that authors use? What is implicit meaning? How do you use clues in the text to determine implicit meanings? How do authors use literary devices to convey meanings in prose? How do authors use literary devices to convey meaning in poetry? How do authors use literary devices to convey meaning in drama?

What is a text feature? What are some common text features used in prose (title, paragraphs, chapters)? How do authors use text features to convey meaning in prose? What are some common text features used in poetry (stanza, verse,

rhyme, rhythm)? How do authors use text features to convey meaning in poetry? What are some common text features used in drama (cast, setting, act, scene, description, dialogue, stage directions)? How do authors use text features to convey meaning in drama?

What is a conclusion? How do you apply prior knowledge to textual clues to draw conclusions about the author's meaning in a text? What is an inference? How do you make an inference about the meaning of a text? How do you support that inference with textual evidence?

Key Academic Terms:

describe, literary device, text feature, prose, poetry, drama, verse, rhyme, rhythm, cast, setting, scene, act, description, dialogue, stage directions, textual clues, implicit, prior knowledge, draw conclusions, inference, textual evidence, convey, comprehend, author's meaning, literary text

Additional Resources:

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Literacy Foundations

Comprehension

Reading

Standard

17. Identify the narrator's point of view in a literary text and explain how it differs from a character's perspective.
a. Explain the difference between first person and third person narration, including omniscient and third person limited.
b. State an opinion of the author's use of narration, supporting reasoning with examples from the text.

Instructional Outcomes:

- Engage in reading to comprehend literary texts (prose, poetry, drama).

- Identify the narrator in literary texts.

- Identify the narrator's point of view in literary texts.

- Identify a character's perspective.

- Define *first-person point of view* and *third-person point of view* by examining the characteristics of each.

- Explain the difference between first-person and third-person narration, including third-person omniscient and third-person limited.

- Explain how to identify first-person and third-person point of view in literary texts.

- Contrast the narrator's point of view with a character's perspective.

- Identify possible opinions about an author's use of narration.

- State an opinion about the author's use of narration, supporting reasoning with examples from the text.

Guiding Questions and Instructional Activities:

What is point of view? What is a narrator? What is a narrator's point of view? What is a character's perspective? How do you identify the point of view in a literary text? How does the narrator's point of view differ from a character's perspective?

What is first-person point of view, and what are its characteristics? What is third-person point of view, and what are its characteristics? What is third-person omniscient point of view? What is third-person limited point of view? How do you distinguish between first-person and third-person point of view?

What are possible opinions about an author's use of narration? How do you state an opinion about an author's use of narration in a literary text? How do you use examples from the text to support your reasoning?

Key Academic Terms:

literary text, narrator, point of view, first-person point of view, third-person point of view, third-person omniscient, third-person limited, opinion, reasoning, perspective,

Additional Resources:

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Literacy Foundations

Comprehension

Reading

Standard

18. Identify the point of view in a narrative and describe how the narrative would be different if told from the perspective of a different character or narrator.
a. Compare and contrast firsthand and secondhand accounts of the same event or topic, describing the differences in focus and the information provided.
b. Compare the perspectives of different characters within a text.

Instructional Outcomes:

- Engage in reading to comprehend literary texts (prose, poetry, drama).

- Engage in reading of firsthand and secondhand accounts of the same event.

- Define *point of view* and distinguish it from *perspective* in a text.

- Identify the point of view in a narrative text.

- Describe how a narrative text would be different if told from the perspective of a different character or narrator.

- Compare the perspectives of different characters within a text.

- Identify the characteristics of a firsthand account.

- Describe the focus and information provided within firsthand accounts.

- Identify the characteristics of a secondhand account.

- Describe the focus and information provided within secondhand accounts.

- Compare and contrast firsthand and secondhand accounts of the same event or topic, describing differences in focus and information provided.

Guiding Questions and Instructional Activities:

What is point of view in a literary text? What is perspective in a literary text? How do you identify the point of view in a literary text? How do you describe how a narrative would be different if told from the perspective of a different character

or narrator? How do you compare and contrast the perspectives of different characters in a text?

What is a firsthand account? What is a secondhand account? How is the focus of a firsthand account different from the focus of a secondhand account? How is the information provided in a firsthand account different from the information provided in a secondhand account?

Key Academic Terms:

literary text, informational text, point of view, perspective, character, narrator, firsthand account, secondhand account, focus, information, identify, compare, contrast, narrative text

Additional Resources:

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Literacy Foundations

Comprehension

Reading

Standard
19. Compare and contrast the treatment of similar themes in stories, myths, and traditional literature from different cultures.
a. Determine and state an implied theme, explicit theme, or life lesson from a myth, story, or other traditional literature.
b. Analyze a common or shared theme and its development in stories, myths, and/or other traditional literature.

Instructional Outcomes:

- Engage in reading of pairs or groups of stories, myths, and traditional literature from different cultures with similar themes.

- Compare and contrast the treatment of similar themes in stories, myths, and traditional literature from different cultures.

- Define the characteristics of an implied theme, an explicit theme, and a life lesson.

- Identify and explain similar themes that are found across stories, myths, and traditional literature from different cultures.

- Analyze a common or shared theme and its development in stories, myths, and/or other traditional literature.

Guiding Questions and Instructional Activities:

What is a theme? What is the difference between an implied theme and an explicit theme? What is a life lesson? What are common themes in myths, stories, and other traditional literature? How do you determine a theme of a myth, story, or other traditional literary text?

How do you analyze a common or shared theme and its development in stories, myths, and traditional literature from different cultures? How do you compare the treatment of similar themes in stories, myths, and traditional literature from different cultures? How do you contrast the treatment of similar themes in stories, myths, and traditional literature from different cultures?

Key Academic Terms:

literary text, theme, compare, contrast, myth, traditional literature, culture, implied, explicit, analyze, shared theme, development, life lesson

Additional Resources:

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Literacy Foundations

Comprehension

Reading

Standard
20. Use details and examples from a text to indicate what the text explicitly states.
a. Interpret facts from an informational article, using details and examples from the text to explain the interpretation.
b. List the main questions answered by an informational article.
c. Categorize statements in an article or other informational text as fact or opinion and give reasons for each choice.
d. Explain the differences between primary and secondary sources, giving examples from texts.

Instructional Outcomes:

- Engage in reading to comprehend informational texts.

- Identify details and examples from a text to indicate what the text explicitly states.

- Explain the meaning of facts from an informational text, using details and examples from the text as support.

- Determine the main questions that are answered by an informational text.

- Define *fact* and *opinion* and describe how they are used in informational texts.

- Categorize statements in informational texts as fact or opinion and provide reasons for each choice.

- Explain the characteristics of primary and secondary sources.

- Explain the differences between primary and secondary sources, using examples from texts as evidence.

Guiding Questions and Instructional Activities:

What is the difference between explicit and implicit ideas in a text? How are details and examples used to determine what the text says explicitly?

Why are some details and examples more important than other details? How do you determine which details and examples in an informational text are

important? How can connecting details and examples from an informational text help to develop interpretations?

How do you determine the main questions that are answered by an informational text?

What is a fact? What is an opinion? How are facts and opinions used in informational texts? How do you categorize statements in informational texts as fact or opinion?

What is a primary source? What is a secondary source? How is the information provided by primary and secondary sources different? How do you use examples to show these differences?

Key Academic Terms:

informational text, facts, details, examples, explicit, interpret, interpretation, categorize, opinion, reason, explain, difference, primary source, secondary source, implicit, informational article

Additional Resources:

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Literacy Foundations

Comprehension

Reading

Standard
21. Explain how relevant details support the implied or explicit main idea of a text.
a. Determine the central idea or theme of a text.
b. Explain the difference between implied and explicit details.
c. Summarize the key supporting details by citing evidence from a text.

Instructional Outcomes:

- Engage in reading to comprehend texts.

- Differentiate between relevant details and irrelevant details.

- Identify the main idea of an informational text and explain how relevant details support the main idea.

- Differentiate between the central idea and supporting details.

- Identify the theme of a literary text and explain how relevant details support the theme.

- Explain the difference between implied and explicit details.

- Identify elements of a summary.

- Use key supporting details to summarize a text.

Guiding Questions and Instructional Activities:

What is the main/central idea of an informational text? How do you determine the main/central idea of an informational text? What is the difference between implied and explicit details? Which details are relevant and are used to support the main/central idea? How are relevant details from the text used to support the main/central idea?

What is a summary of an informational text? How do you use the main/central idea and relevant details to summarize an informational text?

What is the theme of a literary text? How do you determine the theme of a literary text? What is the difference between implied and explicit details? Which details

are relevant and are used to support the theme? How are relevant details from the text used to support the theme of a literary text?

What is a summary of a literary text? How do you determine which key details are relevant to include in a summary of a literary text?

Key Academic Terms:

literary text, informational text, relevant details; key supporting details, implied, explicit, main idea, theme, summarize, cite evidence, central idea, differentiate, irrelevant details, elements of a summary

Additional Resources:

22

Literacy Foundations

Comprehension

Reading

Standard
22. Analyze events, procedures, ideas, or concepts in informational texts, including what happened and why, based on specific information in the text.
a. Cite evidence to explain the author's perspective toward a topic in an informational text.

Instructional Outcomes:

- Engage in reading to comprehend informational texts.

- Identify events, procedures, ideas, or concepts, including what happened and why, based on specific information in the text.

- Examine and describe events, procedures, ideas, or concepts, including what happened and why, based on specific information in the text.

- Identify the author's perspective toward a topic in an informational text.

- Use textual evidence to explain the author's perspective toward a topic in an informational text.

Guiding Questions and Instructional Activities:

How do you identify, examine, and describe events in an informational text, including what happened and why, based on specific information in the text?

How do you identify, examine, and describe procedures in an informational text, including what happened and why, based on specific information in the text?

How do you identify, examine, and describe ideas in an informational text, including what happened and why, based on specific information in the text?

How do you identify, examine, and describe concepts in an informational text, including what happened and why, based on specific information in the text?

What is the author's perspective in an informational text? How do you identify the author's perspective in an informational text? How does a text convey an

author's perspective? How do you cite evidence to explain the author's perspective toward a topic in an informational text?

Key Academic Terms:

informational text, analyze, cite evidence, explain, author's perspective, event, procedure, idea, concept, topic, examine, describe, convey, identify

Additional Resources:

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Literacy Foundations

Comprehension

Reading

Standard
23. Evaluate how text features and structures contribute to the meaning of an informational text.
a. Identify and describe the structures within a text, including description, comparison and contrast, sequence, problem and solution, and cause and effect.
b. Interpret information from text features in both print and digital formats.

Instructional Outcomes:

- Engage in reading of informational texts.

- Review common informational text structures and their characteristics.

- Identify the text structure of description in informational texts.

- Evaluate how the text structure of description contributes to the meaning of an informational text.

- Identify the text structure of comparison-and-contrast in informational texts.

- Evaluate how the text structure of comparison-and-contrast contributes to the meaning of an informational text.

- Identify the text structure of sequence in informational texts.

- Evaluate how the text structure of sequence contributes to the meaning of an informational text.

- Identify the text structure of problem-and-solution in informational texts.

- Evaluate how the text structure of problem-and-solution contributes to the meaning of an informational text.

- Identify the text structure of cause-and-effect in informational texts.

- Evaluate how the text structure of cause-and-effect contributes to the meaning of an informational text.

- Identify common text features in informational texts.

- Evaluate how text features contribute to the meaning of an informational text.

- Interpret information from text features in both print and digital formats.

Guiding Questions and Instructional Activities:

What is a text structure? What are the characteristics of the description text structure? How do you evaluate the ways the description text structure contributes to the meaning of an informational text?

What are the characteristics of the comparison-and-contrast text structure? How do you evaluate the ways the comparison-and-contrast text structure contributes to the meaning of an informational text?

What are the characteristics of the sequence text structure? How do you evaluate the ways the sequence text structure contributes to the meaning of an informational text?

What are the characteristics of problem-and-solution text structure? How do you evaluate the ways the problem-and-solution text structure contributes to the meaning of an informational text?

What are the characteristics of the cause-and-effect text structure? How do you evaluate the ways cause-and-effect text structure contributes to the meaning of an informational text?

What is a text feature? What are some common text features? How do you evaluate how text features contribute to the meaning of an informational text? How do you interpret information from text features in both print and digital formats?

Key Academic Terms:

identify, describe, evaluate, interpret, text feature, text structure, meaning, informational text, description, comparison and contrast, sequence, problem and solution, cause and effect, characteristics, contribute, digital format

Additional Resources:

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Literacy Foundations

Comprehension

Reading

Standard
24. Explain how an author uses reasons and evidence to support particular points and claims in an informational text or argument.
a. Make text-based inferences to determine possible reasons for an author's stance.

Instructional Outcomes:

- Engage in reading to comprehend informational texts or arguments.

- Identify where in an informational text or argument the author uses a reason or evidence to support a particular point or claim.

- Identify how the author uses reasons and evidence to support the point or claim.

- Explain how an author uses reasons and evidence to support particular points or claims in a text.

- Identify an author's stance in an informational text or argument.

- Infer possible reasons for an author's stance in an informational text or argument.

Guiding Questions and Instructional Activities:

What is a particular point? What is a reason? What is evidence? What is a claim? How do you determine and explain how an author uses reasons and evidence to support particular points and claims in a text?

What is an author's stance? How do you identify an author's stance in an informational text or argument? How do you infer possible reasons for an author's stance in a text?

Key Academic Terms:

informational text, argument, identify, examine, explain, reason, evidence, particular point, claim, inference (infer), author's stance, text-based

Additional Resources:

25

Literacy Foundations

Comprehension

Reading

Standard
25. Explain how the form of a poem contributes to its meaning.

Instructional Outcomes:

- Engage in reading of poems.

- Identify the characteristics of poetry.

- Identify the characteristics of different poetic forms (e.g., haiku, calligram, acrostic, narrative, free verse, ode, limerick).

- Determine the meaning of a poem.

- Explain how a poem's form contributes to its meaning.

Guiding Questions and Instructional Activities:

What is a poem? What is the form of a poem? What are some examples of common poetic forms?

How do you determine the poetic form of a poem? How do you determine the meaning of a poem? How does a poem's form contribute to its meaning?

Key Academic Terms:

literary text, identify, explain, poem, poetic forms, meaning, characteristics, contribute

Additional Resources:

26

Literacy Foundations

Comprehension

Reading

Standard
26. Analyze how rhythm and rhyme in poetry contribute to meaning.

Instructional Outcomes:

- Engage in reading of poems.

- Identify the characteristics of poetic structures.

- Examine types of rhythm and rhyme in poetry.

- Identify types of meter and rhyme in poetry.

- Describe the role of rhythm and rhyme in poems.

- Analyze how rhythm and rhyme in poetry contribute to the meaning of a poem.

Guiding Questions and Instructional Activities:

What is a poetic structure? What is rhythm? What is meter? What are some common meters in poetry? How does rhythm contribute to the meaning of a poem?

What is rhyme? What are some common rhyme schemes in poetry? How does rhyme contribute to the meaning of a poem?

Key Academic Terms:

analyze, rhythm, meter, rhyme, poetry, structure, meaning, rhyme scheme, contribute, characteristics

Additional Resources:

27

Literacy Foundations

Comprehension

Listening

Standard
27. Identify the reasons and evidence a speaker provides to support particular points.

Instructional Outcomes:

- Engage in actively listening to presentations.
- Identify reasons that a speaker uses to support a particular point in a presentation.
- Identify evidence that a speaker uses to support a particular point in a presentation.

Guiding Questions and Instructional Activities:

What is a particular point? What is a reason? What is evidence? How do you identify the reasons that a speaker uses to support a particular point? How do you identify the evidence that a speaker uses to support a particular point?

Key Academic Terms:

identify, reason, evidence, speaker, support, particular point, presentation, active listening

Additional Resources:

Writing

33

Literacy Foundations

Writing

Reading

Standard
33. Use research to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
a. Introduce a research topic clearly and group related ideas.
b. Integrate and cite evidence to present research findings in written form.
c. Paraphrase portions of texts or information presented in diverse media and formats.

Instructional Outcomes:

- Identify a topic for a research project.

- Identify potential print and digital sources relevant to the topic.

- Identify relevant information or evidence from sources and write notes that relate to the research topic.

- Introduce a research topic clearly and group related ideas.

- Integrate and cite evidence to present research findings in written form.

- Paraphrase portions of texts or information presented in diverse media and formats.

Guiding Questions and Instructional Activities:

How do you choose a topic for a research project? How do you identify reference sources for a research project? What kinds of media and formats can be used for research? How do you investigate different aspects of a topic?

How do you gather relevant information about a topic from print and digital sources? How do you cite evidence about a topic from print and digital sources? How do you take notes and categorize information?

How do you introduce a research topic clearly? How do you group related ideas in written form? How do you use your notes to paraphrase information in writing? How do you integrate and cite evidence to present research findings in written form?

Key Academic Terms:

research, topic, introduce, integrate, cite evidence, findings, paraphrase, diverse media, diverse formats, reference sources, relevant, categorize, coherent, task, purpose, audience

Additional Resources:

35

Literacy Foundations

Writing

Writing

Standard
35. Write personal or fictional narratives using a logical plot, transitional words and phrases, sensory details, and dialogue, and providing a sense of closure.

Instructional Outcomes:

- Identify the characteristics of effective personal and fictional narratives.

- Identify the role of narrative techniques such as dialogue in writing narratives.

- Identify the role of events and how to organize them into a logical plot when writing narratives.

- Incorporate the role of sensory details in writing narratives.

- Incorporate the role of transitional words and phrases in writing narratives.

- Identify the characteristics of effective narrator development and character development in narratives.

- Determine how to use sensory details to convey ideas precisely in narrative writing.

- Determine how to use dialogue effectively in narrative writing.

- Determine how to establish a situation in narrative writing.

- Determine how to establish a clear event sequence by using a logical plot structure.

- Determine how to introduce and develop a narrator and/or characters in narrative writing.

- Construct an ending that provides a sense of closure.

- Write an effective personal or fictional narrative.

Guiding Questions and Instructional Activities:

What are the characteristics of an effective narrative? How do you effectively develop an event sequence by using a logical plot structure?

How do you establish a situation within a plot in narrative writing? How do you introduce and develop the narrator and/or characters in a narrative?

How do you use dialogue to develop experiences and events? How do you use dialogue to show the responses of characters to situations?

How do you use transitional words and phrases to connect the event sequence in narrative writing?

How do you use sensory details to convey experiences and events precisely?

How do you construct an ending that provides a sense of closure?

Key Academic Terms:

personal narrative, fictional narrative, event sequence, logical plot structure, narrator, character, transitional words and phrases, sensory details, dialogue, sense of closure, character development, narrative techniques, construct, convey, precise

Additional Resources:

36

Literacy Foundations

Writing

Writing

Standard
36. Write informative or explanatory text about a topic using sources, incorporating academic vocabulary, and including an introduction, facts, details with elaboration, and a conclusion.

Instructional Outcomes:

- Identify the characteristics of effective informative or explanatory pieces of writing.

- Use an introduction to establish a clear topic when writing.

- Group and integrate related information logically.

- Identify the characteristics of effective topic development when writing.

- Use facts, details, and other information and examples to elaborate on the topic when writing.

- Use transitional words and phrases to link ideas.

- Use precise or domain-specific vocabulary to develop writing.

- Construct a conclusion that relates to the topic when writing.

- Write an informative or explanatory piece of writing.

Guiding Questions and Instructional Activities:

What are the characteristics of an effective informative or explanatory piece of writing?

What is a topic? How do you introduce a topic clearly? How do you group related information logically? How do you develop a topic with facts, details, and other information and examples to elaborate on the topic?

How do you choose words and phrases to help link ideas in writing? How do you choose precise or domain-specific vocabulary to best inform or explain about the topic?

How do you construct a conclusion that is related to the information or explanation presented?

Key Academic Terms:

writing, informative writing, explanatory writing, topic, topic development, facts, details with elaboration, information, examples, transitional words and phrases, conclusion, vocabulary, precise vocabulary, domain-specific vocabulary, sources, academic vocabulary, introduction, effective topic, construct, incorporating, develop

Additional Resources:

37

Literacy Foundations

Writing

Writing

Standard
37. Write an argument to persuade the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from relevant sources, and linking words to connect their argument to the evidence.

Instructional Outcomes:

- Identify the characteristics of effective argumentative pieces of writing.

- Develop an argument to persuade the reader to take an action.

- Develop an argument to persuade the reader to adopt a position.

- Use an introduction to establish a clear argument.

- Provide logical reasoning that is supported by evidence from relevant sources.

- Use words and phrases that effectively link an argument to evidence.

- Construct a conclusion that relates to the argument provided.

- Write an argumentative piece to persuade the reader to take an action or adopt a position.

Guiding Questions and Instructional Activities:

What are the characteristics of an effective argumentative writing piece?

How do you develop an argument to persuade the reader to take an action? How do you develop an argument to persuade the reader to adopt a position? How do you use an introduction to establish a clear argument? How do you provide logical reasoning supported by evidence from various sources to support your argument? How do you link an argument to evidence? How do you construct a conclusion related to the argument presented?

Key Academic Terms:

argument, persuade, claim, introduction, logical reasoning, evidence, relevant source, link, transitional words and phrases, conclusion

Additional Resources:

38

Literacy Foundations

Writing

Writing

Standard
38. Compose complete sentences with correct subject-verb agreement, punctuation, and usage.
a. Order adjectives within sentences according to conventional patterns.
   Example: a small red bag *rather than* a red small bag
b. Form and use prepositional phrases and conjunctions.
c. Recognize and correct sentence fragments and run-on sentences.
d. Use commas, apostrophes, and quotation marks correctly.
e. Use correct capitalization, including familial relations and proper adjectives.
f. Spell grade-appropriate words correctly, consulting references as needed.

Instructional Outcomes:

- Explain the rules for subject-verb agreement in writing.

- Identify correct and incorrect subject-verb agreement in writing.

- Use subject-verb agreement correctly in writing.

- Explain the conventional order of adjectives in writing.

- Identify conventional and unconventional order of adjectives in writing.

- Use conventional order of adjectives in writing.

- Explain how prepositional phrases are formed and when they are used.

- Identify correct and incorrect use of prepositional phrases in writing.

- Use prepositional phrases correctly in writing.

- Identify coordinating and subordinating conjunctions and their roles in compound sentences.

- Explain the use of commas when punctuating coordinating conjunctions in compound sentences.

- Identify correct and incorrect use of commas before coordinating conjunctions in compound sentences in writing.

- Use commas before coordinating conjunctions correctly in compound sentences in writing.

- Identify correct use of complete sentences and incorrect use of fragments and run-ons in writing.

- Recognize and correct the use of fragments and run-ons when revising writing.

- Use complete sentences correctly in writing.

- Identify commas and their uses.

- Explain the rules for using commas (i.e., to separate independent clauses, after an introductory clause or phrase, between items in a series, to indicate direct address, as part of dates and addresses).

- Use commas correctly for various purposes (i.e., to separate independent clauses, after an introductory clause or phrase, between items in a series, to indicate direct address, as part of dates and addresses).

- Identify quotation marks and their uses.

- Explain the rules for punctuating direct speech and quotations, using commas and quotation marks.

- Identify correct and incorrect use of commas and quotation marks in examples of direct speech and quotations in writing.

- Use commas and quotation marks correctly when using direct speech and quotations in writing.

- Identify apostrophes and their uses.

- Explain the rules for the use of apostrophes.

- Identify correct and incorrect use of apostrophes in writing.

- Use apostrophes correctly in writing.

- Explain the rules for correct capitalization in writing, including of familial relations and proper adjectives.

- Identify correct and incorrect capitalization in writing, including of familial relations and proper adjectives.

- Use capitalization correctly in writing, including of familial relations and proper adjectives.

- Identify resources for checking spelling, including word lists, dictionaries, and glossaries.

- Identify correct and incorrect use of grade 4–appropriate words in writing.

- Spell grade 4–appropriate words correctly in writing.

Guiding Questions and Instructional Activities:

What is subject-verb agreement? How do you ensure subject-verb agreement?

What are adjectives? How are adjectives used and ordered within sentences according to conventional patterns?

What are prepositional phrases? How are prepositional phrases formed, and when are they used?

What is a coordinating conjunction? What is a subordinating conjunction? What is a compound sentence? How do you use commas before coordinating conjunctions in compound sentences?

What are complete sentences? What is a run-on? What is a fragment? How are they different from fragments and run-ons? How are inappropriate sentence fragments and run-ons corrected?

What is a comma? What is a quotation mark? What is an apostrophe? How do you use commas correctly? How do you punctuate direct speech and quotations, using commas and quotation marks? How do you use apostrophes correctly?

What are the rules for correct capitalization? When should words be capitalized? How does the use of familial relation words affect capitalization? How does the use of proper adjectives affect capitalization?

What are the grade level–appropriate words that you must spell correctly? What resources can you use to spell words correctly?

Key Academic Terms:

conventions, subject-verb agreement, adjective, conventional patterns, prepositional phrase, conjunction, fragment, run-on, comma, apostrophe, quotation marks, direct speech, capitalization, familial relation, proper adjective, reference, glossary, dictionary, complete sentence, subordinating conjunction, coordinating conjunction

Additional Resources:

39

Literacy Foundations

Writing

Writing

Standard
39. Demonstrate command of the conventions of standard English grammar and usage.
a. Use relative pronouns *who*, *whose*, *which*, and *that*, relative adverbs *where*, *when*, and *how*, and irregular possessive nouns.
b. Form and use the progressive verb tenses.
   Examples: I was walking, I am walking
c. Use modal auxiliaries to convey various conditions.
   Examples: can, may, must

Instructional Outcomes:

- Explain the characteristics of relative pronouns (*who*, *whose*, *which*, *that*) and relative adverbs (*where*, *when*, and *how*).

- Identify correct and incorrect use of relative pronouns and relative adverbs in writing.

- Use relative pronouns and relative adverbs correctly in writing.

- Explain the characteristics of regular and irregular nouns.

- Differentiate between how the possessive is formed with regular plural nouns and how it is formed with irregular plural nouns.

- Identify correct and incorrect formation of irregular possessive nouns.

- Form and use irregular possessive nouns.

- Differentiate between how the progressive verb tense and other verb tenses are formed and used.

- Identify correct and incorrect use of the progressive verb tense in writing.

- Form and use the progressive verb tense correctly in writing.

- Explain the use of modal auxiliaries to convey conditions.

- Identify correct and incorrect use of modal auxiliaries in writing.

- Use modal auxiliaries correctly in writing.

Guiding Questions and Instructional Activities:

What are relative pronouns and relative adverbs? How are relative pronouns and relative adverbs used in writing?

What is a regular noun? What is an irregular noun? How do you form and use regular and irregular plural nouns? How do you show possession with irregular plural nouns?

What is the progressive verb tense? How is the progressive verb tense formed? When is the progressive verb tense used?

What are modal auxiliaries? How are modal auxiliaries (helping/linking verbs) used to convey conditions?

Key Academic Terms:

conventions, grammar, usage, relative pronoun, relative adverb, irregular noun, plural, possessive, progressive verb tense, modal auxiliary, condition, differentiate, regular possessive nouns, helping verbs, linking verbs, convey

Additional Resources:

40

Literacy Foundations

Writing

Writing

Standard
40. Compose friendly and formal letters using appropriate elements, including date, greeting, body, and a signature.
a. Write return address and mailing address in the proper locations on an envelope.

Instructional Outcomes:

- Describe the elements of letters.

- Describe the use of appropriate elements in friendly letters.

- Identify correct and incorrect elements of friendly letters.

- Compose friendly letters that include appropriate elements, including a date, greeting, body, and signature.

- Describe the use of appropriate elements of formal letters.

- Identify correct and incorrect elements of formal letters.

- Distinguish between friendly and formal letters.

- Compose formal letters that include appropriate elements, including a date, greeting, body, and signature.

- Identify correct and incorrect placement of the return address and mailing address on an envelope.

- Write the return address and mailing address in the proper locations on an envelope.

Guiding Questions and Instructional Activities:

What is a friendly letter? Where is the date placed in a friendly letter? What is an appropriate greeting in a friendly letter? What are the characteristics of the body of a friendly letter? What is an appropriate signature in a friendly letter?

What is a formal letter? How is a formal letter different from a friendly letter? Where is the date placed in a formal letter? What is an appropriate greeting in a

formal letter? What are the characteristics of the body of a formal letter? What is an appropriate signature in a formal letter?

What is the return address? What is the mailing address? What is the correct placement of the return address on an envelope? What is the correct placement of the mailing address on an envelope?

Key Academic Terms:

compose, friendly letter, formal letter, appropriate, distinguish, element, date, greeting, body, signature, return address, mailing address, envelope

Additional Resources:

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