

Curriculum

Content Area:	English Language Arts	Grade Level:	4
MLR Content Standard:	A. PROCESS OF READING: Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.		
MLR Performance Indicators	WSD Benchmarks	Instruction Level*	Common Assessment
<i>Instruction Levels: I = Introduced; R = Reinforced; E = Evaluated through a Documented Classroom Activity; D = District Common Assessment</i>			
A1	Alphabetize to the third letter and beyond.	D	
A1	Discover the meaning of unknown words by correctly using a glossary, dictionary, and thesaurus.	D	
A1	Independently employ a variety of strategies to determine new words and to check standard spellings.	D	
A2	Adjust speed of reading to suit purpose and difficulty of text.	R	
A2	Reread and scan to better comprehend the text.	R	
A2	Use scanning and skimming techniques.	R	
A2, A5	Read with phrasing, fluency, and expression.	R,E	
A3	Identify author's audience and purpose.	R	
A3	Identify the tone and mood of a selection.	R	
A4, A5	Identify personal reading preferences and personal book selection strategies.	R,E	
A4, A5	Identify types (genres) of literary selections.	R,E	
A4, A5	Practice literary skills by reading for appreciation and for information.	R,E	
A4, A5	Demonstrate how personal preference, purpose for reading, and text difficulty are used in selecting appropriate texts.	R,E	
A4, A5	Read for a variety of lifelong purposes and applications.	R,E	
A5	Apply and refine reading skills to explore interests and to access information.	E	
A5	Gather information from text sources (books, encyclopedias, and dictionaries).	E	
A5	Independently access appropriate level books.	E	

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Content Area:	English Language Arts	Grade Level:	4
MLR Content Standard:	B. LITERATURE AND CULTURE: Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.		
MLR Performance Indicators	WSD Benchmarks	Instruction Level*	Common Assessment
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B1	Read to develop an awareness of the world, other cultures, and other times.	R	
B1	Read and listen to genres from a diversity of cultures and times.	R	
B1	Recognize and show appreciation for individual and cultural differences.	R	
B1	Demonstrate how culture is expressed through literature.	R	
B1, B2, B7, B10, B11	Apply a variety of reading strategies to comprehend, interpret, evaluate, and appreciate texts across the curriculum.	R, D	
B2, B4	Share and discuss differences and similarities to enhance the ability to solve problems.	R,E	
B2, B5, B6, B8,B9, B10, B11, B12	Identify and use story elements (incl. plot, conflict, resolution) to increase understanding of text.	R,D,E	
B2, B6	Draw conclusions and make inferences.	R,E	
B2, B6	Predict outcomes.	R,E	
B2, B4, B6, B7, B10, B11	Connect new information with prior knowledge.	R,E,D	
B2, B6, B9, B10, B11	Explain how a setting affects other story elements.	R,E,D	
B2, B5, B6, B9, B10, B11	Identify major characters, their roles in a story, their traits, and their emotions.	R,E,D	
B2, B6, B9, B10, B11	Identify cause and effect.	R,E,D	
B2, B3,B4, B7	Share personal experiences or knowledge about a topic in a variety of formats (speech, discussion, etc.)	R,E,D	
B2, B9, B10, B11	Explain how key events affect the direction of a story.	R,D	
B3	Apply literacy skills to communicate.	R	

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B3, B4	Ask relevant and focused questions and collaboratively compare data to generate a variety of solutions.	R,E	
B3	Respond in a positive manner to spoken, written, and visual language.	R	
B3	Listen to and follow directions.	R	
B4	Compare and contrast information.	E	
B4	Summarize using key information.	E	
B4, B7, B10, B11	Access prior knowledge to support understanding of text.	R,D	
B4, B10	Identify differences and similarities among story elements.	E,R	
B4, B10, B11	Learn that new information can be predicted, current information can be confirmed, and some information can be discounted.	E,R	
B4, B10, B11	Identify and use supporting details, facts, and/or data to support ideas/answers/opinions.	E,R	
B4, B10, B11	Use context clues and make generalizations	E,R	
B4, B10, B11, B12	Summarize, clarify, predict, and question to understand text.	E,R,D	
B5, B10	Identify, differentiate, and understand story elements.	R,D	
B9, B10, B11, B12	Identify the main idea or concept as well as supporting details.	R,D	
B10, B11	Scan and reread to better comprehend the text.	R	
B10, B11	Independently employ a variety of strategies to select reading materials.	R	

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Content Area:	English Language Arts	Grade Level:	4
MLR Content Standard:	C. LANGUAGE AND IMAGES: Students will demonstrate an understanding of how words and images communicate.		
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C1	Demonstrate reading/writing/speaking strategies and behaviors to help become an independent reader, writer, and speaker.		
C1	Produce more complex verbal, written and visual information.		
C1	Develop strategies for written and oral presentations.		
C1	Develop strategies to revise writing for content.		
C1	Draft pieces of writing in a variety of forms that convey meaning and show evidence of purpose, detail, and organization.		
C1	Establish and use criteria to create quality work. (Ex. Write Traits rubrics, MEA rubric)		
C1	Identify the tone and mood of a selection.		
C1	Practice various forms of writing (narrative, creative, dialog, graphic/organizers and email).		
C1	Refine strategies for written and oral presentations.		
C1	Revise by the addition of descriptive language that clarifies, enhances, and develops ideas.		
C1	Select and write ideas on a single topic.		
C1	Use a variety of strategies when writing.		
C1	Use various forms of writing (narratives, journals, stories, notes, letters, and poems).		
C1	Write paragraphs, dialog, journals, letters, poetry, essays, reports, and interviews.		
C1	Write with consistency of purpose, audience, voice, tense, and topic development, using the six Write Traits.		

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C1, C4	Use a variety of vocabulary and sentence structures to enhance expression.		
C1, C4	Use vocabulary to enrich meaning for an audience.		
C1,C4	Show evidence of voice in one's writing.		
C2,C3	Use active listening and viewing strategies to improve attention, participation and understanding.		
C3	Listen and respond in a positive manner to spoken, written, and visual language.		
C4	Interpret simple charts, tables, and graphs.		
C4	Use a variety of graphic organizers.		
C4	Use a variety of resources to find correct spelling of words, e.g., chart in room, word wall, dictionary, spell check.		
C4	Use a variety of vocabulary and sentence structures to enhance expression.		
C4	Use charts, tables, and graphs as additional sources of information.		
C4	Use graphic organizers for brainstorming and for organizing information.		
C4	Use parts of a text (index, glossary, bibliography, and table of contents).		
C4	Use tools that assist in organizing, classifying and categorizing.		
C5	Investigate the languages of other cultures and compare/contrast them to English.		
C6	Identify and explain common idioms.		
C6	Demonstrate how phrasing and expression improves fluency.		

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Content Area:	English Language Arts	Grade Level:	4
MLR Content Standard:	D. INFORMATIONAL TEXTS: Students will apply reading, listening, and viewing strategies to information texts across all areas of curriculum.		
MLR Performance Indicators	WSD Benchmarks	Instruction Level*	Common Assessment
<i>Instruction Levels: I = Introduced; R = Reinforced; E = Evaluated through a Documented Classroom Activity; D = District Common Assessment</i>			
D1	Compare and contrast information from various resources.	E	
D1	Use a variety of strategies to comprehend text.	E	
D1	Use a variety of technological and informational resources to gather and synthesize information and to create and communicate knowledge.	E	
D1	Use previewing strategies to determine if a resource meets the purpose of the reader.	E	
D1	Use scanning and skimming techniques.	E	
D1, D4	Summarize using key information.	E	
D2	Identify and use parts of a text (index, glossary, bibliography, and table of contents).	D	
D2	Use a glossary, dictionary, and/or thesaurus to discover the meaning of unknown words.	D	
D2	Use appropriate sources to gather information (books, libraries, computer and media).	D	
D2	Use strategies for seeking assistance when attempting to read and comprehend challenging information sources.	D	
D2	Use successful strategies for locating information (card catalog, dictionary, encyclopedia, and internet).	D	
D2, D3	Gather information from text sources (books, encyclopedias, and dictionaries).	D,R	
D2, D3	Interpret simple charts, tables, and graphs.	D,R	
D2, D3	Use appropriate source to obtain information.	D,R	

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D2, D3	Use charts, tables, and graphs to provide additional sources of information.	D,R	
D3	Categorize and classify information.	R	
D3	Compare and contrast information.	R	
D3	Demonstrate how to select books according to personal preference.	R	
D3	Follow multi-step written directions.	R	
D3	Gather information from libraries in a variety of formats.	R	
D3	Identify and use story elements to increase understanding of text.	R	
D3	Identify conflict in a story.	R	
D3	Identify the tone and mood of a selection.	R	
D3	Interpret story plot.	R	
D3	Learn that new information can be predicted, current information can be confirmed, and some information can be discounted.	R	
D3	Make inferences.	R	
D3	Predict outcomes.	R	
D3	Read for a variety of lifelong purposes and applications.	R	
D3	Select appropriate texts using personal preference, purpose for reading, and text difficulty.	R	
D3	Use the library as a resource to gather information and to access relevant information according to purpose.	R	
D3	Write on independently selected and assigned topics.	R	

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Curriculum

Content Area:	English Language Arts	Grade Level:	4
MLR Content Standard:	E. PROCESSES OF WRITING AND SPEAKING: Students will demonstrate the ability to use the skills and strategies of the writing process.		
MLR Performance Indicators	WSD Benchmarks	Instruction Level*	Common Assessment
<i>Instruction Levels: I = Introduced; R = Reinforced; E = Evaluated through a Documented Classroom Activity; D = District Common Assessment</i>			
E1	Use other people in the classroom as resources in learning.	E	
E1, E2	Ask questions to enhance one's writing.	E	
E1, E2	Frequently use feedback from others and integration some of their suggestions to help revise writing.	E	
E1, E2, E3	Author pieces of writing using the non-linear writing process (ideas, draft, revision, editing, final product) and publish some of those pieces.	E	
E1, E2, E3	Reread one's own writing to discover areas that need revising.	E	
E1, E2, E3	Revise writing for content, using a variety of strategies.	E	
E1, E2, E3	Self-assess writing and speaking.	E	
E1, E2, E3	Work within writer's workshop format.	E	
E1, E3	Practice various forms of writing (narratives, journals, stories, notes, letters, email, and poems).	E	
E1, E3	Use conventional spelling and mechanics to enhance one's writing.	E	
E2	Acquire reading and writing strategies and behaviors to become independent readers, writers and speakers.	E	
E2, E3	Develop a variety of strategies to use when writing.	E	
E2, E3	Revise by the addition of descriptive language that clarifies, enhances, and develops ideas.	E	
E3	Develop and use a descriptive vocabulary in writing.	E	
E3	Edit for spelling errors using various resources.	E	

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E3	Use standard conventions (spelling, grammar, organization, and neatness) to produce high quality work.	E	
E3	Correctly spell some words used in content areas (math, science, social studies).	E	
E3	Correctly spell words using prefixes and suffixes (-ly, -ful, and -ment).	E	
E3	Use capitalization for proper nouns, titles, and words that begin sentences.	E	
E3	Use feedback from others and integrate some of their suggestions to help revise writing.	E	
E3	Use standard English in written and oral presentations.	E	
E4	Develop strategies for written and oral presentations.	E	
E4	Identify the main idea or concept as well as supporting details.	E	
E4	Share personal experiences or knowledge about a topic in a class/group discussion.	E	
E4	Use a variety of technological and informational resources to gather and synthesize information and to create and communicate knowledge.	E	
E4, E6	Draw conclusions and make inferences.	E,R	
E4, E6	Listen and respond in a positive manner to spoken, written, and visual language.	E,R	
E4, E6	Summarize using key information.	E,R	
E5	Give accurate directions.	R	

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E6	Use active listening and viewing to improve attention, participation and understanding.	R	

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Content Area:	English Language Arts	Grade Level:	4
MLR Content Standard:	F. STANDARD ENGLISH CONVENTIONS: Students will write and speak correctly, using conventions of standard written and spoken English.		
MLR Performance Indicators	WSD Benchmarks	Instruction Level*	Common Assessment
<i>Instruction Levels: I = Introduced; R = Reinforced; E = Evaluated through a Documented Classroom Activity; D = District Common Assessment</i>			
F1	Capitalize proper nouns, titles, and words that begin sentences.	R	
F1	Consistently spell and write an increasing number of high frequency words[i.e. multi-syllabic, contractions, compound words, words with suffixes (ly,ful,ment), possessive forms of words.]	R	
F1	Correctly use capital letters and end punctuation (period, question mark, and exclamation point), commas in a series, and simple quotation marks.	R	
F1	Correctly use, in writing and when speaking, nouns, verbs and adjectives.	R	
F1	Identify and use comparatives and superlatives.	R	
F1	Identify and use homophones.	R	
F1	Identify and use irregular plurals.	R	
F1	Identify and use possessives.	R	
F1	Identify and use subject and verbs (predicates).	R	
F1	Make verbs agree with their subjects.	R	
F1	Revise, edit, and publish one's own writing.	R	
F1	Use a variety of resources to check spelling, including dictionary and spell check.	R	
F1	Use conventional spelling and mechanics to enhance one's writing and to produce high quality work.	R	
F1	Write both simple and compound sentences.	R	

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Content Area:	English Language Arts	Grade Level:	4
MLR Content Standard:	F. STANDARD ENGLISH CONVENTIONS: Students will write and speak correctly, using conventions of standard written and spoken English.		
MLR Performance Indicators	WSD Benchmarks	Instruction Level*	Common Assessment
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F1	Write using standard spellings for grade-level district writing words lists.	R	
F2	Use the level of written and spoken language appropriate to the situation.	R	

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Content Area:	English Language Arts	Grade Level:	4
MLR Content Standard:	G. STYLISTIC AND RHETORICAL ASPECTS OF WRITING AND SPEAKING: Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.		
MLR Performance Indicators	WSD Benchmarks	Instruction Level*	Common Assessment
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G1	Develop strategies to revise writing for content.	R	
G1	Use a variety of vocabulary and sentence structures to enhance expression.	R	
G1	Use descriptive vocabulary in writing.	R	
G1,G4	Show evidence of voice in one's writing and speaking.	R	
G1,G4	Write with consistency of purpose, audience, voice, tense, and topic development. Use the six Write Traits as a tool to aid in this process.	R	
G2	Successfully compose a complete paragraph.	E	
G2	Use beginning, middle, and end to organize a piece of writing.	E	
G3	Identify the main idea or concept as well as supporting details.	E	
G3	Identify, differentiate, and understand story elements.	E	
G3	Interpret story plot.	E	
G3	Successfully compose main ideas with supporting sentences.	E	
G3	Use facts/data to support ideas.	E	
G4	Demonstrate an understanding of audience when speaking and writing.	R	
G4	Draft pieces of writing in a variety of forms that convey meaning and show evidence of purpose, detail, and organization.	R	

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MLR Content Standard:	G. STYLISTIC AND RHETORICAL ASPECTS OF WRITING AND SPEAKING: Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.		
MLR Performance Indicators	WSD Benchmarks	Instruction Level*	Common Assessment
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G4	Learn and practice forms of writing (narrative, creative, dialog, graphic/organizers and email).	R	
G4	Learn and practice various forms of writing (narratives, journals, stories, notes, letters, and poems).	R	
G4	Revise, edit, and publish one's own writing.	R	
G5	Determine purpose of spoken communication/presentation.	R	
G5	Gather and evaluate information.	R	
G5	Gather information from people sources (interviews and speakers).	R	
G5	Use active listening and viewing to improve attention, participation, discussion, and understanding.	R	
G6	Explain how speakers use physical gestures and eye contact and use this knowledge in their own presentations.	R	
G7	Access information efficiently and effectively.	D	
G7	Develop skills to gather data and compare pieces of information.	D	
G7	Gather information from a variety of sources (books, libraries, computer, people, and media).	D	
G7	Learn successful strategies for locating information (card catalog, dictionary, encyclopedia, and internet).	D	
G7	Use a variety of library resources and/or formats.	D	
G7	Use a variety of resources to check spelling, including dictionary and spell check.	D	

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G7	Use a variety of technological and informational resources to gather and synthesize information and to create and communicate knowledge.	D	
G7	Use library reference materials to access relevant information according to purpose.	D	
G7	Use more than one source of information to problem-solve text.	D	

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Content Area:	English Language Arts	Grade Level:	4
MLR Content Standard:	H. RESEARCH-RELATED WRITING AND SPEAKING: Students will work, write, and speak effectively when doing research in all content areas.		
MLR Performance Indicators	WSD Benchmarks	Instruction Level*	Common Assessment
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H1	Share personal experiences or knowledge about a topic in a class/group discussion.	R	
H1	Ask focused questions to get information and to generate a variety of solutions. (Use the Big 6.)	R	
H1	Ask questions that will enhance one's research and writing.	R	
H1	Ask relevant questions for the research topic (refer to the Big 6 strategies).	R	
H1	Use active listening and viewing strategies when gathering information.	R	
H1	Use feedback from others and integrate some of their suggestions to revise writing.	R	
H1	Use information gathered to produce additional questions and/or to solve problems.	R	
H1, H2	Gather information from people and non-print sources (interviews and speakers, maps, charts, etc.), and text (print) sources (books, encyclopedias, and dictionaries, Internet).	R	
H1, H2	Listen and respond (in a positive manner) to spoken, written, and visual language.	R	
H1, H2	Use questions to gather information and clarify ideas.	R	

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H2	Compare and contrast information from various research resources.	R	
H2	Develop skills necessary for accessing information.	R	
H2	Gather and evaluate information.	R	
H2	Demonstrate correct use of the parts of a text (index, glossary, bibliography, insets, charts, and table of contents).	R	
H2	Use a variety of resources to check correct spelling, including dictionary and spell check.	R	
H2	Use a variety of technological and informational resources to gather and synthesize information and to create and communicate knowledge.	R	
H2	Use library reference materials to access relevant information according to purpose.	R	
H2	Use simple charts, tables, and graphs to provide additional information.	R	
H3	Share information in a variety of written and visual formats.	R	
H3	Use audible, clear, organized and grammatically correct speaking for oral presentations.	R	
H3	Use tools (like the Big 6 and graphic organizers) that assist in gathering, organizing, classifying, categorizing, and comprehending information.	R	
H4	Draw conclusions and make inferences.	R	

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H4	Identify fact/fantasy	R	
H4	Identify fact/fiction.	R	
H4	Identify fact/opinion/interpretation.	R	
H5	Demonstrate initial understanding of how to cite sources.	R	

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