



ENGLISH LANGUAGE ARTS

&

Literacy in History/Social Studies,
Science and Technical Subjects

ARIZONA ACADEMIC CONTENT STANDARDS

GRADE FOUR

Approved by the Arizona State Board of Education
June 28, 2010

Introduction

The English Language Arts Alignment of 2010 Standards to Arizona 1996, 2003, and 2004 Standards is a guideline for educators as they begin to incorporate the 2010 Standards into lessons for their students. Fortunately, Arizona's 2003 Reading and 2004 Writing Standards are very similar in content to the 2010 ELA Standards. The 1996 Listening & Speaking and Viewing & Presenting Standards, while brief and at times vague, are also similar. The mindset is, as educators, we have been teaching what is included in the new ELA Standards, but now we are charged with new depth of knowledge, new text complexity, higher expectations of rigor, and more emphasis on comprehension, analysis of text, and critical thinking.

Every performance objective that appears in Arizona standards documents from 1996, 2003, and 2004 is represented in the 2010 ELA standards alignment. Because the performance objectives are very specific, they are actually subsumed by skills required in the 2010 Standards. They represent the skills that are a part of everyday classroom expectations.

The major differences between the 1996, 2003, and 2004 Arizona Standards and the 2010 Arizona ELA Standards are reflected in the depth, the complexity, the rigor, and the emphasis on comprehension, text analysis, and critical thinking that leads to College and Career Readiness. While there are few exact matches, if any, the principles that make up the 2010 standards are not new to Arizona's educators. With a focus on deeper understanding, the 2010 standards will promote more meaningful, rigorous lessons for our students so they can read and comprehend complex texts. Not only are close reading and comprehension a focus, but using analysis and critical thinking to communicate opinions and support them in arguments is also paramount in the 2010 Standards. Students will be able to apply these skills to increasingly challenging texts as they continue from secondary education into colleges, universities, and the workplace.

In order to realize how our current lessons can and will serve us as we strive to give our students the tools they require for successful learning, we can examine how the 1996, 2003, and 2004 performance objectives that make up lessons we teach today will align with the lessons we will begin to teach tomorrow.

See examples on the following pages.

Kindergarten Reading Literature example

2010	2003	Observation of alignment
<p>K.RL.1: With prompting and support, ask and answer questions about key details in a text.</p>	<p>R00.S2C1.01: Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.</p> <p>R00.S3C1.03: Respond appropriately to questions based on facts in expository text, heard or read.</p> <p>LS.R3: Share ideas, information, opinions, and questions.</p> <p>LS.R4: Listen and respond to stories, poems, and nonfiction.</p> <p>LS.R5: Participate in class discussions.</p>	<p>These five performance objectives (PO) that we have already been incorporating into effective lessons can now be incorporated into lessons towards meeting 2010 ELA Standard 1 for kindergarten. The skills these 2003 POs represent will be used to plan rigorous lessons to meet the increased demands in the 2010 ELA Standards.</p>

While not all the ELA Standards have this many performance objectives in alignment, many will. In the above example, the alignment is within the parameters of a grade level match. As we see in the following example, the rigor in the 2010 ELA Standards have alignments that move performance objectives into other grade levels.

Grade 2 Reading Informational Text example

2010	2003	Observation of alignment
<p>2.RI.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>R02.S3C2.01: Follow a set of written multi-step directions.</p> <p>R04.S3C2.02: Interpret details form functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</p> <p>W02.S3C5.02: Write a response to a literature selection that connects:</p> <ol style="list-style-type: none"> text to self (personal connections) text to world (social connection) text to text (compare within multiple texts) 	<p>In this alignment, a 2003 Grade 4 Performance Objective (PO) is aligned to a 2010 Grade 2 Standard. This reflects the new rigor throughout the 2010 ELA Standards.</p>

As we see movement from one grade down to another, we also find movement that places objectives in higher grades from lower grades.

Grade 4 Reading Standards Foundational Skills

2010	2003	Observation of alignment
<p>4.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>R03.S1C3.01: Read multi-syllable words fluently, using letter-sound knowledge.</p> <p>R03.S1C3.02: Apply knowledge of basic syllabication rules when decoding four- and five-syllable written words (e.g., in/for/ma/tion, mul/ti/pli/ca/tion, pep/per/o/ni).</p> <p>R04.S1C4.01: Use knowledge of root words and affixes to determine the meaning of unknown words.</p>	<p>For this standard, Grade 3 Performance Objectives (POs) are aligned to 2010 ELA Grade 4 expectations.</p>

The Writing Addendum is a feature of the 2010 ELA Alignment document that demonstrates how closely Arizona instruction in writing aligns to the 2010 ELA standards. The 2010 ELA Standards for Writing are closely linked to Strands 1 and 2 of the 2004 Writing Standards as shown in the following table.

Grades 9-10 Writing Standards

2010	2004	Observation of alignment
<p>9–10.W.8: Gather relevant information from multiple authoritative sources, using advanced searches effectively; assess the usefulness of each source in answering the research questions; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>See Writing Addendum: Writing Process HS.S1 Writing Elements HS.S2</p> <p>VP.P2: Plan, organize, develop, produce, and evaluate an effective multimedia presentation, using tools such as charts, photographs, maps, tables, posters, transparencies, slides and electronic media.</p>	<p>The Writing Addendum includes the 2004 Writing Standard Strands 1 (Writing Process) and 2 (Writing Elements). The addendum, referred to throughout the alignment document, demonstrates how the skills that we have been teaching are still appropriate for teaching the 2010 ELA Writing Standards.</p>

In addition to the Writing Addendum, there is also a Summary of Changes document. This document lists all the 1996, 2003, and 2004 performance objectives that have moved up or down grade levels or are not specifically represented in the Alignment document.

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2010 Reading Standards for Literature K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Key Ideas and Details		Strands, Concepts, and Performance Objectives
<p>4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Explicit explanation is referring directly to the text to explain comprehension. When students are asked to explain their thinking they can respond with either a direct quote from the text, make a connection within the text, or beyond the text.</p> <p>Inference is using information from the text to determine how a character is feeling based on their actions or thoughts even though an emotion may not be explicitly stated or inferring that a stormy setting may lead to rain in the story.</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Literary Graphic Organizer Grade 4 Unit 1 As a class, we will keep a chart with the categories listed below of the stories and poems we read. As the chart is filled in, we will use the information to talk about what we learned from literature.</p> <ul style="list-style-type: none"> • Title and author • Type of literature (story or poem) • Main character(s) • Problem • Solution • Summary (using the “Somebody-Wanted-But-So” strategy) <p>Write your own response on a sticky note, on a white board, or in your journal and share it with a partner before each section of the class chart is filled in. (RF.4.3, RL.4.1, RL.4.2, RL.4.5, L.4.4)</p>	<p>R04.S1C6.01 Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</p> <p>R04.S1C6.02 Confirm predictions about text for accuracy.</p> <p>R04.S1C6.03 Generate clarifying questions in order to comprehend text.</p> <p>R04.S1C6.06 Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.</p> <p>R04.S3C1.08 Draw valid conclusions based on information gathered from expository text.</p>

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Key Ideas and Details		Strands, Concepts, and Performance Objectives
<p>4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>The emphasis of this standard is employing strategies to analyze and apply knowledge of the structure and elements of literature. Guide students to use details to summarize the purpose of the story. Theme is the overarching message or universal idea of the text. It is not bound by time or space and is generally true for all people throughout all times (e.g., it's always better to work together, honesty is the best policy). It requires thinking BEYOND the text to identify the theme. Teacher will model the process of determining a theme by thinking aloud using a well-known story (e.g., <i>Three Little Pigs</i>: collaboration or working together brings success; <i>The Boy Who Cried Wolf</i>: honesty is the best policy). Teacher models summarizing from the text to support the theme of a story. The teacher will combine the key points in order to demonstrate generalized meaning or theme (a broader view). Students will practice strategies of inference. Inference is a guess or conclusion based on evidence, clues made by the author plus the reader's own background knowledge. Students will summarize text from their notes.</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Informational Text Graphic Organizer Grade 4 Unit 1 As a class, we will keep a chart of information learned about the respiratory, circulatory, and endocrine systems. As the chart is filled in, we will use the information to talk about what we learned from nonfiction books.</p> <ul style="list-style-type: none"> • The body system • What does it do? • What are its parts? • What are some interesting facts? • What are the words we should know? (e.g., cardiology, pulmonology, etc.) <p>Write your own response on a sticky note, on a white board, or in your journal and share it with a partner before each section of the class chart is filled in. (RF.4.3, RI.4.1, RL.4.2, RL.4.4, RI.4.9, L.4.4)</p>	<p>R05.S2C1.02 Identify the theme (moral, lesson, meaning, message, view or comment on life) of a literary selection.</p> <p>R06.S2C1.02 Identify the theme in works of prose, poetry, and drama.</p>

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Key Ideas and Details		Strands, Concepts, and Performance Objectives
<p>4.RL.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).</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>This standard asks for the student to examine the elements of literature. A graphic organizer may assist students to understand the complexities of the characters, settings (e.g., time of day, year, historical period, place), and events through listing details. Students will complete graphic organizers to show the relationship of the main character to others in text, or to show the sequence of emotions connected to events.</p> <div style="text-align: center;"> </div> <p style="text-align: center;">Source: commoncore.org</p> <p>Literature Response Grade 4 Unit 1 Jack changes from the beginning to the end of <i>Love That Dog</i> (Sharon Creech). Create a two-column chart in your journal with two headings: "Beginning of school year" and "End of school year." Under each heading, list examples of the things Jack does, thinks, and says in the beginning of the year compared to the end of the year. What do you think Jack can teach you about yourself? (RL.4.1, RL.4.3)</p>	<p>R04.S1C6.04 Use graphic organizers in order to clarify the meaning of the text.</p> <p>R04.S2C1.01 Identify the main problem or conflict of a plot.</p> <p>R04.S2C1.02 Identify the resolution of a problem or conflict in a plot.</p> <p>R04.S2C1.04 Distinguish between major characters and minor characters.</p> <p>R04.S2C1.05 Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).</p> <p>R04.S2C1.07 Identify all aspects of the setting (e.g., time of day or year, historical period, place, situation).</p> <p>R04.S2C1.08 Compare (and contrast) the characters, events, and setting in a literary selection.</p>

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2010 Reading Standards for Literature K-5

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Craft and Structure		Strands, Concepts, and Performance Objectives														
<p>4.RL.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).</p>	<p align="center">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>In order to build background knowledge, teacher may read-aloud common myths, fables, or literary excerpts. Students will draw connections to ‘modern-day’ words or phrases that are used.</p> <table border="1" data-bbox="380 570 1455 829"> <thead> <tr> <th>Traditional</th> <th>Modern</th> </tr> </thead> <tbody> <tr> <td>Pandora’s Box (descriptive phrase of events to follow)</td> <td>“Pulling that thread”, “Opening a can of worms”</td> </tr> <tr> <td>Herculean effort (adjective)</td> <td>Gigantic effort</td> </tr> <tr> <td>Achilles heel</td> <td>Weakness , Superman’s kryptonite</td> </tr> <tr> <td>Midas Touch</td> <td>Good Luck, ‘Golden Child’</td> </tr> <tr> <td>Atlas (Greek god of weightlifting)</td> <td>World on my shoulders</td> </tr> <tr> <td>Nike (goddess of victory)</td> <td>Successful athlete</td> </tr> </tbody> </table> <p>Connections: ET04.S6C2.03 and 04</p> <p align="center">Source: commoncore.org</p> <p>Poetry Response Grade 4 Unit 1 Not only do poets use a variety of verses, rhyme schemes, and meters, but they use specific techniques to make their poems unique. Find examples of rhyme schemes, alliteration, similes, and metaphors in <i>Love That Dog</i> (Sharon Creech) and other poems read in this unit. As a class, create a T-chart that includes the name of the technique and examples of each. Mark your poems with sticky notes so you can easily reference the examples you found when it’s time for class discussion. Finally, try to write your own poem that imitates a poet of choice. (RL.4.4, L4.5, W.4.4)</p>	Traditional	Modern	Pandora’s Box (descriptive phrase of events to follow)	“Pulling that thread”, “Opening a can of worms”	Herculean effort (adjective)	Gigantic effort	Achilles heel	Weakness , Superman’s kryptonite	Midas Touch	Good Luck, ‘Golden Child’	Atlas (Greek god of weightlifting)	World on my shoulders	Nike (goddess of victory)	Successful athlete	<p>R04.S1C4.02 Use context to determine the relevant meaning of a word.</p>
Traditional	Modern															
Pandora’s Box (descriptive phrase of events to follow)	“Pulling that thread”, “Opening a can of worms”															
Herculean effort (adjective)	Gigantic effort															
Achilles heel	Weakness , Superman’s kryptonite															
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<p>Craft and Structure</p> <p>4.RL.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 text.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Teachers begin by introducing each genre to the students and adding information to a graphic organizer as each genre is introduced. Students will complete a graphic organizer of elements of each genre. Students will be able to use information from the graphic organizer to write or to speak about the text.</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Literary Graphic Organizer Grade 4 Unit 2 As a class, we will keep a chart with the categories listed below of the stories and poems we read. As the chart is filled in, we will use the information to talk about what we learned from literature.</p> <ul style="list-style-type: none"> • Title and author • Type of literature (story or poem) • Main character(s) • Setting (geography, season and/or weather) • Summary (using the “Somebody-Wanted-But-So” strategy) <p>Write your own response on a sticky note, white board, or in your journal and share it with a partner before each section of the class chart is filled in. (RF.4.4a, RF.4.4b, RL.4.1, RL.4.2, RL.4.3, RL.4.5, L.4.5a)</p>	<p>R04.S2C1.09 Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry.</p> <p>R04.S2C1.10 Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics.</p>

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Craft and Structure		Strands, Concepts, and Performance Objectives
<p>4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>The emphasis of this standard is the identification of the techniques used by the author to influence the readers’ feelings and attitudes. The point of view of the narrator can impact the way that events are perceived through the use of techniques of characterization. First person point of view can allow the reader to greater understanding of the emotions and thoughts of the character. This causes the reader to relate and forge a bond with the character or narrator.</p> <p>Third person point of view is more versatile because when the narrator reveals a character, readers will perceive emotions, thoughts, and attitudes based on both the third person narration and their own background knowledge.</p> <p>Teachers may create a focus or word wall to emphasize signal words and phrases used by first person, or narrator.</p> <p>Teachers may provide two sample passages; one written in first person point of view, one written in third person point of view for students to compare.</p> <p>Teachers may ask students to discuss why one point of view would be more effective than the other. Students may complete a graphic organizer (e.g., two-column, t-chart or Venn diagram) for comparing and contrasting the strengths and weaknesses of the two passages.</p> <p>Connection: ET04.S6C2.03 and 04</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Research Project/Bio-Poem Grade 4 Unit 1 Read a biography and other informational text about famous doctors and scientists. What can you learn about yourself from reading these biographies? Write a bio-poem about the person you read about that includes important facts you think your classmates should know. Include audio or visual displays in your presentation, as appropriate. Share your poem with your class. (RI.4.1, RL.4.6, RI.4.8, RI.4.9, W.4.2, W.4.7, SL.4.4, SL.4.5, L.4.1, L.4.2)</p>	<p>R04.S2C1.06 Identify the speaker or narrator in a literary selection.</p> <p>R05.S2C1.05 Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.</p>

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Integration of Knowledge and Ideas		Strands, Concepts, and Performance Objectives
<p>4.RL.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p align="center">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students will use 2-column notes, a Venn diagram, or other graphic organizer to compare notes from the text and notes from a visual or oral presentation to make a connection. Connections: ET04.S1C4.01 and 02, ET04.S6C2.05</p> <p align="center">Source: commoncore.org</p> <p>Art Appreciation Grade 4 Unit 1 Look at how doctors are portrayed in the various art selections (see Art, Music, and Media). What adjectives would you use to describe the doctors and patients? Choose your favorite painting and write a conversation that could have occurred between patient and doctor. (RL.4.7, W.4.3)</p>	<p>R04.S1C6.05 Connect information and events in text to experience and to related text and sources.</p>
<p>4.RL.8 (not applicable to literature)</p>		n/a

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Integration of Knowledge and Ideas		Strands, Concepts, and Performance Objectives
<p>4.RL.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.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Literary Graphic Organizer Grade 4 Unit 4 As a class, we will keep a chart with the questions and categories listed below of the historical fiction stories and poems we've read. As the chart is filled in, we will use the information to talk about what we learned from literature.</p> <ul style="list-style-type: none"> • Title and author • Text structure(s) used • Type of narration (first-person, third-person) • Character(s) (major and minor) • Does this character remind you of other characters? Who/why? • What information was changed that shows you this is historical <i>fiction</i>? • What did you learn from the major characters? • Summary <p>Write your response on a Sticky note, on a white board, or in your journal and share it with a partner before each section of the class chart is filled in.</p> <div style="text-align: center; margin: 20px 0;"> </div> <p>Students will complete graphic organizers to assist in comparing different structures or details. (RL.4.1, RL.4.2, RL.4.3, RL.4.5, RL.4.6, RL.4.9)</p>	<p>R04.S2C2.01 Describe the historical and cultural aspects found in cross-cultural works of literature.</p> <p>R06.S2C2.02 Identify common structures and stylistic elements in literature, folktales, and myths from a variety of cultures.</p> <p>R09.S2C2.02 Compare (and contrast) classic works of literature that deal with similar topics and problems (e.g., individual and society, meaning of friendship, freedom, responsibility).</p>

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2010 Reading Standards for Literature K-5								
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Range of Reading and Level of Text Complexity		Strands, Concepts, and Performance Objectives						
<p>4.RL.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.</p>	<p align="center">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students read grade-level material with appropriate rate (speed), accuracy (precision) prosody (expression) and purpose. Students should be exposed to the differences in reading different types of text with appropriate rhythm, pacing, intonation, and expression relevant to the text. Students will keep a reading log of the variety of literature. Literature Log</p> <table border="1"> <thead> <tr> <th>Stories</th> <th>Drama</th> <th>Poetry</th> </tr> </thead> <tbody> <tr> <td>children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myths.</td> <td>staged dialogued brief familiar scenes.</td> <td>nursery rhymes subgenres of the narrative poems limericks and free verse poems</td> </tr> </tbody> </table> <p align="center">Source: commoncore.org</p> <p>Literature Response Grade 4 Unit 6 Choose an eventful scene or chapter from a Middle Ages story you are reading. Write a journal entry retelling the scene from another point of view (i.e., if it’s in first person, rewrite it in third; if it’s in third person, rewrite it in first). Trade your journal entry with a classmate who is reading the same book and ask him/her to tell you if your new version makes sense and why (or why not). Revise if needed. (RL.4.6, W.4.4, RL.4.3, RL.4.10)</p>	Stories	Drama	Poetry	children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myths.	staged dialogued brief familiar scenes.	nursery rhymes subgenres of the narrative poems limericks and free verse poems	<p>R03.S1C5.01 Consistently read grade level text with at least 90 percent accuracy.</p> <p>R04.S1C5.01 Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.</p>
Stories	Drama	Poetry						
children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myths.	staged dialogued brief familiar scenes.	nursery rhymes subgenres of the narrative poems limericks and free verse poems						

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Key Ideas and Details		Strands, Concepts, and Performance Objectives
<p>4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Informational Text Graphic Organizer Grade 4 Unit 2 As a class, we will keep a chart of information with the categories listed below learned about seasons and weather, at home and far away. As the chart is filled in, we will use the information to talk about what we learned from nonfiction books and/or weather channel/kids.com either explicitly read or inferred.</p> <ul style="list-style-type: none"> • Type of weather • How is it caused? • What positive effects does this weather have? • What negative effects can this weather have? • What do we need to do to prepare for this kind of weather? • What parts of the world experience this weather? • What are the “weather” words we should know? (e.g., meteorology, prediction, forecast, etc.) <p>Write your own response on a sticky note, on a white board, or in your journal and share it with a partner before each section of the class chart is filled in. (RF.4.4, RF.4.4, RI.4.1, RL.4.2, RL.4.4, RI.4.9, L.4.4)</p>	<p>R04.S3C1.04 Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text.</p> <p>R04.S3C1.06 Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text.</p> <p>R04.S3C1.08 Draw valid conclusions based on information gathered from expository text.</p> <p>R04.S3C2.01 Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).</p>

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003, 2004 STANDARDS
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 Grade 4

2010 Reading Standards for Informational Text K-5

Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting									
Key Ideas and Details		Strands, Concepts, and Performance Objectives									
<p>4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students will independently or in small groups complete graphic organizers to show how key details support the main idea. Students will use a variety of informational text sources (e.g., magazine, biography, journal writing, research paper). Students will use their notes to create a summary.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td colspan="3" style="padding: 2px;">Main Idea</td> </tr> <tr> <td style="width: 33%; padding: 2px;">Detail</td> <td style="width: 33%; padding: 2px;">Detail</td> <td style="width: 33%; padding: 2px;">Detail</td> </tr> <tr> <td colspan="3" style="padding: 2px;">Conclusion</td> </tr> </table> <p style="text-align: center;">Source: commoncore.org</p> <p>Informational Text Graphic Organizer Grade 4 Unit 4 As a class, we will keep a chart using the categories and questions below of information learned about historical events from the American Revolution. As we read informational texts that are from firsthand and secondhand accounts of people and events, we will talk about how the differences in point of view affect our understanding. Does the overall structure of the text (chronology, cause/effect, etc.) affect your understanding of events as they are presented? As the chart is filled in, we will use the information to talk about what we learned from nonfiction books.</p> <ul style="list-style-type: none"> • Person or event • Where this took place • When this took place • What is the historical significance of this event? • From whose point of view is this account written? • What other memorable information do you want to remember about this person or event? • Notes about text structure (chronology, cause/effect, etc) <p>Write your response on a sticky note, on a white board, or in your journal and share it with a partner before each section of the class chart is filled in. (SL.4.3, RI.4.1, RI.4.2, RI.4.5, RI.4.6, RI.4.7, RI.4.9)</p>	Main Idea			Detail	Detail	Detail	Conclusion			<p>R04.S3C1.01 Identify the main idea and supporting details in expository text.</p> <p>R06.S3C1.02 Summarize the main idea and critical details of expository text, maintaining chronological or logical order.</p>
Main Idea											
Detail	Detail	Detail									
Conclusion											

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003, 2004 STANDARDS
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 Grade 4

2010 Reading Standards for Informational Text K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Key Ideas and Details		Strands, Concepts, and Performance Objectives
4.RI.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.	Source: commoncore.org Reading Fluency Grade 4 Unit 2 Here is a page from <i>W is for Wind</i> by Pat Michaels. Find the highlighted line on your page—this is your “cue” line. When you hear that line read by a classmate, it is your cue to read the next passage aloud. Take two minutes to practice your passage to yourself, and then we will read the text as a class and discuss the information learned from it. (RI.4.3, RI.4.9, RF.4.4, RF.4.4)	R04.S3C2.02 Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).
Craft and Structure		Strands, Concepts, and Performance Objectives
4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	Source: ADE/ELA Committee Students will keep word journals or records for easy reference. Students will complete vocabulary graphic organizers that include non-linguistic representations (drawings). Students will apply knowledge of context clues to determine word or phrase meanings. Teachers model the use of context clues to determine the meaning of a word or phrase by: <ul style="list-style-type: none"> • Looking at the illustration or graph. • Using background knowledge regarding the subject. • Looking at the sentence before and after to help build meaning. • Using morphology, affixes, Greek & Latin roots to derive meaning Source: commoncore.org Research Project/Write a Weather Forecast (Option 1) Grade 4 Unit 2 Read a variety of informational texts, in print and online, about a specific season in a geographical region of choice. Watch a meteorologist presenting a weather forecast <u>online</u> or on TV, and describe what makes that style of presenting unique. Then, write a weather forecast for the area of choice. Include visual displays in your presentation, as appropriate, and share your report with your class in the style of a meteorologist. (RI.4.1, RI.4.3, RI.4.4, RI.4.7, RI.4.9, W.4.2, W.4.7, SL.4.4, SL.4.5, L.4.1a, c, d, g, L.4.2a, b)	R04.S1C4.02 Use context to determine the relevant meaning of a word. R04.S1C4.05 Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.

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2010 Reading Standards for Informational Text K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Craft and Structure		Strands, Concepts, and Performance Objectives
<p>4.RI.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.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>When conducting a simple scientific investigation, students may record data in T-charts, tables, lists, and logs. While conducting research for a history assignment students find and use chronological order as well as cause and effect information. Students will use different graphic organizers depending on the type of informational text (e.g., descriptive web, comparison T-chart, sequential flowchart).</p> <div style="text-align: center;"> </div> <p style="text-align: center;">Source: commoncore.org</p> <p>Connection: SC04.S5C3.05</p> <p>Informational Text Graphic Organizer Grade 4 Unit 3 As a class, we will keep a chart of information using the categories below we've learned about animals such as horses, dogs, mice, or other animals of interest. As the chart is filled in, we will use the information to talk about what we learned from nonfiction books.</p> <ul style="list-style-type: none"> • Name of animal • Habitat • Diet • Protection/body facts • Enemies • Life expectancy • Interesting facts <p>Write your response on a sticky note, on a white board, or in your journal and share it with a partner before each section of the class chart is filled in. (RF.4.4, RI.4.1, RI.4.2, RI.4.4, RI.4.5, RI.4.7, RI.4.9)</p>	<p>R04.S3C1.07 Distinguish cause and effect.</p> <p>R06.S3C1.08 Identify the organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text.</p>

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2010 Reading Standards for Informational Text K-5												
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting										
Craft and Structure		Strands, Concepts, and Performance Objectives										
4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<p style="text-align: center;">Source: commoncore.org</p> Word Study Grade 4 Unit 2 As an individual and as a class, keep an index card file of new words learned in this unit (i.e., meteorology, prediction, forecast, catastrophic, catastrophe, etc.). How does the context of the word help you understand its meaning? Keeping the words on index cards will allow you to use and sort the words by meaning and spelling features. (Note: This will be an ongoing activity all year long.) In addition, you may be asked to create an individual <u>semantic map</u> of related words in order to help you explore understanding of the interconnectedness of weather and story events. (L.4.4, RI.4.6)	R04.S3C1.01 Identify the main idea and supporting details in expository text. R04.S3C3.01 Determine the author’s position regarding a particular idea, subject, concept, or object. R07.S3C1.07 Differentiate between primary and secondary source materials.										
Integration of Knowledge and Ideas		Strands, Concepts, and Performance Objectives										
4.RI.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.	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 40%;">Text Feature</th> <th style="width: 60%;">Explanation</th> </tr> </thead> <tbody> <tr> <td>Electronic Menus and Icons</td> <td>Provides direction and information to the reader</td> </tr> <tr> <td>Graphs, Charts, and Diagrams</td> <td>Information graphically displayed – few words</td> </tr> <tr> <td>Maps</td> <td>Provide a visual representation of a location</td> </tr> <tr> <td>Photos / Illustrations / Captions</td> <td>Emphasizes key points, aids in comprehension and provides interest</td> </tr> </tbody> </table> <p>Students will use timelines, graphs, tables, charts and maps to interpret historical data about social studies content studied. Students will use 2-column notes to compare information presented orally or visually with information in text. Connections: SC04.S6C3.05, SC04.S1C4.02, SS04.S1C1.01, SS04.S2C1.01, SS04.S4C1.01 through 07, ET04.S3C2.02</p> <p style="text-align: center;">Source: commoncore.org</p> Class Discussion Grade 4 Unit 2 Look at the variety of maps available in books such as <i>Let's Investigate Marvelously Meaningful Maps</i> , Madelyn Wood Carlisle. Why is it helpful to use different types of weather maps? How is reading a map similar to and different from reading a book? Write your own response on a sticky note, on a white board, or in your journal and share it with a partner before discussing as a class. (RI.4.7, SL.4.1)	Text Feature	Explanation	Electronic Menus and Icons	Provides direction and information to the reader	Graphs, Charts, and Diagrams	Information graphically displayed – few words	Maps	Provide a visual representation of a location	Photos / Illustrations / Captions	Emphasizes key points, aids in comprehension and provides interest	R04.S3C1.06 Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text. R06.S3C1.08 Identify the organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text.
Text Feature	Explanation											
Electronic Menus and Icons	Provides direction and information to the reader											
Graphs, Charts, and Diagrams	Information graphically displayed – few words											
Maps	Provide a visual representation of a location											
Photos / Illustrations / Captions	Emphasizes key points, aids in comprehension and provides interest											

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Integration of Knowledge and Ideas		Strands, Concepts, and Performance Objectives
<p>4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>The informational text, <i>We Are the Ship: The Story of Negro League Baseball</i>, by Kadir Nelson, is a source that may be used to illustrate reasons and evidence to support particular points in a text.</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Informational Text Graphic Organizer Grade 4 Unit 5 As a class, we will keep a chart of information learned about constellations using the categories below. With a partner, research a constellation on the Internet. Make sure to look for information in charts, graphs, diagrams, or interactive elements.</p> <p><u>Constellation Name</u></p> <ul style="list-style-type: none"> • Where does the name come from? • What is the definition of a constellation? • What is unique about this constellation? • What does it look like (draw a picture)? <p>In your journal, write what you learn, as well as where you found the information, in case you need to go back to find a reference. Present your findings to the class. As a class, complete the class chart of all the constellations.</p> <p>(SL.4.2, SL.4.3, SL.4.4, W.4.7, RI.4.1, RI.4.3, RI.4.7, RI.4.8, RI.4.9)</p>	<p>R04.S3C1.02 Distinguish fact from opinion in expository text.</p> <p>R04.S3C1.03 Determine author’s main purpose (e.g., to inform, to describe, to explain) for writing the expository text.</p> <p>R04.S3C3.01 Determine the author’s position regarding a particular idea, subject, concept, or object.</p> <p>R04.S3C3.02 Identify persuasive vocabulary (e.g., loaded/emotional words, exaggerations) used to influence readers’ opinions.</p> <p>R05.S3C1.02 Distinguish fact from opinion in expository text, using supporting evidence from text.</p> <p>R05.S3C3.02 Identify the intended effect of persuasive vocabulary (e.g., loaded/emotional words, exaggeration, euphemisms) that the author uses to influence readers’ opinions.</p>

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Integration of Knowledge and Ideas		Strands, Concepts, and Performance Objectives
<p>4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Prior to reading information from two sources on the same topic, students anticipate categories of information to organize their thinking while reading the texts. Students combine the information to demonstrate deeper knowledge of the topic. This information can be used in the creation of a research report. Teacher uses Social Studies Standards (e.g., American History, World History) or Science to select appropriate topics. Students complete graphic organizers indicating which resource provided the information (e.g., 3-4-5 column chart). Student, or groups of students, integrates the information into a single report. Students can take notes on color-coded index cards to demonstrate the combination of resources builds greater information. Students use the index cards of notes to sort and categorize before writing or speaking on their topic. Connections: SS04.S2C9.01, SS04.S1C10.02</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Research Project/Q&A Report (Option 2) Grade 4 Unit 2 Read a variety of informational texts, in print and online, about a season or weather phenomenon of choice. Write a report in question answer format where you write the questions and find the answers. Include audio or visual displays in your presentation, as appropriate. Share your report with your class. (RI.4.1, RI.4.3, RI.4.4, RI.4.7, RI.4.9, W.4.2, W.4.7, SL.4.4, SL.4.5, L.4.1, L.4.1, L.4.1, L.4.1, L.4.2, L.4.2)</p>	<p>R04.S3C1.01 Identify the main idea and supporting details in expository text.</p> <p>R04.S3C1.08 Draw valid conclusions based on information gathered from expository text.</p> <p>LS.E2 Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience.</p> <p>LS.E3 Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p> <p>R07.S3C1.11 Compare (and contrast) the central ideas and concepts form selected readings on a specific topic.</p>

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2010 Reading Standards for Informational Text K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Range of Reading and Level of Text Complexity		Strands, Concepts, and Performance Objectives
<p>4.RI.10 By the end of 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.</p> <p>AZ.4.RI.10 a. By the end of year, read and comprehend functional 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.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>The range of reading may include: biographies and autobiographies; books about history, social studies, science and the arts; technical text, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics. A wide range of reading will build background knowledge, vocabulary and concepts.</p> <p>Students create journals with key vocabulary words or phrases. Students keep a reading log of the variety of informational text.</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Informational Text Graphic Organizer Grade 4 Unit 6</p> <p>As a class, we will keep a chart of information using the categories and questions below we've learned about heroes from a variety of times and places. Start with the nonfiction texts from this unit, but also review all historical figures studied this year. As the chart is filled in, we will use the information to talk about how this changes or reinforces our understanding of a "hero."</p> <ul style="list-style-type: none"> • Person's name • When did they live? • Where did they live? • Why is he/she considered a hero/heroine? • Are there any fiction stories written about him/her? What are they? • Other memorable/interesting facts <p>Write your own responses in your journal and share them with a partner before presenting your findings to the class. (RI.4.1, RL.4.3, RL.4.4, RL.4.5, RI.4.8, RI.4.9, RI.4.10, SL.4.1, SL.4.2, SL.4.4)</p>	<p>R03.S1C5.01 Consistently read grade level text with at least 90 percent accuracy.</p> <p>R04.S3C1 Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</p> <p>R04.S3C1.04 Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text.</p> <p>R04.S3C2.01 Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).</p> <p>R04.S3C2.02 Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</p>

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2010 Reading Standards Foundational Skills K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting Strands, Concepts, and Performance Objectives
Print Concepts		
4.RF.1 (not applicable)		n/a
Phonological Awareness		
4.RF.2		n/a
Phonics and Word Recognition		
4.RF.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.	<p style="text-align: center;">Source: ADE/ELA Committee</p> Students sort prefixes and suffixes with common base and root words. Students create words based on meaning (e.g., It was not opened, it was unopened. It was not zipped, it was unzipped.). Students segment multi-syllabic words into syllable types. Students highlight prefixes, inflectional and derivational suffixes in a passage. <p style="text-align: center;">Source: commoncore.org</p> Dramatization/Fluency Grade 4 Unit 1 Choose a poem such as <i>They Were My People</i> by Grace Nichols, to read and discuss with a partner. Perform the poem as a duet with a classmate. (RF.4.3)	<p>R03.S1C3.01 Read multi-syllabic words fluently, using letter-sound knowledge.</p> <p>R03.S1C3.02 Apply knowledge of basic syllabication rules when decoding four- or five-syllable written words (e.g., in/for/ma/tion, mul/ti/pli/ca/tion, pep/per/o/ni).</p> <p>R04.S1C4.01 Use knowledge of root words and affixes to determine the meaning of unknown words.</p>

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2010 Reading Standards Foundational Skills K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Fluency		Strands, Concepts, and Performance Objectives
<p>4.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Dramatization/Fluency Grade 4 Unit 2 Choose a poem such as such as <i>Dust of Snow</i>, by Robert Frost, to read and discuss with a partner. Recite the poem for your classmates. (RF.4.4, RF.4.4, RL.4.5)</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Dramatization/Fluency Grade 4 Unit 2 Choose a poem such as “A Bird Came Down the Walk,” by Emily Dickinson, or “The Rhinoceros,” by Ogden Nash, to read and discuss with a partner. Recite the poem for your classmates. (RF.4.4, SL.4.5)</p>	<p>R03.S1C5.01 Consistently read grade level text with at least 90 percent accuracy.</p> <p>R04.S1C4.02 Use context to determine the relevant meaning of a word.</p> <p>R04.S1C5.01 Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.</p>

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2010 Writing Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Text Types and Purposes		Strands, Concepts, and Performance Objectives
<p>4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>There are many types of persuasive text (e.g., advertisement, campaign, letters to editor). It can be an advertisement or paragraph that attempts to influence the reader to agree with an opinion or take a particular action. The writer states multiple reasons that are supported by facts. Facts and reasons are organized in a logical manner to show awareness of the audience through word choice and style. A fourth grade level appropriate opinion piece will have a clearly stated topic sentence, supporting statements held together by transition words and a concluding statement. The following examples of signal words for transition are used in persuasive text.</p> <ul style="list-style-type: none"> • Emphasis: above all, chiefly, with attention to, especially, particularly, singularly • Addition: also, again, as well as, besides, coupled with, furthermore, in addition, likewise, moreover, similarly • Consequence: accordingly, as a result, consequently, for this reason, for this purpose, hence, otherwise, so then, subsequently, therefore, thus, thereupon, wherefore • Contrast and Comparison: contrast, by the same token, conversely, instead, likewise, on one hand, on the other hand, on the contrary, rather, similarly, yet, but, however, still, nevertheless, in contrast • Exemplifying: chiefly, especially, for instance, in particular, markedly, namely, particularly, including, specifically, such as • Generalizing: as a rule, as usual, for the most part, generally, generally speaking, <p>Loaded words: everybody, don’t get left out..., before it’s too late... limited time only... be the envy of your friends</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion/Letter Writing Grade 4 Unit 4 With a partner, discuss the message of Patrick Henry's speech “Give Me Liberty or Give Me Death.” Then, discuss the message of his speech as a class within the context of learning about the American Revolution. Does knowing historical information change your understanding of the message? Why or why not? Then, individually, write a letter to Patrick Henry, explaining your reactions to the message of his speech. (W.4.1, SL.4.1, SL.4.3, SL.4.4, L.4.1, L.4.2)</p>	<p>See Writing Addendum: Writing Elements W04.S2</p> <p>W04.S3C4.01 Write persuasive text (e.g., advertisements, paragraph) that attempts to influence the reader.</p>

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2010 Writing Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Text Types and Purposes		Strands, Concepts, and Performance Objectives
<p>4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (continued next page)</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>The emphasis of this standard is the structure of expository writing. It includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing can support research, observations, or experiences. Formats include newspaper articles, reflective papers, logs, journals, and/or research papers. Topics from the Social Studies or Science Standards are relevant for this standard.</p> <ul style="list-style-type: none"> • Transition words guide the piece and organize thinking. Transition words can help students organize and summarize. The following are samples of transitions: • Sequence: at first, first of all, to begin with, in the first place, at the same time, for now, for the time being, the next step, in time, in turn, later on, meanwhile, next, then, soon, the meantime, later, while, earlier, simultaneously, afterward, in conclusion, with this in mind • Restatement: in essence, in other words, namely, that is, that is to say, in short, in brief, to put it differently. • Summarizing: after all, all in all, all things considered, briefly, by and large, in any case, in any event, in brief, in conclusion, on the whole, in short, in summary, in the final analysis, in the long run, on balance, to sum up, to summarize, finally. <p style="text-align: center;">Source: commoncore.org</p> <p>Journal Writing Grade 4 Unit 5 Following partner presentations about constellations (above), write a summary of what you learned, using appropriate facts and descriptive details. (W.4.2, W.4.4, W4.7, L.4.1, L.4.2, L.4.3)</p>	<p>See Writing Addendum: Writing Elements W04.S2</p> <p>W04.S3C2.01 Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.</p> <p>W04.S3C2.02 Write an expository paragraph that contains:</p> <ol style="list-style-type: none"> a. a topic sentence b. supporting details c. relevant information <p>W04.S3C2.03 Write in a variety of expository forms (e.g., essay, summary, newspaper article, reflective paper, log, journal).</p>

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Text Types and Purposes		Strands, Concepts, and Performance Objectives
4.W.2 (continued) 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.		

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Text Types and Purposes		Strands, Concepts, and Performance Objectives
<p>4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>There are numerous transitional phrases which indicate relationships between sentences and paragraphs.</p> <ul style="list-style-type: none"> • Direction: here, there, over there, beyond, nearly, opposite, under, above, to the left, to the right, in the distance • Illustration: for example, for instance, for one thing, as an illustration, illustrated with, as an example, in this case • Similarity: comparatively, coupled with, correspondingly, identically, likewise, similar, moreover, together with <p style="text-align: center;">Source: commoncore.org</p> <p>Art Appreciation/Narrative Writing Grade 4 Unit 5</p> <p>After looking at and discussing as a class Vincent van Gogh’s <i>Wheat Field with Crows</i>, we will write stories which could be illustrated by the painting. Begin by outlining your story using the “Somebody-Wanted-But-So” graphic organizer. Then, make a list of the main events for your story. Next, add details by incorporating some facts you learned from your research, as well as some imaginary information, because we have learned that taking “artistic license” is an effective technique that authors use to build a story. Write a draft of your story and work with a partner to choose words and phrases that have the effect you want. Once you and your partner believe your story is of the highest quality, you will be asked to record yourself reading it. Upload this as a podcast to the class webpage, which will have Vincent van Gogh’s painting displayed nearby. (W.4.3, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, SL.4.5, L.4.3, L.4.5, L.4.1, L.4.2)</p>	<p>See Writing Addendum: Writing Elements W04.S2</p> <p>W04.S3C1.01</p> <p>Write a narrative based on imagined or real events, observations, or memories that includes:</p> <ol style="list-style-type: none"> a. characters b. setting c. plot d. sensory details e. clear language f. logical sequence of events

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Production and Distribution of Writing		Strands, Concepts, and Performance Objectives
<p>4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>AZ.4.W.4 a. Produce clear and coherent functional writing (e.g., friendly and formal letters, recipes, experiments, notes/messages, labels, graphs/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>In this standard students are using the writing processes of prewriting and planning. This includes using strategies to organize ideas for specific tasks and purposes. Students will generate ideas through a variety of activities (e.g., brainstorming, graphic organizing, drawing, discussing). Organizational strategies for planning include the use of graphic organizers to visually represent comparisons, sequence, time-line and cause and effect can help with planning. Students determine the purpose of the assignment (to entertain, to inform, to communicate, to persuade). Topics can be selected from the Social Studies (Strand 1 & 2) and Science Standards.</p> <p>Connections: ET04.S1C1.01 ET04.S2C2.01 ET04.S3C1.01 and 02 ET04.S3C2.01 through 05 ET04.4C1.01 ET04.S4C2.01 and 02 ET04.S6C1.03 ET04.S6C2.02, 05</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Journal Response Grade 4 Unit 1 Following a class discussion of each body system and the similarities and differences between them, be ready to write in your journal about each system and how they work together. (SL4.1, W4.2, W.4.4, W.4.7, L.4.1, L.4.2)</p>	<p>See Writing Addendum: Writing Process W04.S1</p> <p>W04.S3C1.02 Write in a variety of expressive forms (e.g., poetry, skit) that may employ:</p> <ol style="list-style-type: none"> a. figurative language b. rhythm c. dialogue d. characterization e. a plot f. appropriate format <p>W04.S3C3.01 Write a variety of functional text (e.g. directions, recipes, procedures, rubrics, labels, graphs/tables).</p> <p>W04.S3C3.02 Write communications, including:</p> <ol style="list-style-type: none"> a. thank-you notes b. friendly letters c. formal letters d. messages e. invitations <p>W04.S3C3.03 Address an envelope for correspondence that includes:</p> <ol style="list-style-type: none"> a. an appropriate return address b. an appropriate recipient address

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Production and Distribution of Writing		Strands, Concepts, and Performance Objectives
<p>4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Teachers create a focus wall or word wall as a resource for student access for writing. Teachers create tools or use strategies such as peer-review, checklists, and rubrics to refine the draft. Students create vocabulary concept or thesaurus journals as a resource to assist in modifying word choice.</p> <p>Connections: ET04.S1C1.01 ET04.S1C4. 01 and 02 ET04.S2C2.01 ET04.S3C1.01 and 02 ET04.S3C2.01 through 05 ET04.S4C1.01 ET04.S4C2.01 and 02 ET04.S6C1.03 ET04.S6C2.02 and 05</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Literature Response Grade 4 Unit 1 How do Peter’s experiences in <i>Tales of a Fourth Grade Nothing</i>, Judy Blume, remind you of your family? Talk with a partner and share your ideas. Then, write a short story about a family member, and share it with the same partner. Ask your partner to tell you what they like and what could be improved (i.e., if a specific section needs more details to be clear). (W.4.3, W.4.4, W.4.5)</p>	<p>See Writing Addendum: Writing Elements W04.S2</p>

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Production and Distribution of Writing		Strands, Concepts, and Performance Objectives
<p>4.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Teachers provide a rubric to inform students of assignment expectations. Teachers provide models of published writings as examples of expectations. Students work with a partner or small groups to collaborate and critique their work. Possible topics can be selected from the Social Studies (Strand 1 & 2) and Science Standards. Connections: SC04.S1C1.04, ET04.S1C1.01, ET04.S1C4.01 and 02, ET04.S2C2.01, ET04.3C1.01 and 02, ET04.S3C2.01 through 05, ET04.S4C1.01, ET04.S4C2.01 and 02, ET04.S6C1.03, ET04.S6C2.02 and 05</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Narrative Writing Grade 4 Unit 3 As your class discusses animal stories and poems, begin outlining your own narrative about an original animal character by starting with filling in the categories listed in the graphic organizer above. Before you begin writing, re-examine the characters in stories and poems we've read in this unit, recalling character traits, examples of personification, and lists of synonyms and/or figurative language you want to use. Make sure to plan a sequence of events that makes sense and think about key details to include. You will have the opportunity to work with a partner to revise, edit, and improve your story so that it can be published on a class webpage for others to see. Once the story is written, you will be asked to add audio recordings and visual displays to enhance it. (W.4.1, W.4.4, W.4.5, W.4.6, W.4.8, SL.4.5, L.4.5, L.4.1, L.4.2)</p>	<p>See Writing Addendum: Writing Process W04.S1</p>

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Research to Build and Present Knowledge		
<p>4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product. Students will paraphrase information from source(s) and organize it into a meaningful sequence. The main ideas and relevant details demonstrate the investigative aspects of the topic.</p> <p>Connections: SC04.S1C1.04, SS04.S1C1.03, SS04.S2C1.03, ET04.S1C1.01, ET04.S1C4.01 and 02, ET04.S2C2.01, ET04.S3C1.01 and 02, ET04.S3C2.01 through 05, ET04.S4C1.01, ET04.S4C2.01 and 02, ET04.S6C1.03, ET04.S6C2.02 and 05</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Journal Response Grade 4 Unit 2 Following a class discussion of weather and climate, be prepared to write in your journal about the positive and negative effects of this weather on real life and life in literature. (SL.4.1, W.4.2, W.4.2, W.4.4, W.4.7, L.4.1, L.4.1, L.4.1, L.4.1, L.4.2, L.4.2)</p>	<p>W04.S3C6.01 Paraphrase information from a variety of sources (e.g., Internet, reference materials).</p> <p>W04.S3C6.02 Organize notes in a meaningful sequence.</p> <p>W04.S3C6.03 Write an informational report that includes main idea(s) and relevant details.</p> <p>R04.S3C1.05 Identify appropriate print in electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) needed for a specific purpose.</p>

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Research to Build and Present Knowledge		Strands, Concepts and Performance Objectives
<p>4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Teacher will use Social Studies Standards (e.g., American History, World History) or Science to select appropriate topics. Connections: SC04.S1C1.05, SS04.S1C1.03, SS04.S2C1.03, ET04.S1C4. 01 and 02, ET04.S2C2.01, ET04.S3C1.01 and 02, ET04.S3C2. 01 through 05, ET04.S4C1.01, ET04.S4C2.01 and 02, ET04.S6C1.03, ET04.S6C2.02 and 05</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Opinion/Speech Writing Grade 4 Unit 4 Revolutionaries aren't always popular during the time that they lived, but they believe in something so passionately that they are willing to "go out on a limb" to express their beliefs. Think about a current event that you believe everyone should understand. Write a speech about your thoughts and ideas, and present it to the class. You will have the opportunity to work with a partner to revise, edit, and strengthen your speech so that it can be published. Once the speech is written, you will be asked to add an audio recording of yourself reading the speech. Upload your podcast to the class webpage. (W.4.1, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, SL.4.5, L.4.5, L.4.1, L.4.2)</p>	<p>W04.S3C5.01 Write a reflection to a literature selection (e.g., journal entry, book review).</p> <p>W04.S3C5.02 Write a book report or review that may identify the:</p> <ul style="list-style-type: none"> a. main idea b. character(s) c. setting d. sequence of events e. conflict/resolution <p>W04.S3C5.03 Write a response that demonstrates an understanding of a literary selection, and depending on that selection, includes:</p> <ul style="list-style-type: none"> a. evidence from the text b. personal experience c. comparison to other text/media <p>W04.S3C6.01 Paraphrase information from a variety of sources (e.g., Internet, reference materials).</p> <p>W04.S3C6.02 Organize notes in a meaningful sequence.</p>

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Research to Build and Present Knowledge		
<p>4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>The writer’s response is the reaction to a literary or informational selection and is supported by evidence. Fiction or non-fiction text response includes the writer’s interpretation, analysis, opinion, and/or feelings about the text and selected elements within it. The response will demonstrate an understanding of the selection and includes evidence and details from the text.</p> <ul style="list-style-type: none"> • Analysis: Students compare & contrast, show cause & effect, categorize, or sequence a selected text. The response demonstrates an understanding of the selection and includes evidence and details from the text. • Reflection: Students use a journal entry or book review to provide their personal emotional reaction to a selected text. • Research: Students restate, explain or define the facts from the text. <p>Connections: ET04.S1C1.01, ET04.S1C4.01 and 02, ET04.S2C2.01, ET04.S3C1.01 and 02, ET04.S3C2.01 and 04, ET04.S4C1.01, ET04.S6C1.03, ET04.S6C2.02 and 05</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion/Reflective Essay Grade 4 Unit 1 As a class, summarize what was learned in this unit as it relates to the essential question “How do stories reveal what we have in common?” Following the class discussion, write your response in your journal and share it with your teacher. (W.4.9, W.4.4, L.4.1, L.4.2)</p>	<p>R04.S2C1.05 Describe a character’s traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).</p> <p>R05.S3C3.01 Determine an author’s position regarding a particular idea, subject, concept, or object, using supporting evidence from the text.</p>

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Range of Writing		Strands, Concepts and Performance Objectives
<p>4.W.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.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Discipline-specific tasks may be narratives, opinion pieces, informative/explanatory, journals, friendly and formal letters, logs, diaries, functional text, instructions, recipes, procedures, posters, poetry, etc. Examples of time management strategies:</p> <ul style="list-style-type: none"> • Teachers provide a frame-work to assist students in using time management skills. • Timer set for a specific amount of time. • Music playing in background while writing occurs. • Specific time-limited assignment of completing the outline, or 1st draft, or re-write. <p style="text-align: center;">Source: commoncore.org</p> <p>Writing Your Opinion Grade 4 Unit 6 If heroism demands courage and taking risks, which legendary character, King Arthur or Robin Hood, is a better hero? Support your opinion with strong evidence from the text. (W.4.1, W.4.4, W.4.7, W.4.10, L.4.1, L.4.2, L.4.3, L.4.6)</p>	<p>See Writing Addendum: Writing Process W04.S1</p>

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Comprehension and Collaboration		Strands, Concepts, and Performance Objectives
<p>4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>(continued next page)</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Introductory Activity/Class Discussion Grade 4 Unit 5 <i>Children of the Earth and Sky</i>, Stephen Krensky, is a book that will help us learn about Native American traditions and cultures. While reading this book together, we will point out instances in which the Native American's respect for the earth and sky is described or inferred. Your teacher will ask you to write, on sticky notes or in your journal, how the earth and sky are described in Native American literature so we can compare the portrayals with what you already know about these topics. Do you have any stories about the earth or sky that you were told by your family when you were young? (RL.4.3, RL.4.9, SL.4.1, SL.4.2, L.4.3)</p>	<p>LS.R5 Participate in group discussions.</p> <p>LS.E3 Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p> <p>LS.E4 Predict, clarify, analyze and critique a speaker's information and point of view.</p>

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4.SL.1 (continued) 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.		
4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<p style="text-align: center;">Source: commoncore.org</p> Class Discussion Grade 4 Unit 5 First, we will read and discuss a story about rock carving, such as <i>And Still the Turtle Watched</i> by Sheila MacGill-Callahan. Then, we will read informational books, such as <i>The Mound Builders of Ancient North America</i> by E. Barrie Kavasch or <i>Mounds of Earth and Shell</i> by Bonnie Shemie, which tell why the Native Americans created structures and dwellings from the earth. Your teacher may ask you to write, on a sticky note, on a white board, or in your journal, what you learned about the purposeful nature of Native American artifacts and structures. Finally, we will review the story and see if we notice any additional information or insights that we didn't notice the first time. (RL.4.1, RI.4.1, RL.4.3, RI.4.3, RI.4.9, SL.4.1, SL.4.2, L.4.3)	LS.E3 Interpret and respond to questions and evaluate responses both as interviewer and interviewee. LS.E4 Predict, clarify, analyze and critique a speaker's information and point of view. W05.S1C6.01 Paraphrase information from a variety of sources (e.g., Internet, reference materials).

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Comprehension and Collaboration		
4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.	Source: commoncore.org Speech Appreciation Grade 4 Unit 4 Listen to your teacher read Sojourner Truth’s “Ain’t I a Woman?” and discuss the message. Then, look online to find Frances D. Gage’s memories of listening to Sojourner Truth’s speech. Compare the text of the speech with what Gage’s remembers. What are the similarities and differences? Do the points of views differ? How do Gage’s memories enhance your understanding of the speech? Share your answers to these questions with a partner before participating in class discussion. (RI.4.6, SL.4.3)	LS.E4 Predict, clarify, analyze and critique a speaker’s information and point of view.
4.SL.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 themes; speak clearly at an understandable pace.	Source: commoncore.org Poetry Appreciation (Part 2) Grade 4 Unit 4 Design and create a flag that simultaneously represents your family, your classroom, or your school. Explain the symbolism of the flag in your journal in a first-person narrative, similar to the presentation of “The Flag” (above) and share it with a classmate. Include words and phrases from the original poem, if possible. (RL.4.4, SL.4.4, W.4.1a,c,d, L.4.1a,b,c,d,e,g, L.4.2a,b,c,d)	LS.E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience. LS.E2 Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience.
4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Source: commoncore.org Poetry Appreciation (Part 1) Grade 4 Unit 4 Read and discuss the meaning of “The Flag” by an unknown author. How does the first-person point of view influence your appreciation of the poem? Perform the poem with a classmate. (RL.4.6, SL.4.5)	VP.E1 Analyze visual media for language, subject matter and visual techniques used to influence opinions, decision making and cultural perceptions. VP.E2 Plan, develop and produce a visual presentation, using a variety of media such as videos, films, newspapers, magazines and computer images. VP.E3 Compare, contrast and establish criteria to evaluate visual media for purpose and effectiveness.

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Comprehension and Collaboration		Strands, Concepts, and Performance Objectives
<p>4.SL.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).</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Multimedia Presentation Grade 4 Unit 6 As a class, summarize what was learned in this unit as it relates to the essential question (“How does what we read teach us about heroism?”). Then, work with a classmate to revise and edit your unsung hero nomination (see above) to include as many new vocabulary words, phrases, and figurative language descriptions as make sense. Add audio recording and visual displays to enhance the impact of the nomination. Add your presentation to a class webpage. As a culmination, host a ceremony where students share their presentations with each other about unsung heroes. (W.4.2a, b, c, d, e, W.4.5, W.4.6, W.4.7, W.4.8, SL.4.5, SL.4.6, L.4.1, L.4.2, L.4.3, L.4.5, L.4.6)</p>	<p>LS.E1 Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.</p>

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2010 Language Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Conventions of Standard English		Strands, Concepts, and Performance Objectives
<p>4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>(continued next page)</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Students need regular exposure to grammar and usage through direct instruction. The students will have a variety of opportunities to participate in grammar and usage activities which increase in complexity through the year. Teachers will demonstrate the use of the parts of speech through modeling, identifying use in literature, and providing opportunities for correcting samples. Teachers and students will be aware that grammatical errors such as shifts in verb tense may frequently occur in student writing. Students can practice editing pieces to ensure consistent usage.</p> <p>Students create grammar journals for easy resource.</p> <p>Teachers provide sentences, phrases or passages for students to identify and correct errors.</p> <p>Teachers provide sentence-stems for students to practice correct Standard English grammar orally and in writing.</p> <p>Teachers create word walls/resource walls of common conventions for easy resource.</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion/Reflective Essay Grade 4 Unit 5</p> <p>As a class, summarize what was learned in this unit as it relates to the essential question (“How are the earth and sky portrayed in fiction and nonfiction?”). Following the class discussion, write your response in your journal. Work with a partner to edit and strengthen your writing before sharing with your teacher. (W.4.9a,b, W.4.4, W.4.5, L.4.1a,b,c,d,e,f,g, L.4.2a,b,c,d)</p>	<p>See Writing Addendum: Writing Elements W04.S2, W05.S2, W06.S2</p>

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2010 Language Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting Strands, Concepts, and Performance Objectives
<p>Conventions of Standard English</p> <p>4.L.1 (continued)</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).</p> <p>AZ.4.L.1</p> <p>h. Write and organize one or more paragraphs about a topic.</p>		

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2010 Language Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Conventions of Standard English		Strands, Concepts, and Performance Objectives
<p>4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Students need regular exposure to appropriate conventions through direct instruction. The students will have a variety of opportunities to participate in capitalization, punctuation, and spelling activities which increase in complexity through the year. Teachers demonstrate the use of the conventions through modeling, identifying use in literature, and providing opportunities for correcting samples. Students create grammar journals as an easy resource. Teachers may write sentences, phrases or passages for students to identify and correct errors. Teachers provide sentence-stems for students to practice correct Standard English grammar orally and in writing. Teachers create word walls/resource walls of common conventions for easy resource.</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Poetry/Literature Response Grade 4 Unit 4 Choose a poem or story and change the point of view from which it is written. In other words, if the story is in first person, rewrite it in third, or if the story is in third person, rewrite it in first. Alternately, choose a story to write in poetic form, or a poem to rewrite in story form. Discuss with a partner style of writing you prefer and why. (RL.4.6, W.4.4, L.4.1a, b, c, d, e, g, L.4.2a, b, c, d)</p>	<p>See Writing Addendum: Writing Elements W04.S2</p>

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2010 Language Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Knowledge of Language		Strands, Concepts, and Performance Objectives
<p>4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Choose punctuation for effect.</p> <p>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).</p>	<p>Source: commoncore.org</p> <p>Class Discussion Grade 4 Unit 5 Let's compare and contrast how the earth and sky are treated in Native American stories and other texts. Look back in the stories and poems we've read for specific lines or paragraphs in order to find specific details. (SL.4.1a, b, c, d, RL.4.9, L.4.3a, b, c)</p>	<p>See Writing Addendum: Writing Elements W04.S2, W06.S2</p>

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2010 Language Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Vocabulary Acquisition and Use		Strands, Concepts, and Performance Objectives
<p>4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Students create multiple-meaning webs for common words or phrases (e.g., run, pin, brief, base) Students segment multi-syllabic words into meaningful parts or build multi-syllabic words. Students create a web showing new words formed from a known Latin and Greek affixes (struct: construct, construction, destruction, etc). Students use illustrations or graphics to determine the meaning of unknown word. Students use glossaries or student-friendly dictionaries to look up the word.</p> <p>Connections: ET04.S3C1.01 ET04.S6C2.03, 04</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Word Study Grade 4 Unit 5 Let's examine words that describe the earth and sky. As an individual and as a class, keep an index card file of new words learned in this unit (i.e., astronaut, astronomer, constellation, eclipse, etc.). Keeping the words on index cards will allow you to use and sort the words by spelling feature, root words, prefixes, and suffixes. Find prefixes (astro-) and suffixes (-ologist, -ology) and discuss how the prefixes and suffixes add clues to the part of speech and meaning of the words. Consult reference materials to confirm pronunciations and clarify the meaning of the words and phrases. (Note: This will be an ongoing activity all year long.) In addition, you may be asked to create an individual <u>semantic map</u> of related words in order to help you explore understanding of the interconnectedness of words related to the earth and sky. (L.4.4a, b, c)</p>	<p>R04.S1C4.01 Use knowledge of root words and affixes to determine the meaning of unknown words.</p> <p>R04.S1C4.02 Use context to determine the relevant meaning of a word.</p> <p>R04.S1C4.05 Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.</p>

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting														
Vocabulary Acquisition and Use		Strands, Concepts, and Performance Objectives														
<p>4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>This standard emphasizes the non-literal interpretations of language which are applied to derive meaning from text. Through read-aloud stories, teacher modeling, and active engagement, students will further develop their understanding of figurative language. Students will interpret words in many contexts.</p> <p>Students highlight and discuss figurative language as it is encountered in text.</p> <p>Students illustrate the literal and figurative meanings of figurative language (e.g., He lost his head, running on empty, frog in my throat).</p> <p>Students research the origins of selected idioms to reinforce their meanings.</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Narrative Writing Grade 4 Unit 3</p> <p>As your class discusses animal stories and poems, begin outlining your own narrative about an original animal character by starting with filling in the categories listed in the graphic organizer below. Before you begin writing, re-examine the characters in stories and poems we've read in this unit, recalling character traits, examples of personification, and lists of synonyms and/or figurative language you want to use. Make sure to plan a sequence of events that makes sense and think about key details to include. You will have the opportunity to work with a partner to revise, edit, and improve your story so that it can be published on a class webpage for others to see. Once the story is written, you will be asked to add audio recordings and visual displays to enhance it.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr><td style="width: 30%;">Name of animal</td><td></td></tr> <tr><td>Habitat</td><td></td></tr> <tr><td>Diet</td><td></td></tr> <tr><td>Protection/body facts</td><td></td></tr> <tr><td>Enemies</td><td></td></tr> <tr><td>Life expectancy</td><td></td></tr> <tr><td>Interesting facts</td><td></td></tr> </table> <p style="margin-top: 10px;">(W.4.1, W.4.4, W.4.5, W.4.6, W.4.8, SL.4.5, L.4.5, L.4.1, L.4.2)</p>	Name of animal		Habitat		Diet		Protection/body facts		Enemies		Life expectancy		Interesting facts		<p>R03.S1C4.06 Determine the meaning of common synonyms, antonyms, and homonyms.</p> <p>R04.S1C4.03 Determine the difference between figurative language and literal language.</p> <p>R04.S1C4.04 Identify figurative language, including similes, personification, and idioms.</p> <p>R04.S1C4.05 Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.</p> <p>R04.S1C4.06 Identify antonyms, synonyms, and homonyms for given words within text.</p>
Name of animal																
Habitat																
Diet																
Protection/body facts																
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Vocabulary Acquisition and Use		Strands, Concepts, and Performance Objectives
<p>4.L.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).</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Students highlight specific academic or Strand words and phrases in selected text. Teachers explicitly teach signal words (e.g., in conclusion, however, in addition) academic words (e.g., identify, illustrate, retrieve) and strand-specific words (e.g., hypothesis, photosynthesis, volcano). Teachers create focus walls to emphasize different categories of words (signal, academic, strand-specific).</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Multimedia Presentation Grade 4 Unit 6 As a class, summarize what was learned in this unit as it relates to the essential question (“How does what we read teach us about heroism?”). Then, work with a classmate to revise and edit your unsung hero nomination (see above) to include as many new vocabulary words, phrases, and figurative language descriptions as make sense. Add audio recording and visual displays to enhance the impact of the nomination. Add your presentation to a class webpage. As a culmination, host a ceremony where students share their presentations with each other about unsung heroes. (W.4.2, W.4.5, W.4.6, W.4.7, W.4.8, SL.4.5, SL.4.6, L.4.1, L.4.2, L.4.3, L.4.5, L.4.6)</p>	<p>See Writing Addendum: Writing Elements W04.S2</p>