

Focus Topic: RL – Reading Standards for Literature

TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	4.RL.1	How do different authors use story elements of plot, character and narrative techniques to tell a story?	Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful	Ongoing observation & questioning during class discussions
TSW determine a theme of a story, drama, or poem from details in the text and summarize the text	4.RL.2	How do settings, characters and plot help a reader to identify the problem and important events and solutions?	Different genres have different structures and conventions	Performance tasks
TSW 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)	4.RL.3	How do I figure out a word I do not know?		Self-Assessment
TSW 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)	4.RL.4			Literature Connections
TSW explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text	4.RL.5			Multiple Choice
TSW compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations	4.RL.6			Projects
TSW 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	4.RL.7			Journal Writing
TSW 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	4.RL.9			
TSW read and comprehend literature, including stories, dramas, and poetry, in grade appropriate text complexity band proficiently, with scaffolding as needed at the high end of the range	4.RL.10			

Focus Topic: RI – Reading Standards for Informational Text

TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	4.RI.1	What strategies can we use when analyzing text for information or to answer a question?	Informational and expository text is written differently than imaginative and literary text and has different demands	Ongoing observation & questioning during class discussions
TSW determine the main idea of a text and explain how it is supported by key details; summarize the text	4.RI.2	What impact does context have on word meaning?	Readers interpret text by reading thoroughly and with purpose to determine main ideas and the facts and details used to support them	Performance tasks
TSW 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	4.RI.3	How do strategic readers develop, select, and apply strategies to enhance their comprehension?		Self-Assessment
TSW determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade appropriate topic or subject area	4.RI.4			Literature Connections
TSW 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	4.RI.5			Multiple Choice
TSW compare and contrast a firsthand and secondhand account of the same event or topic	4.RI.6			Projects
TSW describe the differences in focus and the information provided	4.RI.6			Journal Writing
TSW 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	4.RI.7			
TSW explain how an author uses reasons and evidence to support particular points in a text	4.RI.8			
TSW integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably	4.RI.9			
TSW read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades appropriate text complexity band proficiently, with scaffolding as needed at the high end of the range	4.RI.10			

Focus Topic: RF – Reading Standards: Foundational Skills

TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW know and apply grade-level phonics and word analysis skills in decoding words	4.RL.3	How can the use of graphic organizers help in note taking?	Words powerfully affect meaning	Ongoing observation & questioning during class discussions
TSW 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	4.RL.3.a	How does fluency affect comprehension?	Good readers compare, infer, synthesize, and make connections	Performance tasks
TSW read with sufficient accuracy and fluency to support comprehension	4.RL.4			Self-Assessment
TSW read on-level text with purpose and understanding	4.RL.4.a			Literature Connections
TSW read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings	4.RL.4.b			Multiple Choice
TSW use context to confirm or self-correct word recognition and understanding, rereading as necessary	4.RL.4.c			Projects Journal Writing

Focus Topic: W - Writing

TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW write opinion pieces on topics or texts, supporting a point of view with reasons and information	4.W.1	How does knowledge of literary devices (alliteration, simile, metaphor, personification, onomatopoeia) help us elaborate our writing?	Understand that writing is a tool for thinking: solving problems, exploring issues, constructing questions, and addressing inquiry	Ongoing observation & questioning during class discussions
TSW 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	4.W.1.a	What elements are needed for good story writing?	Understand that writing is a process that uses skills, strategies, and practices for creating a variety of texts	Performance tasks
TSW provide reasons that are supported by facts and details	4.W.1.b	What is sentence fluency?	Understand what makes writing worth reading	Self-Assessment
TSW link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>)	4.W.1.c	How do writers communicate purposefully and clearly with various audiences?	Understand that writing is strengthened through revision	Literature Connections
TSW provide a concluding statement or section related to the opinion presented	4.W.1.d	Why conduct research?		Multiple Choice
TSW write informative/explanatory texts to examine a topic and convey ideas and information clearly	4.W.2			Projects
TSW 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	4.W.2.a			Journal Writing
TSW develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic	4.W.2.b			
TSW link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>)	4.W.2.c			
TSW use precise language and domain-specific vocabulary to inform about or explain the topic	4.W.2.d			
TSW provide a concluding statement or section related to the information or explanation presented	4.W.2.e			
TSW write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences	4.W.3			

Focus Topic:W – Writing (continued)				
Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW orient the reader by establishing a situation and introducing a narrator and/or characters	4.W.3.a			
TSW organize an event sequence that unfolds naturally	4.W.3.a			
TSW use dialogue and description to develop experiences and events or show the responses of characters to situations	4.W.3.b			
TSW use a variety of transitional words and phrases to manage the sequence of events	4.W.3.c			
TSW use concrete words and phrases and sensory details to convey experiences and events precisely	4.W.3.d			
TSW provide a conclusion that follows from the narrated experiences or events	4.W.3.e			
TSW produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience	4.W.4			
TSW develop and strengthen writing as needed by planning, revising, and editing	4.W.5			
TSW 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	4.W.6			
TSW conduct short research projects that build knowledge through investigation of different aspects of a topic	4.W.7			
TSW 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	4.W.8			
TSW draw evidence from literary or informational texts to support analysis, reflection, and research	4.W.9			

Focus Topic: W – Writing (continued)

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW 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)	4.W.9.a			
TSW explain how an author uses reasons and evidence to support particular points in a text	4.W.9.b			
TSW 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	4.W.10			

Focus Topic: SL – Speaking & Listening

TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW come to discussions prepared, having read or studied required material	4.SL.1.a	How does good listening help us to identify relevant information?	Understand that using receptive and expressive oral language skills enhances communication	Ongoing observation & questioning during class discussions
TSW explicitly draw on that preparation and other information known about the topic to explore ideas under discussion	4.SL.1.a	How do we learn from listening?		
TSW follow agreed-upon rules for discussions and carry out assigned roles	4.SL.1.b	How do we present information effectively to an audience?		Performance tasks
TSW 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	4.SL.1.c			Self-Assessment
TSW review the key ideas expressed and explain their own ideas and understanding in light of the discussion	4.SL.1.d			Literature Connections
TSW paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally	4.SL.2			Multiple Choice

Focus Topic: SL – Speaking & Listening (continued)				
Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW identify the reasons and evidence a speaker provides to support particular points	4.SL.3			Projects
TSW 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	4.SL.4			Journal Writing
TSW add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes	4.SL.5			
TSW 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	4.SL.6			

Focus Topic: L - Language

TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW demonstrate command of the conventions of standard English grammar and usage when writing or speaking	4.L.1	Why should you continue to practice rules of good grammar?	Understand that language captures and records human aspirations/imagination, evoking both emotion & reason	Ongoing observation & questioning during class discussions
TSW use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>)	4.L.1.a	How can we use linking punctuation to strengthen the ideas in our sentences?	Conventions are rules that have been established to standardize written communication	Performance tasks
TSW form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses	4.L.1.b	How does the spelling of a word impact its meaning?		Self-Assessment
TSW use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions	4.L.1.c	Why is punctuation important?		Literature Connections
TSW order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>)	4.L.1.d			Multiple Choice
TSW form and use prepositional phrases	4.L.1.e			Projects

Focus Topic: L – Language (continued)				
Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW produce complete sentences, recognizing and correcting inappropriate fragments and run-ons	4.L.1.f			
TSW correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>)	4.L.1.g			
TSW demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	4.L.2			
TSW use correct capitalization	4.L.2.a			
TSW use commas and quotation marks to mark direct speech and quotations from a text	4.L.2.b			
TSW use a comma before a coordinating conjunction in a compound sentence	4.L.2.c			
TSW spell grade-appropriate words correctly, consulting references as needed	4.L.2.d			
TSW use knowledge of language and its conventions when writing, speaking, reading, or listening	4.L.3			
TSW choose words and phrases to convey ideas precisely	4.L.3.a			
TSW choose punctuation for effect	4.L.3.b			
TSW differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)	4.L.3.c			
TSW determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade appropriate reading and content, choosing flexibly from a range of strategies	4.L.4			
TSW use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase	4.L.4.a			

Focus Topic: L – Language (continued)				
Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>)	4.L.4.b			
TSW consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases	4.L.4.c			
TSW demonstrate understanding of figurative language, word relationships, and nuances in word meanings	4.L.5			
TSW explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context	4.L.5.a			
TSW recognize and explain the meaning of common idioms, adages, and proverbs	4.L.5.b			
TSW demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)	4.L.5.c			
TSW 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., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation)	4.L.6			

College and Career Readiness Anchor Standards for Reading (Grades K-8)

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
Analyze how and why individuals, events, and ideas develop and interact over the course of a text
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
Assess how point of view or purpose shapes the content and style of a text
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
Read and comprehend complex literary and informational texts independently and proficiently

College and Career Readiness Anchor Standards for Writing (Grades K-8)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
Draw evidence from literary or informational texts to support analysis, reflection, and research
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

College and Career Readiness Anchor Standards for Speaking and Listening (Grades K-8)

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

College and Career Readiness Anchor Standards for Language (Grades K-8)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression