English Language Arts Model Curriculum
Grade 4

Strand	Reading: Literature
Topic	Key Ideas and Details

Standard Statements	In the previous grade band, students were expected to retell, ask and answer text-based questions and describe characters using key details.
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	**Content Elaborations** The focus of **Key Ideas and Details** is providing textual evidence and making inferences, identifying theme and literary elements, and summarizing text. Texts become personally relevant and useful when readers use texts to make meaning explicitly and inferentially. Making inferences during reading helps readers fill in information the author has left unsaid. Comprehension of the author's ideas involves making connections, comparisons and inferences between texts and the larger world. Making meaning and determining theme gives readers a more complete picture of the text and enables them to summarize and/or describe textual elements. **In the next grade band, students are expected to cite evidence that reflects the theme or main idea without adding personal judgment and describe how plot events or scenes build on and impact one another.**

Enduring Understanding

Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.

English Language Arts Model Curriculum
Grade 4

Strand	Reading: Literature
Topic	Key Ideas and Details

Instructional Strategies and Resources

Becoming a Journalist
Teach the four Ws and H (who, what, when, where and how) as a way to simplify summarization. Ask students to answer each of the questions based on what they have read. Once the five questions are answered, have them reduce their answers to a single sentence to produce a concise summary.

Main Idea – Supporting Details Sort
Write the main idea and three to four supporting details from a selected text, each on its own note card. After students have read or heard the text read aloud, place them in small groups. Give each group a set of note cards. Allow small groups to discuss each note card and determine which of the cards has the main idea and which have supporting details. As students' comfort level with this activity increases, they can become card developers for their classmates.

Living Literature: Using Children's Literature to Support Reading and Language Arts by Wendy C. Kasten, Janice V. Kristo, Amy A. McClure and Abigail Garthwait (Prentice Hall, 2004) discusses ways to integrate literature into the literacy program.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

English Language Arts Model Curriculum

Grade 4

Strand	Reading: Literature
Topic	Craft and Structure

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Standard Statements

4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narration.

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In the previous grade band, students were expected to describe the rhythm and patterns of words, story structure and the variations in point of view between one character and another.

Content Elaborations
The **Craft and Structure** of text is the focus of this standard set. Readers are developing an understanding of the use of figurative language, examining the structure of literary genre and determining point of view. Readers become more aware of the author's craft as they study the ways words are used in texts and enhance the richness of expressed language. When they identify the basic structure of poetry, drama and stories, they are better able to articulate genre-specific vocabulary. Readers build understanding through meaningful and intentional opportunities to read, study and discuss literature with a focus on the author's craft. They become more savvy readers as they determine the progression of ideas and themes built into the story and as they learn to develop a personal point of view that is different from that of the author.

In the next grade band, students are expected to analyze the ways authors use language to impact meaning and tone, to structure text cohesiveness and to represent nonliteral referents.

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Enduring Understanding

Literature, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.

Strand	Reading: Literature
Topic	Craft and Structure

Instructional Strategies and Resources

Story Elements
When facilitating an independent or shared reading with the class, the teacher will brainstorm elements of the story that contribute to the theme of the text. Students will work with a partner to complete a graphic organizer listing possible themes with the corresponding supporting details. Each partner grouping will join another partner grouping to discuss and come to consensus.

Categorizing Structural Elements
Create a three-column chart. Label each column with a literary form (i.e., poetry, drama, narrative). Have students brainstorm the structural elements that are common to each. Encourage students to provide examples of each genre from their own reading to include on the chart. Post the chart and revisit it throughout the year to add or refine elements or to add other examples. Have students use the chart to classify pieces of literature and informational text that they read independently. The chart also can be used as a guide for setting up and running a student-led classroom library that is organized by genre.

Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy by Irene C. Fountas and Gay Su Pinnell (Heinemann, 2001) discusses building a classroom literacy community for students in grades 3-6 through word study, language, reading and writing along with the visual and performing arts using a broad language/literacy framework. The book suggests research-based strategies for the intermediate student.

*Happily Ever After: Sharing Folk Literature With Elementary and Middle School Student*s by Terrell A. Young (International Reading Association, 2004) defines folk literature and provides strategies for teaching.

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English Language Arts Model Curriculum

Grade 4

Strand	Reading: Literature
Topic	Integration of Knowledge and Ideas

Standard Statements	**In the previous grade band, students were expected to understand the role illustrations play in telling the story and were able to compare and contrast story variations.**
7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	**Content Elaborations**
	The focus of the **Integration of Knowledge and Ideas** topic is making connections/comparisons across texts and understanding themes and topics as they appear across genres. As readers make connections between multiple representations of a story, they are better able to identify how each version reflects differences in literary elements (plot structure, use of genre, figurative language/language use). The more students read, the more aware they will become of the recurrent themes and patterns common to traditional literature (i.e., the rule of three, the role of the trickster). As this awareness and understanding increase, students will have the tools to compare and contrast similar themes, topics and patterns that recur throughout time and across cultures.
8. (Not applicable to literature)	
9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	
	In the next grade band, students are expected to compare and contrast texts from different genres and mediums and determine how authors differ in their presentations of the subject.
Enduring Understanding Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored.	

English Language Arts Model Curriculum
Grade 4

Strand	Reading: Literature
Topic	Integration of Knowledge and Ideas

Instructional Strategies and Resources

Reciprocal Teaching

The purpose of reciprocal teaching is to facilitate group effort between the teacher and students by creating dialogue around specific segments of text. The teacher or a student assumes the role of facilitator. The dialogue is structured around four strategies: *summarizing, question generating, clarifying* and *predicting*.

- **Summarizing** gives participants the opportunity to identify and integrate important information in the text. Text can be summarized across sentences, across paragraphs and/or across the passage.
- **Question generating** requires participants to identify the kind of information significant enough to provide substance for a question. This information is presented in question form and is used to self-test.
- **Clarifying** text understanding alerts readers to the fact there may be reasons why text is difficult to understand (e.g., new vocabulary, unclear reference words, unfamiliar/difficult concepts). Readers should know the effects of such roadblocks to comprehension and take necessary measures to restore meaning (e.g., reread, ask for help).
- **Predicting** occurs when students hypothesize what might occur next. In order to do this successfully, students must activate relevant background knowledge. The predicting strategy also facilitates use of text structure as students learn that headings, subheadings and questions imbedded in the text are useful means of anticipating what might occur next. Information adapted from www.ncrel.org.

Still Learning to Read: Teaching Students in Grades 3-6 by Franki Sibberson and Karen Szymusiak focuses on how to build reading instruction into already packed days and includes sample lessons and examples of proven classroom routines.

Diverse Learners

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Strand	Reading: Literature
Topic	Range of Reading and Complexity of Text

Standard Statements	Content Elaborations
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	The *Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* states that there is a "general, steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962." To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions **must** be used together: (1) Qualitative dimensions of text (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands) (2) Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion –typically measured by computer software) (3) Reader and task considerations (motivation, knowledge and experiences, purpose and complexity of task assigned) The three-part model is explained in detail in Appendix A of the Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B.

Strand	Reading: Literature
Topic	Range of Reading and Complexity of Text

	The Common Core recognizes that not all students arrive at school with the tools and resources to ensure that they are exposed to challenging text away from school; it also recognizes that "a turning away from complex texts is likely to lead to a general impoverishment of knowledge…" This trend can be "turned around" when teachers match students with challenging, engaging text in the classroom, creating an atmosphere that helps to nurture curious, capable and critical readers. Through extensive reading of a variety of genres from diverse cultures and a range of time periods, students will gain literary knowledge and build important reading skills and strategies, as well as become familiar with various text structures and elements.

Enduring Understanding

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary texts.

Strand	Reading: Literature
Topic	Range of Reading and Complexity of Text

Instructional Strategies and Resources

Format Change
After studying a specific topic using a variety of informational literature, have students use their understanding of narrative poetry to create a poem about the topic under study. For example, in social studies, books like *Thunder at Gettysburg* by Patricia Lee Gauch can serve as a mentor text.

Mixed Genre
Provide opportunities for students to explore graphic novels. In literature circles, focus discussion on the interaction between the illustrations and the text as well as the way the author uses his or her understanding of a particular genre to serve as the foundation for this interaction.

Extended Folktales
Read grade-/age-appropriate versions of folktales and compare them to the original or picture book versions. For example, have students read *Ella Enchanted* (Gail Carson Levine) or *Just Ella* (Margaret Peterson Haddix) and compare it with *Cinderella* (James Marshall).

Charlotte Huck's Children's Literature: A Brief Guide by Barbara Kiefer and Cynthia Tyson (McGraw Hill, 2009) provides information for including quality children's literature in the reading/writing classroom.

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English Language Arts Model Curriculum

Grade 4

Strand	Reading: Informational Text
Topic	Key Ideas and Details

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Standard Statements

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

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In the previous grade band, students were expected to form and answer text-based questions, identify the main idea of a paragraph or text and make connections between key details in a text.

Content Elaborations

The focus of the **Key Ideas and Details** topic is building textual evidence and making inferences from informational text, determining central ideas and crafting a complete summary. Engagement, depth of understanding and the ability to make connections to the larger world increase as readers make inferences and summarize informational text. Summarizing reflects an understanding of main ideas and supporting details (both implicit and explicit) across the entire text. Reading and explaining a variety of informational texts supports readers as they engage in investigations across content/disciplines.

In the next grade band, students are expected to conduct analysis and make inferences based on textual evidence without personal bias as well as analyze the manner an author addresses his or her topic.

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Enduring Understanding

Knowledge-based information is an ever-changing, expanding genre, which encompasses daily communication. The ability to comprehend and analyze informational texts develops critical thinking, promotes logical reasoning and expands one's sense of the world and self.

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Strand	Reading: Informational Text
Topic	Key Ideas and Details

Instructional Strategies and Resources

Bulls-eye
Use a target-shaped graphic organizer to list thoughts/inferences about an idea in a text, find related support/information and record both.
- In the center of the bulls-eye, have students write a quote or summary statement about a single idea from the informational selection.
- In the ring around the bulls-eye (can be divided into five or six sections), have students write inferences about that quote/idea.
- As students read the selection, have them write the confirming support or the evidence that shows the inaccuracy in their inferences in the outside ring (divided in the same way as the inner ring.)

News Article
After reading/viewing several selections (printed and electronic text) about a specific event in history, have students write a newspaper article as though the event had just occurred. This requires both summarization and synthesis skills.

Making it Real: Strategies for Success with Informational Text by Linda Hoyt (Heinemann, 2002) provides information on designing lessons that focus on informational literacy that helps students understand nonfiction text and the ways to use it to make sense of the world.

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English Language Arts Model Curriculum
Grade 4

Strand	Reading: Informational Text
Topic	Craft and Structure

Standard Statements	In the previous grade band, students were expected to define words using context, to use text features efficiently and to identify the main purpose of a text.
4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.	**Content Elaborations** The focus of the **Craft and Structure** topic is the reader's understanding of word meaning in relationship to the context in which it is placed, using text features to help comprehend text and determining an author's point of view and purpose in writing a text. The unique features and organization of informational text support readers in managing information, learning content, interpreting vocabulary, deepening comprehension and understanding an author's purposes. Informational text develops knowledge of the natural and social world. Understanding the craft and structure of this resource enables readers to navigate these texts with confidence.
5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	**In the next grade band, students are expected to address the way authors use language to send multiple messages, to organize text and to reflect their point of view and purpose.**

Enduring Understanding

Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.

Strand	Reading: Informational Text
Topic	Craft and Structure

Instructional Strategies and Resources

Signal Words
Have students brainstorm lists of words that signal an informational text's organizational structure. A beginning structure can be provided as follows or they can develop the lists independently depending on the sophistication of the readers.

If the text structure is	Words that signal this structure		Add your own!
Comparison	as well as	also	
Contrast	but	although	
Cause and Effect and Problem/Solution	because	if…then	
Sequence/Order	first	next	
Description/List	for instance	another	

Academic Vocabulary
Use a six-step strategy to teach academic vocabulary. These steps include:
    Step 1: Give a description, explanation, or example of the new term (**not** a definition)
    Step 2: Students give a description, explanation, or example of the new term in their own words.
    Step 3: Students to draw a picture, model or symbol, or locate a graphic to represent the new term.
    Step 4: Students participate in activities that provide more knowledge of and contact with the words in their vocabulary notebooks.
    Step 5: Give students chance to discuss term with other students.
    Step 6: Students participate in games that reinforce the new term.

(Adapted from Marzano's *Building Academic Vocabulary.)*

Nonfiction Matters: Reading, Writing and Research in Grades 3-8 by Stephanie Harvey offers teachers the tools to help students understand nonfiction texts as tools for inquiry and understanding.

Tools for Teaching Academic Vocabulary, Grades 4-12 by Janet Allen focuses on instruction that makes students *insiders* with academic vocabulary.

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English Language Arts Model Curriculum

Grade 4

Strand	Reading: Informational Text
Topic	Integration of Knowledge and Ideas

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<td colspan="1">Standard Statements

7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

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

9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</td>
<td>In the previous grade band, readers were expected to understand the relationship between image and text, connect an author's point with textual support and compare two topic-specific texts.

Content Elaborations

The focus of the Integration of Knowledge and Ideas topic is the reader's ability to make connections across texts, determine an author's purpose, provide the evidence that supports that purpose and investigate similar themes and topics across texts. Critical thinkers use print as well as non-print media to interpret and explain an author's message. When readers integrate information from both visual and print sources, they have a greater understanding of the content. The ability to access, use and synthesize information from multiple sources enhances learning.

In the next grade band, students are expected to integrate information from multiple mediums as a way to develop comprehensive understanding, to evaluate the way an author uses text to persuade and to analyze one author's treatment of a topic to another's.</td>
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<td colspan="2">Enduring Understanding

Integrating knowledge and ideas from informational text expands the knowledge base and the perspectives found in text and empowers readers to make informed choices in life.</td>
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Strand	Reading: Informational Text
Topic	Integration of Knowledge and Ideas

Instructional Strategies and Resources

BIG FOX Graphic Organizer
This is a tool for helping students understand nonfiction that can be used as a pre-reading/during-reading strategy to orient the reader to the topic.

B	**Bold** – List any words or phrases that are in bold print.	
I	**Italics** – List any words or phrases that are in italics.	
G	**Graphics** – Describe any graphics (photos, drawings, graphs, charts, maps, tables, etc.)	
F	**Facts** – find at least five facts found in the text	
O	**Opinions** – List any opinions found in the text.	
X	**X Marks the Spot** – In two to three sentences, write the main point of the text.	

(Based on a lesson from *Teaching Today* at Glencoe.)

Strand	Reading: Informational Text
Topic	Integration of Knowledge and Ideas

Images Support Text
Use a T-Chart or Venn diagram to categorize the information about a topic that is found in the written text in comparison to the information provided by the illustration and caption or the diagram and description.

What Teachers Need to Know About the "New" Nonfiction by Gill, Sharon Ruth. *Reading Teacher*, Dec2009, Vol. 63 Issue 4, p260-267 includes strategies for teaching and criteria for selection nonfiction.

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Strand	Reading: Informational Text
Topic	Range of Reading and Level of Text Complexity

Standard Statements	Content Elaborations
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	The *Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* states that there is a "general, steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962." To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions **must** be used together: (1) Qualitative dimensions of text (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands) (2) Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion –typically measured by computer software) (3) Reader and task considerations (motivation, knowledge and experiences, purpose and complexity of task assigned) The three-part model is explained in detail in Appendix A of the Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B.

Strand	Reading: Informational Text
Topic	Range of Reading and Level of Text Complexity
	The Common Core recognizes that not all students arrive at school with the tools and resources to ensure that they are exposed to challenging text away from school; it also recognizes that "a turning away from complex texts is likely to lead to a general impoverishment of knowledge…" This trend can be "turned around" when teachers match students with challenging, engaging text in the classroom, creating an atmosphere that helps to nurture curious, capable and critical readers. Through extensive reading of a variety of genres from diverse cultures and a range of time periods, students will gain literary knowledge and build important reading skills and strategies, as well as become familiar with various text structures and elements.

Enduring Understanding

Integrating knowledge and ideas from informational text expands the knowledge base and the perspectives found in text and empowers readers to make informed choices in life.

Strand	Reading: Informational Text
Topic	Range of Reading and Level of Text Complexity

Instructional Strategies and Resources

Using Metacognition to Comprehend Text

To help students comprehend informational texts, encourage them to think metacognitively, to think not just about what they are reading, but how they are reading it. As they encounter difficulty, encourage them to follow these strategies in their thinking:

- Identify where the difficulty occurs
- Identify what the difficulty is
- Restate the difficult sentence or passage in their own words
- Look back through the text
- Look forward in the text for information that might help them to resolve the difficulty

Drawing Connections

Read a section of informational text and think aloud about a connection that can be made. Model creating a visual representation based on that connection. Then write a sentence or paragraph explaining the connection you made. Read another section of the same text to students and ask them to create visual representations of their connections to the text, using what you did as an example. Next, have them write a sentence or paragraph explaining that connection. Have students share their drawings and explain connections in pairs or small groups. (Adapted from *Into the Book* Wisconsin Educational Communications Board.)

Tools for Teaching Content Literacy by Janet Allen provides a flipchart of research-based activities with graphic organizers and classroom vignettes included to help teachers address nonfiction across the content areas.

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Strand	Reading: Foundational Skills
Topic	Phonics and Word Recognition

Standard Statements	In the previous grade band, students were expected to master phonological awareness and concepts of print. They know common vowel- and consonant-sound variants and have begun to self correct when reading.
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	**Content Elaborations** The focus of the **Phonics and Word Recognition** topic is decoding text and understanding word parts to determine word meaning and to improve fluid reading and increased comprehension. Continuing to learn specific strategies for decoding and spelling is beneficial, even at the upper grades. Because a large number of words in English derive from Latin and Greek origins, teachers' frequent use of Latin and Greek word roots and affixes enhances not only decoding and spelling ability, but vocabulary development as well. Semantics studies involve the examination of meaning at various levels (word parts, whole words, sentences/discourse). Knowledge of word parts increases the understanding that words with common roots have similar meanings or that affixes change the meanings of words.

Enduring Understanding

Words create impressions, images and expectations. Recognizing and reading words, their inflections and roots can transform the world.

English Language Arts Model Curriculum

Grade 4

Strand	Reading: Foundational Skills
Topic	Phonics and Word Recognition

Instructional Strategies and Resources

Structural Analysis Charts
Create a chart that organizes words according to structural features. For example, in a lesson focusing on affixes, give students post-it notes with words having common affixes. The chart could have three divisions:

1. Words with prefixes
2. Words with suffixes
3. Words with both.

Have students place their post-it notes in the correct locations on the chart. These charts can be used to sort word types (i.e., nouns, pronouns) or word comparisons (antonyms, synonyms), etc.

Foldables
Have students make a three-dimensional interactive graphic organizer to help them organize and retain information related to meanings of prefixes and suffixes as well as their connections to base words. Examples of how to fold foldables can be found at
http://www.realclassroomideas.com/resources/Foldables-+How+to+Fold.pdf.

Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom by Gay Su Pinnell and Irene C. Fountas (Heinemann, 1998) provides the foundation for word study, focuses on the interconnectedness of the reading writing process and provides specific strategies and lessons.

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Strand	Reading: Foundational Skills
Topic	Fluency

Standard Statements	**In the previous grade band, students were expected to read grade-appropriate text with purpose and understanding and self correct reading when miscues were made.**

4. Read with sufficient accuracy and fluency to support comprehension.
    a. Read grade-level text with purpose and understanding.
    b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
    c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	Content Elaborations
	The focus of the Fluency topic is the seamless reading of text (either aloud or silently). Readers are able to focus attention on the meaning of text when their reading is fluent (e.g., accurate, smooth, effortless, automatic). Readers benefit from multiple opportunities to read independent grade-level text.
	
	In the next grade band, students are expected to increase fluency as the complexity of text (in topic and structure) also increases.

Enduring Understanding Fluency helps the reader process language for meaning and enjoyment.

Strand	Reading: Foundational Skills
Topic	Fluency

Instructional Strategies and Resources

Paired Reading
Two readers at different reading levels sit side by side and read a text chosen by the less-abled reader. They read for 10 to 20 minutes, taking turns assisting each other with unknown words. (Adapted from *Paired Reading* by Keith Topping.)

Say It Like A Character
Students read a selected segment of dialogue from a popular book/movie in the style of the character. For example, two students could select a dialogue from *Charlotte's Web* (E.B. White), with one being Wilber the Pig and the other being Charlotte.

Teaching Reading Fluency to Struggling Readers: Method, Materials, and Evidence by Tim Rasinski, Susan Homan, and Marie Biggs. *Reading & Writing Quarterly*, Apr-Sep2009, Vol. 25 Issue 2/3, p192-204 shows the effectiveness of proven programs to improve fluency and suggests use of authentic texts to be practiced and performed.

Readers' Theater: A Process of Developing Fourth-Graders' Reading Fluency by Rachel Clark, Timothy Morrison and Brad Wilcox. *Reading Psychology*, Jul/Aug2009, Vol. 30 Issue 4, p359-385 provides research-based information about the effectiveness of reader's theater in increasing not only fluency rate but also the comprehension and motivation of intermediate readers.

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Strand	Writing
Topic	Text Types and Purposes

Standard Statements

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
   a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
   b. Provide reasons that are supported by facts and details.
   c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
   d. Provide a concluding statement or section related to the opinion presented.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   a. Introduce a topic clearly and group related information in paragraphs and sections; including formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
   b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
   c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   e. Provide a concluding statement or section related to the information or explanation presented.

In the previous grade band, students were expected to write text in a variety of genres that reflected simple organizational patterns.

Content Elaborations

Writers use a repertoire of strategies to craft **Text Types and** develop **Purposes**. Using these strategies, they make decisions about content based on the format and purposes for which they are writing. Writers select structures, precise language, tone and style to communicate a point of view and/or purpose to their audience. They use writing as a tool for thinking through issues, solving problems, constructing questions, conveying information, and expressing or critiquing real or imagined experiences. Their ideas are best fostered in a literate environment, filled with books of all genres and multiple writing resources (i.e., dictionaries, thesauruses, pens, pencils, images, technology for drafting and producing text).

In the next grade band, students are expected to produce formal writing in a style that reflects a deep, conceptual understanding of the genre (narrative, expository and persuasive) and its characteristics.

Strand	Writing
Topic	Text Types and Purposes

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
   a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
   b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
   c. Use a variety of transitional words and phrases to manage the sequence of events.
   d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
   e. Provide a conclusion that follows from the narrated experiences or events.	

Enduring Understanding

Writers share information, opinions and ideas through multiple ways and texts. Knowledge of different genres supports students' understanding and writing of text and structures. This allows them to communicate in appropriate and meaningful ways to their audiences to achieve their intended purposes.

Strand	Writing
Topic	Text Types and Purposes

Instructional Strategies and Resources

Graphic Organizers
Have students use graphic organizers to plan their writing. For example, when writing an opinion piece, students can connect opinions to their reasons. Arrows show the connection from the opinion to the reason. Students can write linking words or phrases on the arrow to connect the two. Completed graphic organizers can then be used to help write the information in paragraph form.

Describe it!
Start with simple descriptions. Have students describe an object in the room using as many sensory details as possible. Bring a collection of strange objects to the classroom to increase the challenge. Next, have students write descriptive expository pieces from memory. Have each student describe a favorite place, the view from his or her bedroom window or a perfect sunset. Keep the emphasis on sensory details at first.

The El Paso Collaborative for Academic Excellence (Copyright © 2003, Literacy in Action) provides lessons for writing informational text. Find it at http://www.epcae.org/docs/Infothird.pdf.

Forms of Writing lists multiple writing forms (including but not limited to letters, persuasive, descriptive); and provides explanations and text samples. Find it at http://library.thinkquest.org/J001156/forms%20of%20writing/formwriting.htm.

Craft Lessons: Teaching Writing K-8, 2nd Edition by Ralph Fletcher and JoAnn Portalupi, presents lessons based on interactions with students that focus on writing ideas, writing design, language and production.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Writing
Topic	Production and Distribution of Writing

Standard Statements	In the previous grade band, students developed a basic understanding of a writing process and the ways technology could be used to enhance and extend their writing.
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	**Content Elaborations** The **Production and Distribution of Writing** are processes taught by offering challenging directions, presenting patterns and providing endless examples that open doors to original expression. (Frank, M. [1995]. *If you're trying to teach kids how to write... you've gotta have this book*. Nashville: Incentive Publications.) It is critical that student writers read widely. Students who read widely are exposed to elements of the writer's craft, which can include structure of different genres, vocabulary, grammar, spelling and mechanics. This makes them better at looking critically at their own work. Authors use technology to produce, publish and distribute texts, as should student writers. Collaboration, through planning, revising and editing, enhances the writing process and product.
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4).	
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	**In the next grade band, students are expected to continue development of a cohesive writing style that reflects the full range of a writing process and an authentic independent or collaborative use of technology to enhance and extend that writing.**
Enduring Understanding Effective writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite work to evoke change or clarify ideas. The stages of these processes are enhanced with collaboration and technology.	

English Language Arts Model Curriculum

Grade 4

Strand	Writing
Topic	Production and Distribution of Writing

Instructional Strategies and Resources

Read All About It!
Students collaborate to create, publish and market a classroom newspaper. Have students research the types of articles included in a real newspaper and the styles in which they are written. Students can incorporate how-to writing, persuasive pieces and informative articles in their newspaper. Invite a local journalist in to talk about putting together expository writing.

The ARRR Method of Revision
Encourage student writers to ask the following questions about their expository writing. Use the letters ARRR to remind students of the process.

- *Adding*   What else does the reader need to know?
- *Rearranging*   Is the information in the most effective order?
- *Removing*   What extra details are included in this piece of writing/what can go away?
- *Replacing*   What words or details could be replaced by clearer or stronger ones?

(Adapted from a lesson at www.webenglishteacher.com.)

What Really Matters in Writing: Research-Based Practices Across the Curriculum by Patricia M. Cunningham and James W. Cunningham states on the book's cover, "focus on gradually teaching students 'mini-lessons' to build skills and increase confidence, this book combines process writing, systematic instruction, and writing across the curriculum to help teachers and schools build a successful and comprehensive writing program."

How Writers Work: Finding a Process That Works for You by Ralph Fletcher discusses the many ways authors come to craft their work and provides strategies for brainstorming, drafting and revising.

Diverse Learners
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Strand	Writing
Topic	Research to Build and Present Knowledge

Standard Statements	In the previous grade band, students used prior knowledge and focused searches to collaboratively research topics.

7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
 	
8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
 	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research
    a. Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]").
    b. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
	Content Elaborations
	
	Writers use **Research to Build and Present Knowledge**. They understand that the research process is about asking questions and searching for answers that may be presented in a variety of media. Writers activate prior knowledge and then engage in the process of independent and shared inquiry and research to develop new understandings and create new knowledge. Writers use relevant information to support their analysis, reflection and research.
	
	In the next grade band, students are expected to use the skills of paraphrasing to present research that has been gathered and evaluated for accuracy in response to specific works of literature or to address a particular topic.

Enduring Understanding
Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.

Strand	Writing
Topic	Research to Build and Present Knowledge

Instructional Strategies and Resources

Explor-a-Tree
This site provides students with multiple interactive graphic organizers designed to stimulate and organize their thinking processes. It is especially useful as students begin a research project. Find it at http://www.exploratree.org.uk/.

List Group Label
Brainstorm ideas or a question for a short research project (use books, magazines or the Internet for ideas). Take brief notes from sources. Sort the evidence into categories using the list, group, label strategy. Categorizing through grouping and labeling helps students organize new concepts in relation to previously learned concepts.

Nonfiction Matters: Reading, Writing, and Research in Grades 3-8 by Stephanie Harvey (Stenhouse, 1998) provides strategies for understanding nonfiction and for conducting research and gives ideas for instruction on ways to communicate/write findings and present to a larger audience.

Comprehension and Collaboration: Inquiry Circles in Action by Harvey Daniels and Stephanie Harvey (Heinemann, 2009) is a great resource for teaching mini-research projects and strategies for developing collaborative inquiry groups.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Writing
Topic	Range of Writing

Standard Statements	Content Elaborations
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Effective writers build their skills by practicing a **Range of Writing**. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge of a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year. **In the next grade band, students are expected to write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.**

Enduring Understanding

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events.

Strand	Writing
Topic	Range of Writing

Instructional Strategies and Resources

Quick Write
Quick Write is a three-to-five minute literacy strategy designed to give students the opportunity to think about their learning. It can be used at the beginning, middle or end of a lesson. Short, open-ended statements are usually given as prompts. For example, students can be asked to write about what they learned, problems they encountered or what they liked (or did not like) about the lesson.

On-Demand Writing Words
Provide opportunities for students to work with direction or command words that are often included in on-demand writing prompts. Teach the direction words as students are developmentally and academically ready to tackle the tasks associated with them.
- *Describe* means to show the characteristics of the subject to the reader using visual or sensory details.
- *Explain* means to make something clear or easy to understand.
- *Discuss* means to provide information about all sides of a subject.
- *Compare* means to show how things are the same; contrast means to show how things are different.
- *Analyze* means to break apart the subject and explain each part.
- *Persuade* means to convince the reader of an argument or claim.
- *Justify* means to give reasons, based upon established rules, to support an argument.
- *Evaluate* means to make a judgment about the good and bad points of a subject.

(Adapted from free teacher resource material at http://penningtonpublishing.com/.)

Engaging Readers and Writers with Inquiry: Promoting Deep Understanding in Language Arts and Content Areas with Guiding Questions by Jeffrey Wilheim (Scholastic, 2007) includes lessons, strategies and questioning methods to incorporate inquiry into classroom practice.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Speaking and Listening
Topic	Comprehension and Collaboration

Standard Statements	In the previous grade band, students were expected to participate in collaborative conversations with diverse partners and to recount or describe key ideas or details from text. They also were expected to ask and answer questions in order to clarify comprehension, gather additional information or deepen understanding.

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
    a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
    b. Follow agreed-upon rules for discussions and carry out assigned roles.
    c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
    d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
 	
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
 	
3. Identify the reasons and evidence a speaker provides to support particular points.
	Content Elaborations
	
	For an understanding of the topic, **Comprehension and Collaboration**, effective speakers and careful listeners are actively engaged in collaborative learning. They share the roles of participant, leader and observer as well as follow established procedures for the best possible group collaborations in order to meet common goals and arrive at common understandings. For these collaborations and understandings to take place, students must be able to listen carefully. This will require them to use specific techniques to clarify what they heard and to respond rationally in order to further discussion.
	
	In the next grade band, students are expected to engage effectively in a range of collaborative discussions interpreting and analyzing information presented in diverse media. They also will be expected to delineate a speaker's argument and claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Enduring Understanding

Strong listening and speaking skills are critical for learning and communicating and allow us to understand our world better. Applying these skills to collaboration amplifies each individual's contributions and leads to new and unique understandings and solutions.

Strand	Speaking and Listening
Topic	Comprehension and Collaboration

Instructional Strategies and Resources

Jigsaw
Using Jigsaw (a cooperative learning structure), students draw a card with a section of the topic on it. Students research their assigned topic and get in a group with classmates who also have that topic. Students share their information with one another and collaboratively come up with what to include and how to teach that topic to classmates that have other topics. Students re-form groups so that each topic is included. Each group member shares his or her part of the topic so that a full understanding is now held by all students.

Detailed Description and Listening Carefully
This activity will focus student attention on the skills necessary for giving an accurate description and the strategies used to listen carefully and critically.

- Ask a volunteer to leave the room.
- While the volunteer is out of the room, select an object in the room that everyone can see (for instance, a bulletin board or a large globe). Give students two or three minutes to write a description of the object.
- Bring the volunteer back into the room. Have three volunteers read their descriptions and see if the volunteer can guess the object. If he or she can't, have more people read their descriptions.
- Once the volunteer has identified the object, ask him or her: *What was that like? What gave you the best clues as to what the object was?*

(Adapted from the Morningside Center for Teaching Social Responsibility.)

Read & Write It Out Loud! Guided Oral Literacy Strategies by Keith Polette (Allyn and Bacon, 2004) provides best practices to help students develop literacy skills through listening, reciting, reading and writing.

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Speaking and Listening
Topic	Presentation of Knowledge and Ideas

Standard Statements	In the previous grade band, students were expected to tell stories or recount experiences with appropriate facts and details. They were expected to create audio recordings, adding visual displays to clarify information when appropriate. They also were expected to produce complete sentences in order to provide requested details or clarification.
4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or theme; speak clearly at an understandable pace.	
	Content Elaborations
	The focus of this topic, **Presentation of Knowledge and Ideas**, is the understanding that effective speakers report and respond in complete sentences when conveying information. They include audio and visual components to develop ideas and themes when appropriate. They also make choices regarding pacing and the use of formal and informal language.
5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	
6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation.	**In the next grade band, students are expected to present claims and findings using appropriate eye contact, adequate volume and clear pronunciation. They are expected to adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated.**

Enduring Understanding

Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.

Strand	Speaking and Listening
Topic	Presentation of Knowledge and Ideas

Instructional Strategies and Resources

Reader's Theater

Readers' Theater is an activity in which students, reading directly from scripts, tell a story in a most entertaining form, without props, costumes or sets.

- Before the week begins, choose a script or prepare one based on a text. Make copies for the group, two for each member.
- On Monday, discuss the purpose and procedures for Reader's Theater with the class/group. Assign students parts by having them volunteer or audition. Practice needs to be done aloud and silently.
- On Tuesday, Wednesday and Thursday, have students practice their parts in class, on their own, in their groups and at home. This activity also can be done during center time or as part of an anchor activity.
- Friday is performance day. Students can read/perform their scripts for an audience of classmates, parents or even the principal. Remember, this is not a performance based on memorization. They are reading the script they have practiced over the week.

Find it at http://www.literacyconnections.com/rasinski-readers-theater.php.

Digital Storytelling

Students write a story and use drawings, clip art, pictures from magazines, etc., to illustrate their story. Students incorporate the visuals into a PowerPoint and tell their story to another group of students.

Fearless Public Speaking: Oral Presentation Activities for the Elementary Classroom by Janet Boyce, Sheila Alber-Morgan and Jeanetta Riley, *Childhood Education*, Spring 2007 provides strategies for making students comfortable with oral communication and presenting information to their peers.

Diverse Learners

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Strand	Language
Topic	Conventions of Standard English

Standard Statements	In the previous grade band, students were expected to have a basic understanding of and experience with the rules of grammar, usage and mechanics of mainstream English.
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 　a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). 　b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses 　c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions. 　d. Order adjective within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). 　e. Form and use prepositional phrases. 　f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. 　g. Correctly use frequently confused words (e.g., *to, too, two; there, their*). 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 　a. Use correct capitalization. 　b. Use commas add quotation marks to mark direct speech and quotations from a text. 　c. Use a comma before a coordinating conjunction in a compound sentence. 　d. Spell grade-appropriate words correctly, consulting references as needed.	**Content Elaborations** There are specific rules and **Conventions of Standard English** that readers and writers must follow. They apply the rules and conventions regarding parts of speech, phrases, sentence structure, mechanics and spelling to communicate effectively. These conventions are learned and applied within the contexts of reading, writing, speaking and listening. **In the next grade band, students are expected to develop a firmer command of language conventions as they are used in speaking and writing to convey messages that are more complex.**

English Language Arts Model Curriculum

Grade 4

Strand	Language
Topic	Conventions of Standard English

Enduring Understanding

Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English.

Instructional Strategies and Resources

Convention Mini-Lessons
Plan weekly mini-lessons on conventions by focusing on errors found in student-generated writing. Use these lessons to create an accumulated list of conventions and their corresponding uses. This posted list can be used as a prompt for writing (i.e., select one of the statements about ending punctuation and use that tool in your writing today).

What the Teacher Wrote
Prepare a writing sample with grammar and convention errors. Practice editing either in a whole group or in small groups using projection equipment if available. Editing marks can be introduced for student use. This activity can be repeated as often as necessary, with a focus on a particular skill set. Always use teacher-created text rather than student writing for this activity.

Multiple-Meaning Flaps
This strategy helps students to develop their knowledge of multiple-meaning words. Fold a piece of paper the hotdog way (long and narrow). On the top sheet, cut the page into three equal parts, cutting only back to the fold. On each flap, write the word that has multiple meanings (i.e., the word *close*). Under the left flap, draw an image and write a corresponding sentence that shows one definition of the word. Repeat the process with the right flap. Under the middle flap, craft a sentence that uses both meanings of the word.

The Grammar Planbook: A Guide to Smart Teaching by Constance Weaver (Heinemann, 2006) incorporates strategies for instruction, tools for working with ESL students and the methods of contextualizing grammar instruction into existing writing programs.

Diverse Learners
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Strand	Language
Topic	Knowledge of Language

Standard Statements	In the previous grade band, students were expected to examine English and its cultural and social variants explicitly.

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    a. Choose words and phrases to convey ideas precisely.
    b. Choose punctuation for effect.
    c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
	Content Elaborations
	
	Knowledge of Language allows for informed choices within the context of all forms of communication. Writers and speakers select language, word choice and mechanics (grammar and punctuation) appropriate for purpose, audience and effect.
	
	In the next grade band, students are expected to use language to reflect a personal style with consistency as a way to spark reader/listener interest.

Enduring Understanding

Language exists within the contexts of audience and purpose. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension.

Instructional Strategies and Resources

Ellipses and Question Marks

Discuss the purpose of ellipsis (e.g., *The door opened and there was*...) and use question marks to engage a reader: how one can be used to suggest things to be left to the reader's imagination, and how the other can be used to raise questions in the reader's mind. Encourage students to watch for instances of this use in their own reading. (Adapted from the United Kingdom, located at http://nationalstrategies.standards.dcsf.gov.uk/node/257798.)

Strand	Language
Topic	Knowledge of Language

Formal vs. Informal

To help students distinguish between formal and informal language, create a T-Chart with a list of informal words and phrases on one side and their formal translations on the other. Emphasize that there is a place for both styles of language; the important thing is to understand when to use which. Examples of words/phrases that could be used:

Informal	Formal
What's up?	Hello/How are you?
boo-boo	wound/small scratch
Get in (or be in) hot water	Get into trouble.
blown away	impressed/surprised
I don't get it.	I don't understand it.

Diverse Learners

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English Language Arts Model Curriculum

Grade 4

Strand	Language
Topic	Vocabulary Acquisition and Use

Standard Statements	In the previous grade band, students were expected to understand how word parts work together to create meaning.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph)*. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation*, and *endangered* when discussing animal preservation).	**Content Elaborations** Learning, as a language-based activity, is fundamentally and profoundly dependent on **Vocabulary Acquisition and Use**. Knowing vocabulary goes beyond knowing a definition. Students acquire and use vocabulary through exposure to language-rich situations and events. They use an array of strategies including language structure and origin, textual clues, word relationships, and differences between literal and figurative language to build vocabulary and enhance comprehension. Understanding the nuances of words and phrases (shades of meaning) allows students to use vocabulary purposefully and precisely. **In the next grade band, students are expected to determine the meaning of and to use words and phrases that have multiple or nonliteral meanings to enhance the quality of their written products.**

Strand	Language
Topic	Vocabulary Acquisition and Use

Enduring Understanding

Words are powerful. Interacting with words actively engages students in investigating and celebrating language.

Instructional Strategies and Resources

Frayer Model
The Frayer Model is a graphical organizer used to define words and acquire new vocabulary. The graphic has four squares that include:

- A definition of the word/concept
- A description of its essential characteristics
- Examples of the word/concept
- Non-examples of the word/concept

Definition	Characteristics
Examples	Non- Examples

Word

Frayer, D., Frederick, W. C., and Klausmeier, H. J. (1969*). A Schema for Testing the Level of Cognitive Mastery.* Madison, WI: Wisconsin Center for Education Research.

Proverbs, Idioms and Unusual Expressions
Brainstorm the definitions of proverb and idiom. Write proverbs about natural elements on the leaves and petals of flower images. Post the images around the classroom. Ask students to pick a proverb to explain. Encourage students to listen for proverbs that can be added to their flower petals/leaves. For example:

- As right as rain .... Don't beat around the bush
- Out on a limb .... The grass is always greener

Diverse Learners
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