

Fourth Grade

1st Quarter Alignment Document

Many resources are linked to this online document and it is not intended to be printed.

Introduction

[The Richland 2 Balanced Literacy Model](#) specifies the expectation that in every ELA Classroom, the teacher needs to plan reading instruction to include each of the four instructional reading components: [Read Aloud](#), [Shared Reading](#), [Guided Reading](#) and [Independent Reading + Writing](#) instruction over a period of days in order to meet students' needs. These [Instructional Practices](#) reflect the [gradual release of responsibility](#) as outlined in the Richland Two Balanced Literacy Model. As you are using the document to plan you will see suggested resources for all of the components, in addition to Cursive Handwriting.

The Language Standards and Foundational Skills are embedded in document as they are in the [SC ELA College- and Career-Ready Standards](#). Click here for the [SC Standards Glossary](#). This document aligns the state standards with district resources for suggested instruction. The intent is to use these in planning instruction in Reading, Writing and the integration of content areas. All content area sites can be found at <https://sites.google.com/a/richland2.org/elementary-teaching-and-learning/>.

District Formative Assessments

Reading A-Z Benchmark Passages

Beginning Of the Year (BOY) Due Date October 14, 2016

Middle Of the Year (MOY) Due Date January 20, 2017

End Of the Year (EOY) Due Date May 30

Reading A-Z

SPREADSHEETS ARE TO BE SHARED WITH YOUR READING COACH WHEN COMPLETED.

She will compile the data by grade levels and send to Becca Doswell.

Recording the Assessments

Reading A-Z Benchmark Passages (SHARE SPREADSHEET WITH YOUR READING COACH)

[Reading A-Z Spreadsheet](#)

Information about the Assessment

Reading A-Z Benchmark Passages

The **Comprehension Quick Check OR the Retelling Rubric**. You may use both if they would like but only one or the other is required. **The Instructional level recorded on spreadsheet**

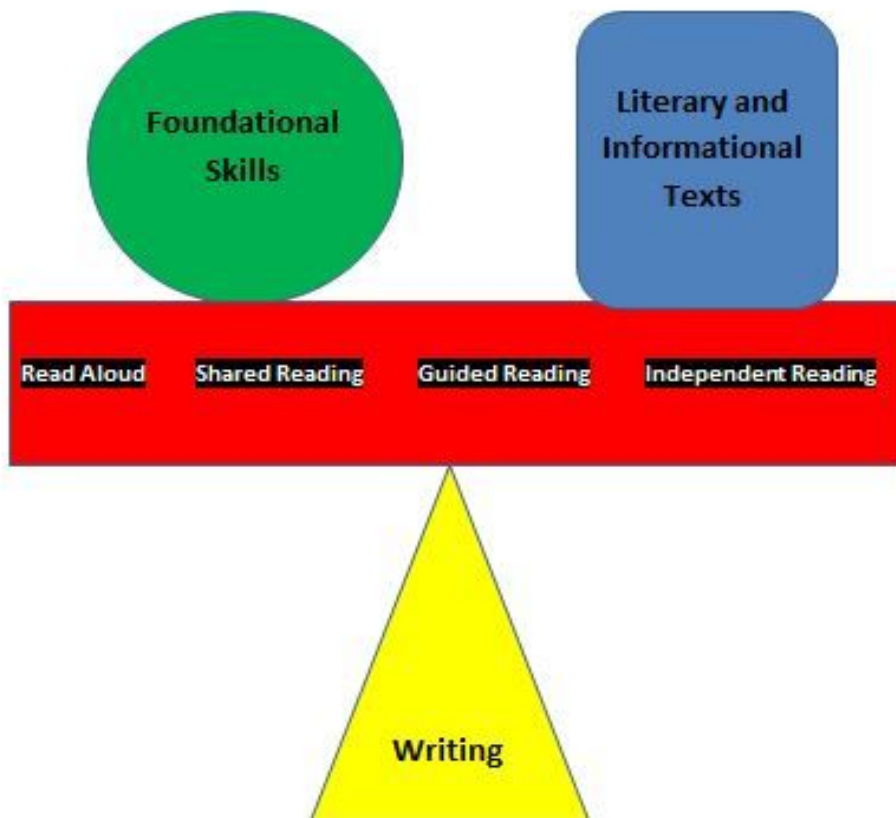
Once a student reaches Level Z, (Level Z is the only level you need to administer both fiction and

non-fiction) you do not have to continue administering the assessment at each required point during the year. Teachers will then monitor the reading by conferring during Independent Reading to ensure the child is picking appropriate texts, reading widely across genres, and comprehending the text.

[Information on Scoring Reading A-Z](#)
[Reading A-Z Correlation Chart](#)

Balanced Literacy

Richland 2 Balanced Literacy Model for Instruction



[Schedule Recommendations for the 90 minute ELA Block](#)

Structure	Frequency	Minutes	Notes
Read Aloud	Daily	max. 10 minutes	All students present
Shared Reading	Daily	max. 20 minutes	All students present
Independent Reading	Daily	min. 20 minutes	Done at beginning of block to ensure it is not left out
Reader's Workshop (Guided Reading and Literacy Stations)	2-3 days per week	max. 20 minutes per group	interchangeable with Writer's Workshop
Writer's Workshop (Writing Process)	2 -3 days per week	max. 40 consecutive minutes	interchangeable with Reader's Workshop
Daily Writing Response Journals are incorporated within Read Aloud, Shared Reading and Independent Reading along with content area instruction.			

OR

<p>Reading</p> <p>Whole Group - Max 20 minutes</p> <ul style="list-style-type: none"> ● Mini lesson ● Read Aloud ● Shared Reading ● Reflection/Sharing <p>Small Group - Max 35 minutes</p> <ul style="list-style-type: none"> ● Guided Reading ● Book Clubs ● Literature Circles <p>Independent Reading - Min. 20 minutes</p> <ul style="list-style-type: none"> ● Conferring ● Reading Response <p>Independent Writing - Max 15 minutes</p> <ul style="list-style-type: none"> ● Conferring ● Reading Response 	<p>Writing</p> <p>Whole Group - Max 20 minutes</p> <ul style="list-style-type: none"> ● Mini lesson ● Mentor Text ● Shared Writing ● Word Study ● Reflection/Sharing <p>Small Group - Max 35 minutes</p> <ul style="list-style-type: none"> ● Guided Writing ● Word Study <p>Independent Writing - Max 15 minutes</p> <ul style="list-style-type: none"> ● Conferring ● Reading Response <p>Independent Reading - Min 20 minutes</p> <ul style="list-style-type: none"> ● Conferring ● Reading Response
<p>Teachers choose how to balance reading or writing focus in their daily lesson plans.</p>	

- Guided Reading groups are taught when children are pulled out for intervention and resource. The times for the groups can be rotated throughout the week. Rotating group times will ensure that all students have small group instruction in the classroom setting, in addition to their intervention.
- All intervention and resource students need to be in the room during Read Aloud and Shared Reading in order to be exposed to grade level and above texts.
- Independent Reading is scheduled at the beginning of the 90 minute block (if possible).

INQUIRY STANDARDS AND DISCIPLINARY STANDARDS

The Inquiry-Based Literacy Standards support teachers in structuring a classroom environment in which students can routinely and systematically engage in the process of inquiry. These standards work in concert with Disciplinary Literacy and should be viewed as a system or structure which supports student learning rather than being perceived as steps which lead to the development of a one-time research paper or project.

Inquiry Standards

Inquiry Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

Inquiry Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

Inquiry Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration.

Inquiry Standard 4: Synthesize information to share learning and/or take action.

Inquiry Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.

Disciplinary Standards

Disciplinary Standard 1: Read, write and communicate using knowledge of a particular discipline.

Disciplinary Standard 2: Integrate the Reading, Writing, and Communication Standards and Inquiry-Based Literacy

Disciplinary Standard 3: Standards to communicate and create understanding within content areas.

Disciplinary Standard 4: Extend and deepen understanding of content through purposeful, authentic, real-world tasks to show understanding and integration of content within and across disciplines.

Read Aloud

Reading aloud sets the stage for instruction. This can be done daily- at least 2-3 days out of 5 days of instruction. **Mentor Texts** are texts used as examples to highlight strategies and skills taught in reading and writing. For additional information, visit texts that can also be used for introducing or strengthening Science and Social Studies standards and/or instructional focus.

SC ELA Standards Addressed

4-I-5.1 Acknowledge and value individual and collective thinking.

4-C-MC-1.1 Explore and create meaning by formulating questions, engaging in purposeful dialogue with

peers and adults, sharing ideas and considering alternative viewpoints.

4-C-MC-1.2 Participate in discussions; ask and respond to probing questions to acquire information concerning a topic, text, or issue.

4-C-MC-1.3 Apply techniques of articulation. adequate volume, eye contact, facial expressions, posture, gestures, and pace; take one's own turn in a respectful way

4-C-MC-1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, and pose specific questions, and respond to clarify thinking and express new thoughts.

4-C-MC-1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.

Title	ELA Standards/Content Connections
Cheyenne Again <i>(Comprehension Toolkit-Infer Meaning Lesson 15 p. 56)</i>	Native Americans Use Text Evidence to Infer Themes <i>4-RL-MC-5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.</i> <i>4-RL-6.1 Determine the development of a theme within a text; summarize using key details.</i>
Twisting Up A Storm/Thundering and Lightning <i>(Interactive Read Aloud IRA) p.358-362</i>	Weather Conventions- Punctuation <i>4-W-L-5.1 Apply correct usage and capitalization</i> <i>·Names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations</i>
The Girl Who Loved Wild Horses <i>(Interactive Read Aloud IRA) p. 251</i>	Native Americans Distinguishing Features of Fiction <i>4-RL-LCS-12.1 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.</i>
Water Dance <i>(Read Aloud Treasures RAT p.61-64)</i>	<i>4-RL-LCS-12.1 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.</i> <i>4-RL-LCS-9.1 Identify and explain how the author uses imagery, hyperbole, adages, or proverbs to share meaning and tone.</i> <i>4-RL-LCS-9.2 Explain how the author's choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.</i>
Old Crow Warriors <i>(Read Aloud Treasures RAT) p.59-60</i>	Native Americans <i>4-RL-LCS-9.1 Identify and explain how the author uses imagery, hyperbole, adages, or proverbs to share meaning and tone.</i> <i>4-RL-LCS-9.2 Explain how the author's choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.</i>

<p>How the Crow Got It's Color (Interactive Read Aloud <i>IRA</i>) p.254-256</p>	<p>Distinguishing Features of Fiction <i>4-RL-LCS-12.1 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.</i></p>
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Shared Reading

The purpose of the shared reading experience is to use grade level text for whole group strategy work and language support. Shared Reading requires all students to have eyes on the same text. Shared reading can happen several times a day using different text in different subject areas. Close Reading examples are shared for ELA and content connections.

Paired Texts

<p>SC ELA Standards Addressed</p> <p>4-I-5.1 Acknowledge and value individual and collective thinking. 4-C-MC-1.1 Explore and create meaning by formulating questions, engaging in purposeful dialogue with peers and adults, sharing ideas and considering alternative viewpoints. 4-C-MC-1.2 Participate in discussions; ask and respond to probing questions to acquire information concerning a topic, text, or issue. 4-C-MC-1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, and pose specific questions, and respond to clarify thinking and express new thoughts. 4-C-MC-1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.</p>	
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<p>Shared Reading: Anchor Text</p>	<p>Shared Reading: Close Reads with Content Connections</p>	<p>ELA Standard(s)</p>	<p>Assessment</p>
<p>Anchor Text 1- Legend <u>Mystic Horse</u> (Treasures) Book 1 Unit 2</p>	<p>Native Americans Sequence Story Structure Text Dependent Questions</p>	<p><i>4-RL-MC-5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.</i> <i>4-RL-MC-6.1 Determine the development of a theme within a text; summarize using key details.</i> <i>4-RL-MC-8.1b Explain the influence of cultural, historical, and social context on characters, setting and plot</i></p>	<p>Cold Reads based on Focus Standards and skills.</p> <p>Treasures can be used, but questions should be modified to match the instruction.</p> <p><i>Examine the boy's actions in the story and use a graphic organizer to sequence the major</i></p>

		<i>development</i>	<i>events of the story. Use information from the graphic organizer to explain how the author uses this legend to teach a lesson. What lesson does the author want readers to learn?</i>
Anchor Text 2- Informational Narrative Arrows (level U,R,Y) http://www.readinga-z.com/	Guided Reading Lesson Plan *Summarizing • Making inferences • Identify and understand the use of pronouns •Synonyms	4-RL-MC-6.1 <i>Determine the development of a theme within a text; summarize using key details.</i> 4-RL-MC-5.1 <i>Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.</i> 4.W.L4.1 a. <i>Use relative pronouns and relative adverbs.</i>	<u>A-Z Comprehension checks:</u> *Book Quiz *Retelling Rubric
Anchor Text 3 A Change of Weather- Treasures Book 1 Unit 1-wk.5, Leveled Reader	Weather Realistic Fiction Summarize Sequence Dictionary: Connotation/Denotation Long o, Short vowels ALTERNATE SKILLS AND STRATEGIES Author's Purpose Main Idea and Details Problem and Solution	4-RL-MC-6.1 <i>Determine the development of a theme within a text; summarize using key details.</i> 4-RL-P-3.1 <i>Use combined knowledge of all letter sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.</i>	Cold Reads based on Focus Standards and skills. Treasures can be used, but questions should be modified to match the instruction.
Anchor Text 4 Extreme Weather - (CT-Extend and Investigate) pp. 16-18	-Infer the Meaning of Unfamiliar Words -Synthesize text for the big idea	<i>4-RI-LCS-8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and</i>	-Post It notes -Definition Brainstorms -Frayer Model

<p>Lesson 10 Lesson 4 Lesson 24</p>	<p>-Follow text signposts</p>	<p><i>how their relationships shape meaning and tone in print and multimedia texts.</i> <i>4-RI-LCS-8.1: Determine how the author uses words and phrases to shape and clarify meaning.</i> <i>4-RI-LCS-9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</i> <i>4-RI-LCS-9.1: Use definitions, examples, and restatements to determine the meaning of words or phrases.</i> <i>4-RI-LCS-9.2: Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</i> <i>4-RI-MC-7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</i> <i>4-RI-MC-7.1 Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.</i> <i>4-RI-LCS-8.2 Apply knowledge of text features to gain meaning; describe the relationship between these features and the text.</i></p>	<p>showing understanding of vocabulary terms -Class presentation of anchor chart</p>
<p>Anchor Text 5: Literary CHOICE Anchor Text 6: Informational CHOICE</p>			

Close Reading with Text Dependent Questions

Define Close Reading

Tools for use

[TWISTS - A Guide to Reading Text Closely](#)
[Text Dependent Questions Bookmarks](#)

Text Dependent Analysis -

Planning for Close Reading

Step 1- Determine what you want to teach from the text.

Step 2- Choose your Text carefully. It can be narrative or informational. It should be short and align with your goals for instruction. The text can be complex so that students will have to use the strategies modeled.

Step 3- Use the TWISTS model to read and reread the text. Although, you will not have the children do everything in the TWISTS chart, it is important to address each letter in TWISTS. Guide students through the steps only asking them to do what you need them to do to get through the reading of the text. The students will read in and out of the text. This means that you may have them identify key vocabulary, share out and then, return to the text for another component of TWISTS.

[Vocabulary Instruction Tier 1, 2 and 3](#)

Step 4- Evidence Based Questions/Answers- You write your questions ahead of time. Design questions that will require students to move beyond basic recall and move them toward questions where they will have to revisit the text often for evidence.

NOTE: This can take a couple of class periods if you truly are using the text for close reading. Take your time.

SC ELA Standards Addressed

*The following standards may be applicable depending on the type of text being used.

- 4-I-1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.
- 4-I-4.2 Reflect on findings to build deeper understanding and determine next steps.
- 4-I-5.1 Acknowledge and value individual and collective thinking.
- 4-C-MC-1.1 Explore and create meaning by formulating questions, engaging in purposeful dialogue with peers and adults, sharing ideas and considering alternative viewpoints.
- 4-C-MC-1.2 Participate in discussions; ask and respond to probing questions to acquire information concerning a topic, text, or issue.
- 4-C-MC-1.3 Apply techniques of articulation. adequate volume, eye contact, facial expressions, posture, gestures, and pace; take one's own turn in a respectful way
- 4-C-MC-1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, and pose specific questions, and respond to clarify thinking and express new thoughts.
- 4-C-MC-1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.
- 4-C-MC-2.1 Articulate ideas, perspectives and information with details and supporting evidence in a logical sequence with a clear introduction, body, and conclusion.
- 4-RI-P-1 Demonstrate understanding of the organization and basic features of print
- 4-RI-P-3.1 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.

Close Reading Passages	Resource/Where to find **Readworks.org is a free site, but you need to sign up to access the articles
Natural Disasters- Comprehension Toolkit (CT) p.82-83	(CT)-Extend and Investigate p. 73-84
Navajo Code Talkers (CT) or Saving Their Native Language(CT)	(CT)-p.96 (CT)-p.14
Weather Related passages- Readworks.org (Readworks.org is free, but you need to set up a username/password) Reading A-Z	http://www.readworks.org/passages/climates-introduction-climates (4th) http://www.readworks.org/passages/storm-chasers (4th) http://www.readworks.org/passages/summerreads-hurricanes (4th) http://www.readworks.org/passages/whys-weather-colors-rainbow (4th) http://www.readworks.org/passages/weather-introduction-weather (4th) http://www.readworks.org/passages/weather-meteorology-weather-maps (4th) http://www.readworks.org/passages/weather-wind (4th) http://www.readinga-z.com/book.php?id=1386 http://www.readinga-z.com/content-area-reading/science/ Water Cycle http://www.readworks.org/passages/weather-water-cycle (4th) Clouds http://www.readworks.org/passages/weather-types-clouds (4th) Floods and Tornados http://www.readinga-z.com/book-related-resources/theme-news-packs/floods-tornados/ http://www.readworks.org/passages/twister Earthquakes http://www.readinga-z.com/book-related-resources/theme-news-packs/haiti-earthquake/ http://www.readinga-z.com/book-related-resources/theme-news-packs/japan-earthquake-tsunami/ Hurricane Sandy http://www.readinga-z.com/book-related-resources/theme-news-packs/hurricanes/

<p>Native American passages-</p> <p>Readworks.org (Readworks.org is free, but you need to set up a username/password)</p> <p>Reading A-Z</p>	<p>http://www.readinga-z.com/book-related-resources/theme-news-packs/native-american/</p> <p>http://www.readworks.org/passages/native-americans (4th)</p> <p>http://www.readworks.org/passages/mystery-mayas (4th)</p> <p>http://www.readworks.org/passages/native-americans-star-maiden-native-american-legend (3rd)</p> <p>http://www.readworks.org/passages/native-americans-totem-poles (3rd)</p> <p>http://www.readworks.org/passages/native-americans-traditional-native-american-homes (3rd)</p> <p>http://www.readworks.org/passages/native-americans-who-discovered-america (3rd)</p> <p>http://www.readworks.org/passages/first-thanksgiving-2 (3rd)</p> <p>Explorers</p> <p>http://www.readinga-z.com/content-area-reading/social-studies/-look under explorers. A few of the books are multi-level books</p> <p>September 11</p> <p>http://www.readinga-z.com/book.php?id=1532</p>
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[Launching Reading and Writing Workshop](#)

Click on the link above for step by step process for implementing reading and writing workshop in your classroom. This section provides you with guidance and mini-lessons to launch reading and writing workshop. You are also provided examples for literacy stations.

[Guided Reading](#)

Small group work is based on student's needs based on the reader's instructional level, level/complexity, and mastery of standard/skill using formative assessments. Teachers also utilize small group work time and reading conferences to gain this information about each student.

The district requires all teachers in Grades 3-5 to assess students instructional level for reading by using Reading A-Z Benchmark passages. All students should be assessed by October 14. Small group instruction should begin in October after you have assessed your students and know information about their reading behaviors.

[Guided Reading: Getting Started and Procedures](#)

How to Analyze Data

- [Understanding MSV cueing system](#)
- [Checking for Comprehension](#)
- [Analyzing Running Records](#)

Making Guided Reading Groups

- [Guided Reading Groups](#)
- [Forming Reading Groups Tips](#)
- [Creating Guided Reading Groups](#)
- [Classroom Management for Guided Reading](#)

Guided Reading Sample Lessons

- [Video of guided reading lesson](#)
- [Guided Reading Lesson Plan Template](#)
- [Guided Reading Templates](#)
- [Selecting Text and Setting Up Guided Reading Lessons](#)
- [Upper Elementary Guided Reading Video](#)
- [Fourth Grade Guided Reading Group Lesson Video](#) (below grade level)
- [Fourth Grade Guided Reading Group Lesson Video](#) (grade level or above)
- Optional Resource: [The Next Step in Guided Reading](#) by: Jan Richardson
- Optional Resources: [Guiding Readers and Writers](#) by: Fountas and Pinnell

Guided Reading Mini-lesson Ideas

- [Mini-lesson Ideas](#)
- [Guided Reading Continuum Questions](#)
- [CAFE mini-lessons that can be adapted from read alouds to guided reading](#)
- Optional Resource: [Reading Strategies](#) by: Jennifer Serravallo

SC ELA Standards

Literary Text

4-LT-RC-13.1 Engage in whole and small group reading with purpose and understanding.

4-LT-RC-13.3 Read and respond to task and purpose to become self-directed, critical readers and thinkers.

Informational Text

4-IT-RC-12.1 Engage in whole and small group reading with purpose and understanding.

4-IT-RC-12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

4-RL-P-1 Standard 1: Demonstrate understanding of the organization and basic features of print.

4-RL-P-2 Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

4-RL-P-3 Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words

Guided Reading Resources

Link to the steps of Guided Reading <http://www.readinga-z.com/helpful-tools/about-running-records/>

In order to choose the texts to use for small group instruction, use the [correlation chart](#) to find the student's instructional level.

Suggestions for instruction

Word Work

Instruction should be differentiated, based on your data from formative assessments. Some students will need much less practice with these concepts than others. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Four Essential Understandings About How We Learn Words

- Our depth of word knowledge is determined by how we use words.
- We need to have a reason to learn new words. Engagement matters.
- Words are concepts related to other words and can have multiple uses, which means that our knowledge of words can deepen.
- We learn words through intentional instruction and incidentally.

Word Work Resources	ELA Standards
<p>Spelling Strategies and Patterns <i>Spelling Strategies and Patterns</i> by Sandra Wilde (Spiral Bound book - each school has a copy) Foundational Skills Word Lists http://www.theschoolhouse.us/index.htm</p> <p>Vocabulary Development Vocabulary Instruction Tier 1, 2 and 3 Marzano’s Strategies for Teaching Words Six Types of Written Syllable Patterns Word Arrays Word Ladders</p> <p>Prefixes, Suffixes and Roots http://www.ahs.dcps.org/eaglenet/instruction/Latin-Cognates.html http://www.learnthat.org/pages/view/roots.html http://www.learnthat.org/pages/view/suffix.html Membeans</p> <p>Foundational Skills Word Lists http://www.theschoolhouse.us/index.html</p> <ul style="list-style-type: none"> • http://www.ahs.dcps.org/eaglenet/instruction/Latin-Cognates.html 	<p>Literary 4-RL.2 Demonstrate an understanding of spoken words, syllables, and sounds. 4-RL.3 Know and apply grade-level phonics and word skills in decoding. 4-RL.10 Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. 4-RL.10.1 Use definitions, examples, and restatements to determine the meaning of words or phrases. 4-RL.10.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes 4-RL.10.6 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</p> <p>Informational 4-RI.2 Demonstrate an understanding of spoken words, syllables, and sounds. 4-RI.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>

<ul style="list-style-type: none"> • http://www.learnthat.org/pages/view/roots.html • http://www.learnthat.org/pages/view/suffix.html 	
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Fluency is the ability to read expressively and meaningfully, as well as accurately and with appropriate speed. Fluency provides a **bridge** between **word recognition** and **comprehension**.
 4-RL-P-4 Read with sufficient accuracy and fluency to support comprehension
 4-RI-P-4 Read with sufficient accuracy and fluency to support comprehension

Fluency Rubric - <https://drive.google.com/file/d/0BwbqMID-9TIFVndnSndmR1BwZzA/edit?usp=sharing>

Demonstrating, Reinforcing, and Prompting for Fluent Phrased Reading
Fountas and Pinnell

Resources	Lessons	Assessment
CCSS Write in Literacy Handbook Volume 1 p. 205-223	Develop Fluency Read with Purpose and Understanding Read Aloud Suggestions	Teacher choice based on student needs
http://www.readinga-z.com/assessments/fluency-timed-reading/	Timed Fluency Passages	Teacher choice based on student needs
http://www.readinga-z.com/fluency/readers-theater-scripts/	Readers Theater	Teacher choice based on student needs

Independent Reading

Independent Reading occurs every day. Teachers confer with students during Independent Reading on a routine basis.

SC ELA Standards Addressed
Literary Text 4-LT-RC-13.1 Engage in whole and small group reading with purpose and understanding. 4-LT-RC-13.2 Read independently for sustained periods of time to build stamina. 4-LT-RC-13.3 Read and respond to task and purpose to become self-directed, critical readers and thinkers. Informational Text 4-IT-RC-12.2 Read independently for sustained periods of time.

Bag of Books for Independent Reading
Teacher Conference Form (one example)

Writing

Writer's Workshop is a structured time that includes a mini lesson, student writing, and teacher/student conferencing.

[Seven Principles of Writing](#) (Richland School District_Two K-12 Writing Model)

Writing requires thinking and allows opportunities to demonstrate understanding. These principles guide writing in all disciplines.

- Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.
- Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.
- Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.
- Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.
- Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

In addition to the information in the chart, [suggested instructional units for writing](#) have been developed as Support Documents aligned to the SC ELA Standards.

Personal Narratives and Community Building (Ideas for fostering community building through writing):

[Building a Community of Writers](#)

- Writing Autobiographies
- Partner Interviews and Share
- Writing a letter to you about how the students feel about school
- Writing about their goals for the year
- Writing persuasively about what they want to study and why they want to study it
- [Students write themselves a letter at the beginning of the year](#)
- Writing [The Best Part of Me](#)
- Writing [The Important Thing About...](#)
- [Reading aloud Ish and creating a sculpture and title](#)
- [Community building picture books](#)
- [Books that Build a Community of writers](#)

Grade Level	SC ELA Writing Standards	Balanced Literacy Model	Assessment
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Approach	Narrative <i>Narrative writing develops real or imagined experiences elaborating through descriptive details in a logical and sequential order.</i>	Writing	
<p>. Writing in journals</p> <p>. Writing responses to literature</p> <p>. Illustrating ideas</p> <p>. Taking notes</p> <p>. Working on independent pieces of writing (not prompts) in a variety of genres (student /teacher choice)</p> <p>Expectations for Teaching and Learning: Learning should be modeled, supported, and reflect gradual release of responsibility at all levels. Teachers should continue to address earlier standards as they apply to more complex text. Students are expected to build upon and continue applying concepts learned previously.</p>	<p>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well structured event sequences.</p> <p>4-W-MCC-3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <p>a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;</p> <p>b. orient the reader by establishing a situation and introducing a narrator and/or characters;</p> <p>c. organize an event sequence that unfolds naturally;</p> <p>d. use dialogue and description to develop experiences and events or show the responses of characters to situations;</p> <p>e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;</p> <p>f. use a variety of transitional words and phrases to manage the sequence of events;</p> <p>g. use imagery, precise words, and sensory details to</p>	<p><u>Read Aloud</u></p> <p>--Mentor text Suggestion Ralph Fletcher Craft Lessons (Literary and Informational)</p> <p><u>Shared Writing</u></p> <p>--Verbalize the writing process --Practice strategies with support --Collaborative research with complex text --Notetaking --Academic Vocabulary Tier 1,2,3</p> <p><u>Guided Writing</u></p> <p>--Small Group --Based on instructional needs --Plan, revise, edit and rewrite</p> <p><u>Independent Writing</u></p> <p>--Variety of writing types- --opinion, informational, narrative and genres within the types --Conduct research using notes taken from multiple print and digital sources --Gather and recall information --Teacher and student choice</p>	<p>Six Traits Rubric</p> <p>SC Ready Writing Rubric</p>

	<p>develop characters and convey experiences and events precisely; and h. provide a conclusion that follows from the narrated experiences or events.</p> <p>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames</p> <p>4-W-RC-6.1 Write routinely and persevere in writing tasks: a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity.</p> <p>4-W-RC-6.4 Demonstrate effective keyboarding skills.</p>		
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Language Standards

The Chart below offers suggestions for focus in mini lessons for writing instruction. District Resources *Spelling Strategies and Patterns: What Kids Need to Know* by Sandra Wilde, *No More Spelling and Phonics Worksheets*, and *No More "Look Up the List" Vocabulary Instruction*.

SC Writing Standards Language Strand	Resource	Assessment
<p>Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <p>4-W-L-4.1 When writing: a. use relative pronouns and relative</p>	<p>Relative</p> <p>Pronouns- overview</p> <p>Relative Pronoun- Practice</p>	<p>Individual Conferences with students about their writing</p> <p>Teacher created assessment on standard</p>

adverbs;
b. form and use the progressive verb tenses;
c. use modal auxiliaries to convey various conditions;
d. use modal auxiliaries and the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense;
e. order adjectives within sentences according to conventional patterns;
f. use relative pronouns and relative adverbs;
g. explore using prepositional phrases in different positions within a sentence;
h. use coordinating and subordinating conjunctions;
i. use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; and
j. use frequently confused homonyms correctly.

Note: Be sure to look back at the language standards for K-4 as students are expected to demonstrate command of those as well.

[Relative Adverbs- Overview](#)

[Relative Adverbs- Practice](#)

[Progressive Verb Tenses- Overview](#)

[Progressive Verb Tenses- Practice](#)

[Verb Tense- overview](#)

[Verb Tense- Practice](#)

[Irregular Verb Tense- Overview](#)

[Irregular Verb Tense- Practice](#)

[Order Adjectives- Overview](#)

[Order Adjective- Practice](#)

[Prepositional Phrases- Overview](#)

[Prepositional Phrases- Practice](#)

[Coordinating Conjunctions- Overview](#)

[Coordinating Conjunctions- Practice](#)

[Subordinating Conjunctions- Overview](#)

[Subordinating Conjunctions- Practice](#)

[Sentence Types- Overview](#)

[Sentence Types Practice](#)

[Sentence Fragments- Overview](#)

[Sentence Fragments- Practice](#)

[Run- On Sentences- Overview](#)

[Run-On Sentences- Practice](#)

Literacy Write-in Handbook V2 pgs
254-257

	<p>Multiple meaning and context lessons Literacy Write-in Handbook V2 pgs 258-261 Context Clue practice More context clues Literacy Write-in Handbook V2 pgs 262-267 Affix Lesson with practice Root word practice Literacy Write-in Handbook pgs 268-273 Word meaning and dictionary lessons Literacy Write-in Handbook V2 pgs 274-278 Literacy Write-in Handbook V2 pgs 279-283 Literacy Write-in Handbook V2 pgs 284-289 Antonym/Synonym lessons</p>	
<p>Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>4-W-L-5.1 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.</p> <p>4-W-L-5.2 Use:</p> <p>a. apostrophes to form possessives and contractions;</p> <p>b. quotation marks and commas to mark direct speech; and</p> <p>c. commas before a coordinating conjunction in a compound sentence.</p> <p>4-W-L-5.4 Use spelling patterns and generalizations.</p> <p>Note: Be sure to look back at the language standards for K-4 as</p>	<p>Punctuation Overview/Practice</p> <p>Capitalization- Overview</p> <p>Capitalization- Practice</p> <p>Possessives- Overview</p> <p>Possessives- Practice</p> <p>Apostrophes- Overview</p> <p>Apostrophes- Practice</p> <p>Compound Sentence- Overview</p> <p>Compound Sentence- Practice</p> <p>Combining Sentences- Overview</p> <p>Combining Sentences- Practice</p> <p>Coordinating Conjunctions- Overview</p> <p>Coordinating Conjunctions- Practice</p> <p>Spelling Overview/Practice</p>	<p>Individual Conferences with students about their writing</p>

<p>students are expected to demonstrate command of those as well.</p>		
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<p><u>4th Grade Writing Expectations</u></p> <ul style="list-style-type: none"> • Narrative Writing includes beginning, middle and end embedding ideas in time and place and develop characters through detail and dialogue. • Review the language and colors of the Step Up to Writing Organizer for Argument and Informational Writing. Use this organizer in every subject in order for students to make the connection between writing and content. • Review writing sentences and paragraphs from the organizer.(Examples attached) • Note taking- The 2 and 3 column note taking format should be used in every subject. You may need to do this as a shared experience first before you expect students to naturally do this on independently. This should be used in all subjects areas. Students should add to their notes after discussion. • 3 Paragraph essay should be a review. Have the students move from the organizer to 3 paragraphs in all subject areas the first quarter. Then, move them into the 5 paragraph essay that includes: Topic paragraph, 3 paragraphs in the body and a concluding paragraph. All templates are included.

Writing Topic Suggestions	Content Connection
Imagine that you are exploring a new land. You meet someone from different from you. Write a story about your encounter using descriptive language.	Native Americans
Imagine you are hiking in the mountains and a storm is quickly approaching. Something goes terribly wrong. Write a story about your weather adventure.	Weather
Imagine you are exploring the new world. One night you hear strange noise and go to investigate. Write a story about what you find and what happens next.	Native Americans/Explorers
Sometimes weather can be frightening. Think of a time when the weather really frightened you. Write a suspenseful story about your frightening experience.	Weather

Cursive Handwriting

Cursive handwriting instruction begins in 2nd grade with letter formation and continues through 3rd grade with connecting letters to create words and sentences. Students continue to practice and use in 4th and 5th grade.

SC ELA Standards

3-W-RC-6.5 Connect upper- and lower-case letters efficiently and proportionately in cursive handwriting.
4-W-RC-6.5 *Students are expected to build upon and continue applying previous learning.*
5-W-RC-6.5 *Students are expected to build upon and continue applying previous learning.*

Zaner-Bloser Cursive Handwriting

The district has adopted Zaner-Bloser as the Cursive handwriting text for grades 2-5. A teacher's edition and consumable workbooks are provided for each class.

Lesson An introductory mini-lesson should last 3-4 minutes and practice should be no more than 7-8 minutes each lesson. Recommending no more than 3 lessons each week.	Resources Each teacher has a teacher's guide and each child has a consumable workbook.
Follow the lessons as they are listed in the teacher's guide.	https://www.zaner-bloser.com/zb-fontsonline-plus is the on-line resource. Each school has a code. Please see your AP for that information.