

LANGUAGE

GRADE	CONTENT	SKILLS (CCSELA ALIGNMENT)
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Note: The inclusion of Language standards in their own domain should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; Indeed, they are inseparable from such contexts.

4	Conventions of Standard English	<p>LA.4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use relative pronouns (e.g., who, which, that, whoever), relative adverbs (e.g., where, when, why), and modal auxiliaries (e.g., can, may, must); form and use progressive verb tenses (e.g., I was walking, I am walking, I will be walking) and prepositional phrases; correctly use homonyms; order adjectives within sentences (e.g., a small red bag rather than a red small bag); produce complete sentences, correcting inappropriate fragments and run-ons (L.4.1)</p> <p>LA.4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: use commas and quotation marks to denote direct speech and quotations from a text; use a comma before a coordinating conjunction in a compound sentence; spell grade-appropriate words, consulting references as needed (L.4.2)</p>
	Knowledge of Language	<p>LA.4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening: choose words and phrases to convey ideas; punctuate for effect; differentiate between contexts that call for formal English and informal discourse (L.4.3)</p>
	Vocabulary Acquisition and Use	<p>LA.4.L.4 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use context (e.g., definitions, examples, restatements) and grade-appropriate Greek and Latin affixes and roots (e.g., telegraph, photograph, autograph) as clues to the meaning of a word or phrase; consult print and digital references, including thesauruses, for pronunciation and meaning (L.4.4)</p> <p>LA.4.L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings: explain the meaning of simple similes and metaphors in context; explain the meaning of common idioms, adages, and proverbs; demonstrate understanding of words by relating them to their antonyms and synonyms (L.4.5)</p> <p>LA.4.L.6 Acquire and use content-specific words and phrases, including those that signal precise actions, emotions, or states of being that are basic to a particular topic (L.4.6)</p>

READING - READING FOUNDATIONS		
GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
Essential Question: How can we honor God when we read, reflect, and respond to a variety of texts?		Big Idea: We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.
Assessments: Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retellings, Response Cards, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory		
4	Phonics and Word Recognition	LA.4.RF.1 Use letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words both in and out of context (RF.4.3)
	Fluency	LA.4.RF.2 Read on-level text with purpose and understanding; read on-level prose and poetry orally with accuracy, appropriate rate, and expression (RF.4.4a-b)
		LA.4.RF.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.4.4c)
		LA.4.RF.4 Use silent reading strategies

READING - INFORMATIONAL TEXT		
GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
Essential Question: How can we honor God when we read, reflect, and respond to a variety of texts?		Big Idea: We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.
Assessments: Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retellings, Response Cards, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory		
4	Key Ideas and Details	LA.4.RI.1 Refer to details and examples when explaining what the text says explicitly and when drawing inferences (RI.4.1)
		LA.4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text (RI.4.2)
		LA.4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why (RI.4.3)
	Craft and Structure	LA.4.RI.4 Determine the meaning of content-specific words and phrases in context (RI.4.4)
		LA.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 (RI.4.5)
		LA.4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic, describing the differences in focus and the information provided (RI.4.6)
	Integration of Knowledge and Ideas	LA.4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, interactive technologies) and explain how the information contributes to an understanding of the text (RI.4.7)
		LA.4.RI.8 Explain how an author uses reasons and evidence to support particular ideas (RI.4.8)
		LA.4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject (RI.4.9)
		LA.4.RI.10 Select informational text that affirms the teachings in God's Word
	Range of Reading and Level of Text Complexity	LA.4.RI.11 Read and comprehend informational texts (e.g., history/social studies, science, technical texts) of appropriate complexity independently and proficiently (RI.4.10)
		LA.4.RI.12 Self-monitor reading strategies and make modifications as needed
		LA.4.RI.13 Read literary nonfiction for personal growth and spiritual development

READING - LITERATURE		
GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
Essential Question: How can we honor God when we read, reflect, and respond to a variety of texts?		Big Idea: We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.
Assessments: Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retellings, Response Cards, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory		
4	Key Ideas and Details	LA.4.RL.1 Refer to details and examples when explaining what the text says explicitly and when drawing inferences (RL.4.1)
		LA.4.RL.2 Identify a theme of a story, drama, or poem; summarize the text (RL.4.2)
		LA.4.RL.3 Describe in depth a character (e.g., thoughts, words, actions), setting, or event in a story or drama, drawing on specific details in the text (RL.4.3)
	Craft and Structure	LA.4.RL.4 Determine the meaning of words and phrases in context, including idioms (RL.4.4)
		LA.4.RL.5 Explain major differences among poems, dramas, and stories by referring to the structural elements of poems (e.g., verse, rhythm, meter), dramas (e.g., casts of characters, settings, dialogue, stage directions), and stories (e.g., plot, character, setting) when writing or speaking (RL.4.5)
		LA.4.RL.6 Compare and contrast the point of view between first- and third-person narrations in different stories (RL.4.6)
	Integration of Knowledge and Ideas	LA.4.RL.7 Make connections between the text of a story or drama and a visual or oral presentation of the text (RL.4.7)
		LA.4.RL.8 Compare and contrast literature with similar themes and topics from different cultures (RL.4.8)
		LA.4.RL.9 Make connections between a text and personal life experiences and other texts
		LA.4.RL.10 Select literature that reflects the teachings in God's Word
	Range of Reading and Level of Text Complexity	LA.4.RL.11 Read and comprehend stories, drama, and poetry of appropriate complexity, independently and proficiently (RL.4.10)
		LA.4.RL.12 Self-monitor reading strategies and make modifications as needed
		LA.4.RL.13 Read literature for pleasure, personal growth, and spiritual development

SPEAKING AND LISTENING

GRADE	CONTENT	SKILLS (CCSELA ALIGNMENT)	
Essential Question: How does the ability to listen and speak effectively help us to better understand God, others, and ourselves?		Big Idea: The ability to listen and speak effectively in a variety of situations allows us to communicate information, ideas, and feelings to better understand God, others, and ourselves.	
Assessments: Discussion, Observations, Checklists, Rubrics, Questions, Recordings, Think-Pair-Share, Podcast, Multimedia Presentations, Socratic Circles, Debate, Literature Circles, Speeches/Sermons, Readers Theater, Drama and Skits, Poetry Readings, Show and Tell			
4	Comprehension and Collaboration	LA.4.SL.1	Engage in collaborative discussions in diverse groups, extending others' ideas and expressing one's own with clarity: prepare and use required reading material; follow agreed-upon rules and carry out assigned roles; pose and respond to questions to clarify or follow up on information; review key ideas (SL.4.1)
		LA.4.SL.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, orally) (SL.4.2)
		LA.4.SL.3	Identify reasons and evidence a speaker provides to support particular points (SL.4.3)
	Presentation of Knowledge and Ideas	LA.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 (SL.4.4)
		LA.4.SL.5	Use digital media for presentations when appropriate (SL.4.5)
		LA.4.SL.6	Speak in complete sentences when appropriate to task and situation (SL.3.6)
		LA.4.SL.7	Demonstrate reverence to God when speaking and listening

WRITING		
GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
Essential Question: How can we honor God when we write for a variety of purposes and audiences?		Big Idea: We honor God when we choose to write in ways that affirm the teachings in His Word.
Assessments: Conferencing, Four Corners, Summary Writing, Observations, Checklists, Rubrics, Writer's Notebook, Portfolio, Write-Pair-Share, Journals, RAFT (Role, Audience, Form, Topic)		
4	Text Types and Purposes	LA.4.W.1 Write opinion pieces on topics or texts that include: an introduction, a point of view with reasons and organized information, linking words and phrases (e.g., for instance, in order to, in addition), and a conclusion (W.4.1)
		LA.4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information that include: an introduction, supporting details (e.g., facts, definitions, quotations, examples) grouped in paragraphs and sections, precise language and content-specific vocabulary, ideas linked within categories using words and phrases (e.g., another, for example, also, because), formatting (e.g., heading), illustrations and multimedia when useful, and a conclusion (W.4.2)
		LA.4.W.3 Write narratives to develop real or imagined experiences or events that include: effective techniques (e.g., dialogue, description), sensory details, transitions, clear event sequences, a situation, a narrator and/or characters, and a conclusion (W.4.3)
		LA.4.W.4 Produce writing that honors God and affirms the principles in His Word
	Production and Distribution of Writing	LA.4.W.5 Produce clear and coherent writing in which the development and organization (e.g., chronological, cause and effect, similarities and differences) are appropriate to task, purpose, and audience (W.4.4)
		LA.4.W.6 With adult and peer support, develop and strengthen writing by planning, revising, and editing (W.4.5)
		LA.4.W.7 With support, use technology, including the internet, to produce and publish writing (using grade-appropriate keyboarding skills) as well as to interact and collaborate (W.4.6)
		LA.4.W.8 Apply common conventions of handwriting (e.g., margins, headings, legible manuscript and cursive writing)
	Research to Build and Present Knowledge	LA.4.W.9 Conduct short research projects that build knowledge through investigation of different aspects of a topic (W.4.7)
		LA.4.W.10 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and list sources (W.4.8)
		LA.4.W.11 Draw evidence from literary or informational texts to support analysis, reflection, and research (W.4.9)
	Range of Writing	LA.4.W.12 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 (W.4.10)