

## Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

**Oklahoma Academic Standards**  
**Language Arts**  
Grade 4 - Adopted: 2021

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking 1:**

<b>STRAND / STANDARD</b>		Students will listen and speak effectively in a variety of situations.
<b>OBJECTIVE</b>		Listening – Students will develop and apply effective communication skills through active listening.

**SKILL / CONCEPT**      4.1.L.1.      Students will actively listen using agreed-upon discussion rules.

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking 1:**

<b>STRAND / STANDARD</b>		Students will listen and speak effectively in a variety of situations.
<b>OBJECTIVE</b>		Speaking – Students will develop and apply effective communication skills to share ideas through speaking.

**SKILL / CONCEPT**      4.1.S.1.      Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.

**SKILL / CONCEPT**      4.1.S.2.      Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.

**SKILL / CONCEPT**      4.1.S.3.      Students will give informal presentations in a group or individually, organizing information and determining content for the audience, speaking audibly and clearly in coherent sentences.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
<b>OBJECTIVE</b>		Phonics and Word Study – Students will decode words by applying phonics and word analysis skills in context and isolation.

**SKILL / CONCEPT**      4.2.PWS .2.      Students will decode words by applying knowledge of structural analysis:

**SKILL**      abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
--------------------------	--	--

<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>
------------------	--	--

<b>SKILL / CONCEPT</b>	<b>4.2.SE.2</b>	<b>Students will use structural analysis to correctly spell the following parts of words:</b>
------------------------	-----------------	---

SKILL abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations**  
**2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
--------------------------	--	---

<b>OBJECTIVE</b>		<b>Fluency – Students will read grade-level text smoothly and accurately, with appropriate expression.</b>
------------------	--	--

SKILL / CONCEPT      4.2.F.2.      Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process**  
**2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
--------------------------	--	--

<b>OBJECTIVE</b>		<b>Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</b>
------------------	--	---

SKILL / CONCEPT      4.2.R.1.      Students will determine the key details that support the main idea of a text.

SKILL / CONCEPT      4.2.R.2.      Students will compare fiction, poetry, and nonfiction to distinguish various genres.

SKILL / CONCEPT      4.2.R.4.      Students will summarize facts and details from an informational text.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process**  
**2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
--------------------------	--	--

<b>OBJECTIVE</b>		<b>Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>
------------------	--	--

SKILL / CONCEPT      4.2.W.1.      Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing**  
**3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
--------------------------	--	---

<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>
------------------	--	--

SKILL / CONCEPT	4.3.R.1.	Students will determine the author's purpose (i.e., entertain, inform, persuade) by identifying key details.
SKILL / CONCEPT	4.3.R.5.	Students will answer inferential questions using evidence from one or more texts to support answers.
SKILL / CONCEPT	4.3.R.6.	Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.

**CONTENT STANDARD / COURSE** **Standard Critical Reading and Writing**  
**3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>
<b>SKILL / CONCEPT</b>	<b>4.3.R.7.</b>	<b>Students will distinguish the structures of an informational text:</b>

SKILL description

**CONTENT STANDARD / COURSE** **Standard Vocabulary**  
**4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>

SKILL / CONCEPT 4.4.R.2. Students will use context clues to clarify the meaning of words.

SKILL / CONCEPT 4.4.R.5. Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.

**CONTENT STANDARD / COURSE** **Standard Multimodal Literacies**  
**7:**

<b>STRAND / STANDARD</b>		<b>Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will comprehend and evaluate multimodal content.</b>

SKILL / CONCEPT 4.7.R. Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare and contrast perspectives about ideas and topics.

**CONTENT STANDARD / COURSE** **Standard Independent Reading and Writing**  
**8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</b>

SKILL / CONCEPT	4.8.R.	Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.
--------------------	--------	--

UNIT 2: WRITING FROM NOTES Week 2 Page 17-22

**Oklahoma Academic Standards  
Language Arts  
Grade 4 - Adopted: 2021**

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking**  
**1:**

STRAND / STANDARD		Students will listen and speak effectively in a variety of situations.
OBJECTIVE		Listening – Students will develop and apply effective communication skills through active listening.

SKILL / CONCEPT	4.1.L.1.	Students will actively listen using agreed-upon discussion rules.
--------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking**  
**1:**

STRAND / STANDARD		Students will listen and speak effectively in a variety of situations.
OBJECTIVE		Speaking – Students will develop and apply effective communication skills to share ideas through speaking.

SKILL / CONCEPT	4.1.S.1.	Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.
--------------------	----------	--

SKILL / CONCEPT	4.1.S.2.	Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.
--------------------	----------	---

SKILL / CONCEPT	4.1.S.3.	Students will give informal presentations in a group or individually, organizing information and determining content for the audience, speaking audibly and clearly in coherent sentences.
--------------------	----------	--

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations**  
**2:**

STRAND / STANDARD		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
OBJECTIVE		Phonics and Word Study – Students will decode words by applying phonics and word analysis skills in context and isolation.

SKILL / CONCEPT	4.2.PWS .2.	Students will decode words by applying knowledge of structural analysis:
--------------------	----------------	--

SKILL		abbreviations
-------	--	---------------

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations**  
**2:**

STRAND / STANDARD		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
OBJECTIVE		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.

<b>SKILL / CONCEPT</b>	<b>4.2.SE.2</b>	<b>Students will use structural analysis to correctly spell the following parts of words:</b>
------------------------	-----------------	---

SKILL abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Fluency – Students will read grade-level text smoothly and accurately, with appropriate expression.</b>

SKILL / CONCEPT      4.2.F.2.      Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</b>

SKILL / CONCEPT      4.2.R.1.      Students will determine the key details that support the main idea of a text.

SKILL / CONCEPT      4.2.R.2.      Students will compare fiction, poetry, and nonfiction to distinguish various genres.

SKILL / CONCEPT      4.2.R.4.      Students will summarize facts and details from an informational text.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>

SKILL / CONCEPT      4.2.W.1.      Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.

SKILL / CONCEPT      4.2.W.4.      Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>

SKILL / CONCEPT	4.3.R.1.	Students will determine the author's purpose (i.e., entertain, inform, persuade) by identifying key details.
SKILL / CONCEPT	4.3.R.5.	Students will answer inferential questions using evidence from one or more texts to support answers.
SKILL / CONCEPT	4.3.R.6.	Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>
<b>SKILL / CONCEPT</b>	4.3.R.7.	<b>Students will distinguish the structures of an informational text:</b>

SKILL    description

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
<b>SKILL / CONCEPT</b>	4.3.W.2.	<b>Students will compose informative essays that:</b>

SKILL    introduce and develop a topic

SKILL    incorporate evidence (e.g., specific facts, examples)

SKILL    maintain an organized structure with transitional words and phrases

SKILL    use sentence variety and word choice to create interest

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>

SKILL /  
CONCEPT                                      4.4.R.2.      Students will use context clues to clarify the meaning of words.

SKILL /  
CONCEPT                                      4.4.R.5.      Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>

<b>SKILL / CONCEPT</b>	4.4.W.1.	Students will use grade-level vocabulary in writing to clearly communicate ideas.
------------------------	----------	---

<b>SKILL / CONCEPT</b>	4.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.
------------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will synthesize information ethically through speaking and writing.</b>

<b>SKILL / CONCEPT</b>	4.6.W.3.	Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details and quotations from two or more sources.
------------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies 7:**

<b>STRAND / STANDARD</b>		<b>Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will comprehend and evaluate multimodal content.</b>

<b>SKILL / CONCEPT</b>	4.7.R.	Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare and contrast perspectives about ideas and topics.
------------------------	--------	---

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</b>

<b>SKILL / CONCEPT</b>	4.8.R.	Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.
------------------------	--------	--

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.</b>

<b>SKILL / CONCEPT</b>	4.8.W.	Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.
------------------------	--------	--

## Oklahoma Academic Standards

## Language Arts

Grade 4 - Adopted: 2021

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking 1:**

<b>STRAND / STANDARD</b>		<b>Students will listen and speak effectively in a variety of situations.</b>
<b>OBJECTIVE</b>		<b>Listening – Students will develop and apply effective communication skills through active listening.</b>

**SKILL / CONCEPT**      4.1.L.1.      Students will actively listen using agreed-upon discussion rules.

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking 1:**

<b>STRAND / STANDARD</b>		<b>Students will listen and speak effectively in a variety of situations.</b>
<b>OBJECTIVE</b>		<b>Speaking – Students will develop and apply effective communication skills to share ideas through speaking.</b>

**SKILL / CONCEPT**      4.1.S.2.      Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.

**SKILL / CONCEPT**      4.1.S.3.      Students will give informal presentations in a group or individually, organizing information and determining content for the audience, speaking audibly and clearly in coherent sentences.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Phonics and Word Study – Students will decode words by applying phonics and word analysis skills in context and isolation.</b>

**SKILL / CONCEPT**      4.2.PWS .2.      Students will decode words by applying knowledge of structural analysis:

**SKILL**      abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>

**SKILL / CONCEPT**      4.2.SE.1 .      Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:

**SKILL**      letter-sound correspondences



**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>
<b>SKILL / CONCEPT</b>	4.2.SE.2	Students will use structural analysis to correctly spell the following parts of words:
SKILL		abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
<b>OBJECTIVE</b>		<b>Fluency – Students will read grade-level text smoothly and accurately, with appropriate expression.</b>
<b>SKILL / CONCEPT</b>	4.2.F.2.	Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		Students will use a variety of recursive reading and writing processes.
<b>OBJECTIVE</b>		<b>Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</b>
<b>SKILL / CONCEPT</b>	4.2.R.1.	Students will determine the key details that support the main idea of a text.
<b>SKILL / CONCEPT</b>	4.2.R.3.	Students will summarize and sequence the important events of a story.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		Students will use a variety of recursive reading and writing processes.
<b>OBJECTIVE</b>		<b>Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>
<b>SKILL / CONCEPT</b>	4.2.W.1.	Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.
<b>SKILL / CONCEPT</b>	4.2.W.2.	Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).
<b>SKILL / CONCEPT</b>	4.2.W.3.	Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.

SKILL / CONCEPT	4.2.W.4.	Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).
--------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>

SKILL / CONCEPT	4.3.R.1.	Students will determine the author’s purpose (i.e., entertain, inform, persuade) by identifying key details.
--------------------	----------	--

SKILL / CONCEPT	4.3.R.2.	Students will determine whether a grade-level literary text is narrated in first- or third-person point of view.
--------------------	----------	--

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>

<b>SKILL / CONCEPT</b>	<b>4.3.R.3.</b>	<b>Students will find textual evidence of literary elements:</b>
------------------------	-----------------	--

SKILL		setting
-------	--	---------

SKILL		plot
-------	--	------

SKILL		characters (i.e., protagonist, antagonist)
-------	--	--

SKILL		characterization
-------	--	------------------

SKILL		conflict
-------	--	----------

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>

SKILL / CONCEPT	4.3.R.5.	Students will answer inferential questions using evidence from one or more texts to support answers.
--------------------	----------	--

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>
<b>SKILL / CONCEPT</b>	<b>4.3.R.7.</b>	<b>Students will distinguish the structures of an informational text:</b>

SKILL problem/solution

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
<b>SKILL / CONCEPT</b>	<b>4.3.W.1.</b>	<b>Students will compose narratives reflecting real or imagined experiences that:</b>

SKILL include plots with a climax and resolution

SKILL include developed characters who overcome conflicts and use dialogue

SKILL use a consistent point of view

SKILL unfold in chronological sequence

SKILL use sentence variety, sensory details, and vivid language to create interest

SKILL model literary elements and/or literary devices from mentor texts

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
<b>SKILL / CONCEPT</b>	<b>4.3.W.2.</b>	<b>Students will compose informative essays that:</b>

SKILL model literary devices from mentor texts

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>

SKILL / CONCEPT	4.4.R.2.	Students will use context clues to clarify the meaning of words.
--------------------	----------	--

SKILL / CONCEPT	4.4.R.5.	Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.
--------------------	----------	--

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

STRAND / STANDARD		Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.
OBJECTIVE		Writing – Students will apply knowledge of vocabulary to speak and write effectively.

SKILL / CONCEPT	4.4.W.1.	Students will use grade-level vocabulary in writing to clearly communicate ideas.
--------------------	----------	---

SKILL / CONCEPT	4.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.
--------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Language 5:**

STRAND / STANDARD		Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.
OBJECTIVE		Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

SKILL / CONCEPT	4.5.W.2.	Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.
--------------------	----------	--

SKILL / CONCEPT	4.5.W.9.	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
--------------------	----------	---

SKILL / CONCEPT	4.5.W.10.	Students will use underlining or italics to indicate titles of works.
--------------------	-----------	---

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

STRAND / STANDARD		Students will engage in inquiry to acquire, refine, and communicate accurate information.
OBJECTIVE		Writing – Students will synthesize information ethically through speaking and writing.

SKILL / CONCEPT	4.6.W.3.	Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details and quotations from two or more sources.
--------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies 7:**

STRAND / STANDARD		Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.
OBJECTIVE		Reading – Students will comprehend and evaluate multimodal content.

SKILL / CONCEPT	4.7.R.	Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare and contrast perspectives about ideas and topics.
--------------------	--------	---

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

STRAND / STANDARD		Students will read and write independently for a variety of purposes and periods of time.
OBJECTIVE		Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

SKILL / CONCEPT	4.8.R.	Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.
--------------------	--------	--

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

STRAND / STANDARD		Students will read and write independently for a variety of purposes and periods of time.
OBJECTIVE		Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.

SKILL / CONCEPT	4.8.W.	Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.
--------------------	--------	--

UNIT 2: WRITING FROM NOTES Week 4 Page 31-38

Oklahoma Academic Standards  
Language Arts  
Grade 4 - Adopted: 2021

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking 1:**

STRAND / STANDARD		Students will listen and speak effectively in a variety of situations.
OBJECTIVE		Listening – Students will develop and apply effective communication skills through active listening.

SKILL / CONCEPT	4.1.L.1.	Students will actively listen using agreed-upon discussion rules.
--------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking 1:**

STRAND / STANDARD		Students will listen and speak effectively in a variety of situations.
OBJECTIVE		Speaking – Students will develop and apply effective communication skills to share ideas through speaking.

SKILL / CONCEPT	4.1.S.1.	Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.
--------------------	----------	--

SKILL / CONCEPT	4.1.S.2.	Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.
--------------------	----------	---

SKILL / CONCEPT	4.1.S.3.	Students will give informal presentations in a group or individually, organizing information and determining content for the audience, speaking audibly and clearly in coherent sentences.
-----------------	----------	--

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

STRAND / STANDARD		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
OBJECTIVE		Phonics and Word Study – Students will decode words by applying phonics and word analysis skills in context and isolation.
SKILL / CONCEPT	4.2.PWS .2.	Students will decode words by applying knowledge of structural analysis:

SKILL                              abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

STRAND / STANDARD		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
OBJECTIVE		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.
SKILL / CONCEPT	4.2.SE.1 .	Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:

SKILL                              letter-sound correspondences

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

STRAND / STANDARD		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
OBJECTIVE		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.
SKILL / CONCEPT	4.2.SE.2 .	Students will use structural analysis to correctly spell the following parts of words:

SKILL                              abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

STRAND / STANDARD		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
OBJECTIVE		Fluency – Students will read grade-level text smoothly and accurately, with appropriate expression.

SKILL / CONCEPT      4.2.F.2.      Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
-------------------	--	---

<b>OBJECTIVE</b>		<b>Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</b>
------------------	--	---

SKILL /  
CONCEPT      4.2.R.1.      Students will determine the key details that support the main idea of a text.

SKILL /  
CONCEPT      4.2.R.3.      Students will summarize and sequence the important events of a story.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
--------------------------	--	--

<b>OBJECTIVE</b>		<b>Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>
------------------	--	--

SKILL /  
CONCEPT      4.2.W.1.      Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.

SKILL /  
CONCEPT      4.2.W.2.      Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).

SKILL /  
CONCEPT      4.2.W.3.      Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.

SKILL /  
CONCEPT      4.2.W.4.      Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
--------------------------	--	---

<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>
------------------	--	--

SKILL /  
CONCEPT      4.3.R.1.      Students will determine the author's purpose (i.e., entertain, inform, persuade) by identifying key details.

SKILL /  
CONCEPT      4.3.R.2.      Students will determine whether a grade-level literary text is narrated in first- or third-person point of view.

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
--------------------------	--	---

<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>
------------------	--	--

SKILL /  
CONCEPT      4.3.R.3.      Students will find textual evidence of literary elements:

SKILL	setting
SKILL	plot
SKILL	characters (i.e., protagonist, antagonist)
SKILL	characterization
SKILL	conflict

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>

SKILL / CONCEPT      4.3.R.5.      Students will answer inferential questions using evidence from one or more texts to support answers.

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>

SKILL / CONCEPT      4.3.R.7.      **Students will distinguish the structures of an informational text:**

SKILL      problem/solution

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>

SKILL / CONCEPT      4.3.W.1.      **Students will compose narratives reflecting real or imagined experiences that:**

SKILL      include plots with a climax and resolution

SKILL      include developed characters who overcome conflicts and use dialogue

SKILL      use a consistent point of view

SKILL      unfold in chronological sequence



SKILL	use sentence variety, sensory details, and vivid language to create interest
-------	--

SKILL	model literary elements and/or literary devices from mentor texts
-------	---

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
<b>SKILL / CONCEPT</b>	<b>4.3.W.2.</b>	<b>Students will compose informative essays that:</b>

SKILL	model literary devices from mentor texts
-------	--

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>

SKILL / CONCEPT	4.4.R.2.	Students will use context clues to clarify the meaning of words.
-----------------	----------	--

SKILL / CONCEPT	4.4.R.5.	Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.
-----------------	----------	--

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>

SKILL / CONCEPT	4.4.W.1.	Students will use grade-level vocabulary in writing to clearly communicate ideas.
-----------------	----------	---

SKILL / CONCEPT	4.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.
-----------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>

SKILL / CONCEPT	4.5.W.2.	Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.
-----------------	----------	--

SKILL / CONCEPT	4.5.W.9.	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
--------------------	----------	---

SKILL / CONCEPT	4.5.W.10.	Students will use underlining or italics to indicate titles of works.
--------------------	-----------	---

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

STRAND / STANDARD		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
OBJECTIVE		<b>Writing – Students will synthesize information ethically through speaking and writing.</b>

SKILL / CONCEPT	4.6.W.3.	Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details and quotations from two or more sources.
--------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies 7:**

STRAND / STANDARD		<b>Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</b>
OBJECTIVE		<b>Reading – Students will comprehend and evaluate multimodal content.</b>

SKILL / CONCEPT	4.7.R.	Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare and contrast perspectives about ideas and topics.
--------------------	--------	---

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

STRAND / STANDARD		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
OBJECTIVE		<b>Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</b>

SKILL / CONCEPT	4.8.R.	Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.
--------------------	--------	--

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

STRAND / STANDARD		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
OBJECTIVE		<b>Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.</b>

SKILL / CONCEPT	4.8.W.	Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.
--------------------	--------	--

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking 1:**

<b>STRAND / STANDARD</b>		<b>Students will listen and speak effectively in a variety of situations.</b>
<b>OBJECTIVE</b>		<b>Listening – Students will develop and apply effective communication skills through active listening.</b>

SKILL /  
CONCEPT      4.1.L.1.      Students will actively listen using agreed-upon discussion rules.

**CONTENT STANDARD / COURSE      Standard Listening and Speaking 1:**

<b>STRAND / STANDARD</b>		<b>Students will listen and speak effectively in a variety of situations.</b>
<b>OBJECTIVE</b>		<b>Speaking – Students will develop and apply effective communication skills to share ideas through speaking.</b>

SKILL /  
CONCEPT      4.1.S.1.      Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.

SKILL /  
CONCEPT      4.1.S.2.      Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.

SKILL /  
CONCEPT      4.1.S.3.      Students will give informal presentations in a group or individually, organizing information and determining content for the audience, speaking audibly and clearly in coherent sentences.

**CONTENT STANDARD / COURSE      Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Phonics and Word Study – Students will decode words by applying phonics and word analysis skills in context and isolation.</b>

SKILL /  
CONCEPT      4.2.PWS .2.      Students will decode words by applying knowledge of structural analysis:

SKILL      abbreviations

**CONTENT STANDARD / COURSE      Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>

SKILL /  
CONCEPT      4.2.SE.1 .      Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:

SKILL      letter-sound correspondences

**CONTENT STANDARD / COURSE      Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>

<b>SKILL / CONCEPT</b>	<b>4.2.SE.2</b>	<b>Students will use structural analysis to correctly spell the following parts of words:</b>
------------------------	-----------------	---

SKILL abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Fluency – Students will read grade-level text smoothly and accurately, with appropriate expression.</b>

SKILL / CONCEPT      4.2.F.2.      Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</b>

SKILL / CONCEPT      4.2.R.1.      Students will determine the key details that support the main idea of a text.

SKILL / CONCEPT      4.2.R.2.      Students will compare fiction, poetry, and nonfiction to distinguish various genres.

SKILL / CONCEPT      4.2.R.4.      Students will summarize facts and details from an informational text.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>

SKILL / CONCEPT      4.2.W.1.      Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.

SKILL / CONCEPT      4.2.W.2.      Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).

SKILL / CONCEPT      4.2.W.3.      Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.

SKILL / CONCEPT      4.2.W.4.      Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>

<b>SKILL / CONCEPT</b>	4.3.R.1.	Students will determine the author’s purpose (i.e., entertain, inform, persuade) by identifying key details.
------------------------	----------	--

<b>SKILL / CONCEPT</b>	4.3.R.5.	Students will answer inferential questions using evidence from one or more texts to support answers.
------------------------	----------	--

<b>SKILL / CONCEPT</b>	4.3.R.6.	Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.
------------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>
<b>SKILL / CONCEPT</b>	4.3.R.7.	<b>Students will distinguish the structures of an informational text:</b>

<b>SKILL</b>		description
--------------	--	-------------

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
<b>SKILL / CONCEPT</b>	4.3.W.2.	<b>Students will compose informative essays that:</b>

<b>SKILL</b>		introduce and develop a topic
--------------	--	-------------------------------

<b>SKILL</b>		incorporate evidence (e.g., specific facts, examples)
--------------	--	---

<b>SKILL</b>		maintain an organized structure with transitional words and phrases
--------------	--	---

<b>SKILL</b>		use sentence variety and word choice to create interest
--------------	--	---

<b>SKILL</b>		use sentence variety and word choice to create interest
--------------	--	---

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>

SKILL / CONCEPT	4.4.R.2.	Students will use context clues to clarify the meaning of words.
--------------------	----------	--

SKILL / CONCEPT	4.4.R.5.	Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.
--------------------	----------	--

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

STRAND / STANDARD		Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.
OBJECTIVE		Writing – Students will apply knowledge of vocabulary to speak and write effectively.

SKILL / CONCEPT	4.4.W.1.	Students will use grade-level vocabulary in writing to clearly communicate ideas.
--------------------	----------	---

SKILL / CONCEPT	4.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.
--------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Language 5:**

STRAND / STANDARD		Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.
OBJECTIVE		Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

SKILL / CONCEPT	4.5.W.2.	Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.
--------------------	----------	--

SKILL / CONCEPT	4.5.W.9.	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
--------------------	----------	---

SKILL / CONCEPT	4.5.W.10.	Students will use underlining or italics to indicate titles of works.
--------------------	-----------	---

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

STRAND / STANDARD		Students will engage in inquiry to acquire, refine, and communicate accurate information.
OBJECTIVE		Writing – Students will synthesize information ethically through speaking and writing.

SKILL / CONCEPT	4.6.W.3.	Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details and quotations from two or more sources.
--------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies 7:**

STRAND / STANDARD		Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.
OBJECTIVE		Reading – Students will comprehend and evaluate multimodal content.

SKILL / CONCEPT	4.7.R.	Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare and contrast perspectives about ideas and topics.
--------------------	--------	---

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

STRAND / STANDARD		Students will read and write independently for a variety of purposes and periods of time.
OBJECTIVE		Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

SKILL / CONCEPT	4.8.R.	Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.
--------------------	--------	--

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

STRAND / STANDARD		Students will read and write independently for a variety of purposes and periods of time.
OBJECTIVE		Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.

SKILL / CONCEPT	4.8.W.	Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.
--------------------	--------	--

UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 47-52

Oklahoma Academic Standards  
Language Arts  
Grade 4 - Adopted: 2021

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking 1:**

STRAND / STANDARD		Students will listen and speak effectively in a variety of situations.
OBJECTIVE		Listening – Students will develop and apply effective communication skills through active listening.

SKILL / CONCEPT	4.1.L.1.	Students will actively listen using agreed-upon discussion rules.
--------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking 1:**

STRAND / STANDARD		Students will listen and speak effectively in a variety of situations.
OBJECTIVE		Speaking – Students will develop and apply effective communication skills to share ideas through speaking.

SKILL / CONCEPT	4.1.S.1.	Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.
--------------------	----------	--

SKILL / CONCEPT	4.1.S.2.	Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.
--------------------	----------	---

SKILL / CONCEPT	4.1.S.3.	Students will give informal presentations in a group or individually, organizing information and determining content for the audience, speaking audibly and clearly in coherent sentences.
-----------------	----------	--

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

STRAND / STANDARD		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
OBJECTIVE		Phonics and Word Study – Students will decode words by applying phonics and word analysis skills in context and isolation.
SKILL / CONCEPT	4.2.PWS .2.	Students will decode words by applying knowledge of structural analysis:

SKILL                                      abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

STRAND / STANDARD		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
OBJECTIVE		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.
SKILL / CONCEPT	4.2.SE.1 .	Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:

SKILL                                      letter-sound correspondences

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

STRAND / STANDARD		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
OBJECTIVE		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.
SKILL / CONCEPT	4.2.SE.2 .	Students will use structural analysis to correctly spell the following parts of words:

SKILL                                      abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

STRAND / STANDARD		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
OBJECTIVE		Fluency – Students will read grade-level text smoothly and accurately, with appropriate expression.

SKILL / CONCEPT                      4.2.F.2.                      Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
-------------------	--	---



<b>OBJECTIVE</b>		<b>Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</b>
------------------	--	---

SKILL / CONCEPT      4.2.R.1.      Students will determine the key details that support the main idea of a text.

SKILL / CONCEPT      4.2.R.3.      Students will summarize and sequence the important events of a story.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
--------------------------	--	--

<b>OBJECTIVE</b>		<b>Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>
------------------	--	--

SKILL / CONCEPT      4.2.W.1.      Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.

SKILL / CONCEPT      4.2.W.2.      Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).

SKILL / CONCEPT      4.2.W.3.      Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.

SKILL / CONCEPT      4.2.W.4.      Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
--------------------------	--	---

<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>
------------------	--	--

SKILL / CONCEPT      4.3.R.1.      Students will determine the author's purpose (i.e., entertain, inform, persuade) by identifying key details.

SKILL / CONCEPT      4.3.R.2.      Students will determine whether a grade-level literary text is narrated in first- or third-person point of view.

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
--------------------------	--	---

<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>
------------------	--	--

SKILL / CONCEPT      4.3.R.3.      Students will find textual evidence of literary elements:

SKILL	setting
SKILL	plot
SKILL	characters (i.e., protagonist, antagonist)
SKILL	characterization
SKILL	conflict

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>

SKILL / CONCEPT      4.3.R.5.      Students will answer inferential questions using evidence from one or more texts to support answers.

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>

SKILL / CONCEPT      4.3.R.7.      **Students will distinguish the structures of an informational text:**

SKILL      problem/solution

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>

SKILL / CONCEPT      4.3.W.1.      **Students will compose narratives reflecting real or imagined experiences that:**

SKILL      include plots with a climax and resolution

SKILL      include developed characters who overcome conflicts and use dialogue

SKILL      use a consistent point of view

SKILL      unfold in chronological sequence

SKILL	use sentence variety, sensory details, and vivid language to create interest
-------	--

SKILL	model literary elements and/or literary devices from mentor texts
-------	---

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
<b>SKILL / CONCEPT</b>	<b>4.3.W.2.</b>	<b>Students will compose informative essays that:</b>

SKILL	model literary devices from mentor texts
-------	--

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>

SKILL / CONCEPT	4.4.R.2.	Students will use context clues to clarify the meaning of words.
-----------------	----------	--

SKILL / CONCEPT	4.4.R.5.	Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.
-----------------	----------	--

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>

SKILL / CONCEPT	4.4.W.1.	Students will use grade-level vocabulary in writing to clearly communicate ideas.
-----------------	----------	---

SKILL / CONCEPT	4.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.
-----------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>

SKILL / CONCEPT	4.5.W.2.	Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.
-----------------	----------	--

SKILL / CONCEPT	4.5.W.9.	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
--------------------	----------	---

SKILL / CONCEPT	4.5.W.10.	Students will use underlining or italics to indicate titles of works.
--------------------	-----------	---

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

STRAND / STANDARD		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
OBJECTIVE		<b>Writing – Students will synthesize information ethically through speaking and writing.</b>

SKILL / CONCEPT	4.6.W.3.	Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details and quotations from two or more sources.
--------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies 7:**

STRAND / STANDARD		<b>Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</b>
OBJECTIVE		<b>Reading – Students will comprehend and evaluate multimodal content.</b>

SKILL / CONCEPT	4.7.R.	Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare and contrast perspectives about ideas and topics.
--------------------	--------	---

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

STRAND / STANDARD		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
OBJECTIVE		<b>Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</b>

SKILL / CONCEPT	4.8.R.	Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.
--------------------	--------	--

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

STRAND / STANDARD		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
OBJECTIVE		<b>Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.</b>

SKILL / CONCEPT	4.8.W.	Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.
--------------------	--------	--

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking 1:**

<b>STRAND / STANDARD</b>		<b>Students will listen and speak effectively in a variety of situations.</b>
<b>OBJECTIVE</b>		<b>Listening – Students will develop and apply effective communication skills through active listening.</b>
<b>SKILL / CONCEPT</b>	4.1.L.1.	Students will actively listen using agreed-upon discussion rules.

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking 1:**

<b>STRAND / STANDARD</b>		<b>Students will listen and speak effectively in a variety of situations.</b>
<b>OBJECTIVE</b>		<b>Speaking – Students will develop and apply effective communication skills to share ideas through speaking.</b>
<b>SKILL / CONCEPT</b>	4.1.S.1.	Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.

<b>SKILL / CONCEPT</b>	4.1.S.2.	Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.
------------------------	----------	---

<b>SKILL / CONCEPT</b>	4.1.S.3.	Students will give informal presentations in a group or individually, organizing information and determining content for the audience, speaking audibly and clearly in coherent sentences.
------------------------	----------	--

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Phonics and Word Study – Students will decode words by applying phonics and word analysis skills in context and isolation.</b>

<b>SKILL / CONCEPT</b>	4.2.PWS .2.	Students will decode words by applying knowledge of structural analysis:
------------------------	-------------	--

<b>SKILL</b>	abbreviations
--------------	---------------

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>

<b>SKILL / CONCEPT</b>	4.2.SE.1 .	Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:
------------------------	------------	---

<b>SKILL</b>	letter-sound correspondences
--------------	------------------------------

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>

<b>SKILL / CONCEPT</b>	<b>4.2.SE.2</b>	<b>Students will use structural analysis to correctly spell the following parts of words:</b>
------------------------	-----------------	---

SKILL abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Fluency – Students will read grade-level text smoothly and accurately, with appropriate expression.</b>

SKILL / CONCEPT      4.2.F.2.      Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</b>

SKILL / CONCEPT      4.2.R.1.      Students will determine the key details that support the main idea of a text.

SKILL / CONCEPT      4.2.R.3.      Students will summarize and sequence the important events of a story.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>

SKILL / CONCEPT      4.2.W.1.      Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.

SKILL / CONCEPT      4.2.W.2.      Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).

SKILL / CONCEPT      4.2.W.3.      Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.

SKILL / CONCEPT      4.2.W.4.      Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
--------------------------	--	---

<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>
------------------	--	--

<b>SKILL / CONCEPT</b>	4.3.R.1.	Students will determine the author’s purpose (i.e., entertain, inform, persuade) by identifying key details.
------------------------	----------	--

<b>SKILL / CONCEPT</b>	4.3.R.2.	Students will determine whether a grade-level literary text is narrated in first- or third-person point of view.
------------------------	----------	--

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		Students will apply critical thinking skills to reading and writing.
--------------------------	--	--

<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>
------------------	--	--

<b>SKILL / CONCEPT</b>	4.3.R.3.	<b>Students will find textual evidence of literary elements:</b>
------------------------	----------	--

<b>SKILL</b>		setting
--------------	--	---------

<b>SKILL</b>		plot
--------------	--	------

<b>SKILL</b>		characters (i.e., protagonist, antagonist)
--------------	--	--

<b>SKILL</b>		characterization
--------------	--	------------------

<b>SKILL</b>		conflict
--------------	--	----------

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		Students will apply critical thinking skills to reading and writing.
--------------------------	--	--

<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>
------------------	--	--

<b>SKILL / CONCEPT</b>	4.3.R.5.	Students will answer inferential questions using evidence from one or more texts to support answers.
------------------------	----------	--

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		Students will apply critical thinking skills to reading and writing.
--------------------------	--	--

<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>
------------------	--	--

<b>SKILL / CONCEPT</b>	4.3.R.7.	<b>Students will distinguish the structures of an informational text:</b>
------------------------	----------	---

<b>SKILL</b>		problem/solution
--------------	--	------------------

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
<b>SKILL / CONCEPT</b>	<b>4.3.W.1.</b>	<b>Students will compose narratives reflecting real or imagined experiences that:</b>
SKILL		include plots with a climax and resolution
SKILL		include developed characters who overcome conflicts and use dialogue
SKILL		use a consistent point of view
SKILL		unfold in chronological sequence
SKILL		use sentence variety, sensory details, and vivid language to create interest
SKILL		model literary elements and/or literary devices from mentor texts

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
<b>SKILL / CONCEPT</b>	<b>4.3.W.2.</b>	<b>Students will compose informative essays that:</b>
SKILL		model literary devices from mentor texts

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>
<b>SKILL / CONCEPT</b>	<b>4.4.R.2.</b>	<b>Students will use context clues to clarify the meaning of words.</b>
<b>SKILL / CONCEPT</b>	<b>4.4.R.5.</b>	<b>Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.</b>

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
--------------------------	--	--



<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>
------------------	--	--

SKILL / CONCEPT	4.4.W.1.	Students will use grade-level vocabulary in writing to clearly communicate ideas.
--------------------	----------	---

SKILL / CONCEPT	4.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.
--------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
--------------------------	--	--

<b>OBJECTIVE</b>		<b>Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>
------------------	--	--

SKILL / CONCEPT	4.5.W.2.	Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.
--------------------	----------	--

SKILL / CONCEPT	4.5.W.9.	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
--------------------	----------	---

SKILL / CONCEPT	4.5.W.10.	Students will use underlining or italics to indicate titles of works.
--------------------	-----------	---

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
--------------------------	--	--

<b>OBJECTIVE</b>		<b>Writing – Students will synthesize information ethically through speaking and writing.</b>
------------------	--	---

SKILL / CONCEPT	4.6.W.3.	Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details and quotations from two or more sources.
--------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies 7:**

<b>STRAND / STANDARD</b>		<b>Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</b>
--------------------------	--	--

<b>OBJECTIVE</b>		<b>Reading – Students will comprehend and evaluate multimodal content.</b>
------------------	--	--

SKILL / CONCEPT	4.7.R.	Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare and contrast perspectives about ideas and topics.
--------------------	--------	---

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
--------------------------	--	--

<b>OBJECTIVE</b>		<b>Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</b>
------------------	--	--

SKILL / CONCEPT	4.8.R.	Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.
--------------------	--------	--

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

STRAND / STANDARD		Students will read and write independently for a variety of purposes and periods of time.
OBJECTIVE		Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.

SKILL / CONCEPT	4.8.W.	Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.
--------------------	--------	--

UNIT 3: RETELLING NARRATIVE STORIES Week 8 Page 61-70

**Oklahoma Academic Standards  
Language Arts  
Grade 4 - Adopted: 2021**

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking 1:**

STRAND / STANDARD		Students will listen and speak effectively in a variety of situations.
OBJECTIVE		Listening – Students will develop and apply effective communication skills through active listening.

SKILL / CONCEPT	4.1.L.1.	Students will actively listen using agreed-upon discussion rules.
--------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking 1:**

STRAND / STANDARD		Students will listen and speak effectively in a variety of situations.
OBJECTIVE		Speaking – Students will develop and apply effective communication skills to share ideas through speaking.

SKILL / CONCEPT	4.1.S.1.	Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.
--------------------	----------	--

SKILL / CONCEPT	4.1.S.2.	Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.
--------------------	----------	---

SKILL / CONCEPT	4.1.S.3.	Students will give informal presentations in a group or individually, organizing information and determining content for the audience, speaking audibly and clearly in coherent sentences.
--------------------	----------	--

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

STRAND / STANDARD		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
OBJECTIVE		Phonics and Word Study – Students will decode words by applying phonics and word analysis skills in context and isolation.

SKILL / CONCEPT	4.2.PWS .2.	Students will decode words by applying knowledge of structural analysis:
--------------------	-------------	--

SKILL		abbreviations
<b>CONTENT STANDARD / COURSE</b>	<b>Standard Reading and Writing Foundations 2:</b>	
<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
<b>OBJECTIVE</b>		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.
<b>SKILL / CONCEPT</b>	4.2.SE.1	Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:

SKILL letter-sound correspondences

**CONTENT STANDARD / COURSE** **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
<b>OBJECTIVE</b>		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.
<b>SKILL / CONCEPT</b>	4.2.SE.2	Students will use structural analysis to correctly spell the following parts of words:

SKILL abbreviations

**CONTENT STANDARD / COURSE** **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
<b>OBJECTIVE</b>		Fluency – Students will read grade-level text smoothly and accurately, with appropriate expression.

SKILL / CONCEPT 4.2.F.2. Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.

**CONTENT STANDARD / COURSE** **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		Students will use a variety of recursive reading and writing processes.
<b>OBJECTIVE</b>		Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

SKILL / CONCEPT 4.2.R.1. Students will determine the key details that support the main idea of a text.

SKILL / CONCEPT 4.2.R.3. Students will summarize and sequence the important events of a story.

**CONTENT STANDARD / COURSE** **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>

SKILL / CONCEPT	4.2.W.1.	Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.
-----------------	----------	--

SKILL / CONCEPT	4.2.W.2.	Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).
-----------------	----------	---

SKILL / CONCEPT	4.2.W.3.	Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.
-----------------	----------	--

SKILL / CONCEPT	4.2.W.4.	Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).
-----------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>

SKILL / CONCEPT	4.3.R.1.	Students will determine the author's purpose (i.e., entertain, inform, persuade) by identifying key details.
-----------------	----------	--

SKILL / CONCEPT	4.3.R.2.	Students will determine whether a grade-level literary text is narrated in first- or third-person point of view.
-----------------	----------	--

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>

SKILL / CONCEPT	4.3.R.3.	<b>Students will find textual evidence of literary elements:</b>
-----------------	----------	--

SKILL		setting
-------	--	---------

SKILL		plot
-------	--	------

SKILL		characters (i.e., protagonist, antagonist)
-------	--	--

SKILL		characterization
-------	--	------------------

SKILL		conflict
-------	--	----------

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		Students will apply critical thinking skills to reading and writing.
<b>OBJECTIVE</b>		Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

**SKILL / CONCEPT**      4.3.R.5.      Students will answer inferential questions using evidence from one or more texts to support answers.

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		Students will apply critical thinking skills to reading and writing.
<b>OBJECTIVE</b>		Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

**SKILL / CONCEPT**      4.3.R.7.      Students will distinguish the structures of an informational text:

**SKILL**      problem/solution

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		Students will apply critical thinking skills to reading and writing.
<b>OBJECTIVE</b>		Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

**SKILL / CONCEPT**      4.3.W.1.      Students will compose narratives reflecting real or imagined experiences that:

**SKILL**      include plots with a climax and resolution

**SKILL**      include developed characters who overcome conflicts and use dialogue

**SKILL**      use a consistent point of view

**SKILL**      unfold in chronological sequence

**SKILL**      use sentence variety, sensory details, and vivid language to create interest

**SKILL**      model literary elements and/or literary devices from mentor texts

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		Students will apply critical thinking skills to reading and writing.
<b>OBJECTIVE</b>		Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

<b>SKILL / CONCEPT</b>	<b>4.3.W.2.</b>	<b>Students will compose informative essays that:</b>
------------------------	-----------------	---

SKILL model literary devices from mentor texts

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>

SKILL / CONCEPT      4.4.R.2.      Students will use context clues to clarify the meaning of words.

SKILL / CONCEPT      4.4.R.5.      Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>

SKILL / CONCEPT      4.4.W.1.      Students will use grade-level vocabulary in writing to clearly communicate ideas.

SKILL / CONCEPT      4.4.W.2.      Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.

**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>

SKILL / CONCEPT      4.5.W.2.      Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.

SKILL / CONCEPT      4.5.W.9.      Students will use quotation marks to indicate dialogue, quoted material, and titles of works.

SKILL / CONCEPT      4.5.W.10.      Students will use underlining or italics to indicate titles of works.

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
--------------------------	--	--

<b>OBJECTIVE</b>		<b>Writing – Students will synthesize information ethically through speaking and writing.</b>
------------------	--	---

SKILL / CONCEPT      4.6.W.3.      Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details and quotations from two or more sources.

**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies 7:**

<b>STRAND / STANDARD</b>		<b>Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</b>
--------------------------	--	--

<b>OBJECTIVE</b>		<b>Reading – Students will comprehend and evaluate multimodal content.</b>
------------------	--	--

SKILL / CONCEPT      4.7.R.      Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare and contrast perspectives about ideas and topics.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
--------------------------	--	--

<b>OBJECTIVE</b>		<b>Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</b>
------------------	--	--

SKILL / CONCEPT      4.8.R.      Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
--------------------------	--	--

<b>OBJECTIVE</b>		<b>Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.</b>
------------------	--	---

SKILL / CONCEPT      4.8.W.      Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.

UNIT 4: SUMMARIZING A REFERENCE Week 10 Page 81-90

Oklahoma Academic Standards  
Language Arts  
Grade 4 - Adopted: 2021

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
--------------------------	--	---

<b>OBJECTIVE</b>		<b>Phonics and Word Study – Students will decode words by applying phonics and word analysis skills in context and isolation.</b>
------------------	--	---

<b>SKILL / CONCEPT</b>	<b>4.2.PWS .2.</b>	<b>Students will decode words by applying knowledge of structural analysis:</b>
------------------------	--------------------	---

SKILL      abbreviations

SKILL      common roots and related affixes

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
<b>OBJECTIVE</b>		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.
<b>SKILL / CONCEPT</b>	4.2.SE.1	Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:
<b>SKILL</b>		letter-sound correspondences

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
<b>OBJECTIVE</b>		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.
<b>SKILL / CONCEPT</b>	4.2.SE.2	Students will use structural analysis to correctly spell the following parts of words:
<b>SKILL</b>		abbreviations

<b>SKILL</b>		common spelling rules related to adding prefixes and suffixes
--------------	--	---

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		Students will use a variety of recursive reading and writing processes.
<b>OBJECTIVE</b>		Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

<b>SKILL / CONCEPT</b>	4.2.R.1.	Students will determine the key details that support the main idea of a text.
------------------------	----------	---

<b>SKILL / CONCEPT</b>	4.2.R.2.	Students will compare fiction, poetry, and nonfiction to distinguish various genres.
------------------------	----------	--

<b>SKILL / CONCEPT</b>	4.2.R.4.	Students will summarize facts and details from an informational text.
------------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		Students will use a variety of recursive reading and writing processes.
<b>OBJECTIVE</b>		Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.

<b>SKILL / CONCEPT</b>	4.2.W.1.	Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.
------------------------	----------	--



SKILL / CONCEPT	4.2.W.2.	Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).
SKILL / CONCEPT	4.2.W.3.	Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.
SKILL / CONCEPT	4.2.W.4.	Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

STRAND / STANDARD		<b>Students will apply critical thinking skills to reading and writing.</b>
OBJECTIVE		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>

SKILL / CONCEPT	4.3.R.1.	Students will determine the author's purpose (i.e., entertain, inform, persuade) by identifying key details.
SKILL / CONCEPT	4.3.R.5.	Students will answer inferential questions using evidence from one or more texts to support answers.
SKILL / CONCEPT	4.3.R.6.	Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

STRAND / STANDARD		<b>Students will apply critical thinking skills to reading and writing.</b>
OBJECTIVE		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>

SKILL / CONCEPT	4.3.R.7.	<b>Students will distinguish the structures of an informational text:</b>
SKILL		description

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

STRAND / STANDARD		<b>Students will apply critical thinking skills to reading and writing.</b>
OBJECTIVE		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>

SKILL / CONCEPT	4.3.W.2.	<b>Students will compose informative essays that:</b>
SKILL		introduce and develop a topic
SKILL		incorporate evidence (e.g., specific facts, examples)

SKILL		maintain an organized structure with transitional words and phrases
-------	--	---

SKILL		use sentence variety and word choice to create interest
-------	--	---

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>

SKILL / CONCEPT	4.4.R.2.	Students will use context clues to clarify the meaning of words.
-----------------	----------	--

SKILL / CONCEPT	4.4.R.5.	Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.
-----------------	----------	--

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>

SKILL / CONCEPT	4.4.W.1.	Students will use grade-level vocabulary in writing to clearly communicate ideas.
-----------------	----------	---

SKILL / CONCEPT	4.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.
-----------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>

SKILL / CONCEPT	4.5.W.2.	Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.
-----------------	----------	--

SKILL / CONCEPT	4.5.W.4.	Students will capitalize familial relations, proper adjectives, conventions of letter writing, and the first letter of a quotation.
-----------------	----------	---

SKILL / CONCEPT	4.5.W.9.	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
-----------------	----------	---

SKILL / CONCEPT	4.5.W.10.	Students will use underlining or italics to indicate titles of works.
-----------------	-----------	---

SKILL / CONCEPT	4.5.W.10.	Students will use underlining or italics to indicate titles of works.
-----------------	-----------	---

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will synthesize information ethically through speaking and writing.</b>

SKILL / CONCEPT      4.6.W.3.      Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details and quotations from two or more sources.

**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies**  
**7:**

<b>STRAND / STANDARD</b>		<b>Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will comprehend and evaluate multimodal content.</b>

SKILL / CONCEPT      4.7.R.      Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare and contrast perspectives about ideas and topics.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing**  
**8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</b>

SKILL / CONCEPT      4.8.R.      Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing**  
**8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.</b>

SKILL / CONCEPT      4.8.W.      Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.

UNIT 4: SUMMARIZING A REFERENCE Week 11 Page 91-96

Oklahoma Academic Standards  
Language Arts  
Grade 4 - Adopted: 2021

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations**  
**2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Phonics and Word Study – Students will decode words by applying phonics and word analysis skills in context and isolation.</b>

SKILL / CONCEPT      4.2.PWS .2.      Students will decode words by applying knowledge of structural analysis:

SKILL      abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>
<b>SKILL / CONCEPT</b>	<b>4.2.SE.1</b>	<b>Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:</b>
<b>SKILL</b>		letter-sound correspondences

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>
<b>SKILL / CONCEPT</b>	<b>4.2.SE.2</b>	<b>Students will use structural analysis to correctly spell the following parts of words:</b>
<b>SKILL</b>		abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</b>
<b>SKILL / CONCEPT</b>	<b>4.2.R.1.</b>	<b>Students will determine the key details that support the main idea of a text.</b>
<b>SKILL / CONCEPT</b>	<b>4.2.R.2.</b>	<b>Students will compare fiction, poetry, and nonfiction to distinguish various genres.</b>
<b>SKILL / CONCEPT</b>	<b>4.2.R.4.</b>	<b>Students will summarize facts and details from an informational text.</b>

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>
<b>SKILL / CONCEPT</b>	<b>4.2.W.1.</b>	<b>Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.</b>
<b>SKILL / CONCEPT</b>	<b>4.2.W.2.</b>	<b>Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).</b>

SKILL / CONCEPT	4.2.W.3.	Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.
SKILL / CONCEPT	4.2.W.4.	Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>
SKILL / CONCEPT	4.3.R.1.	Students will determine the author's purpose (i.e., entertain, inform, persuade) by identifying key details.
SKILL / CONCEPT	4.3.R.5.	Students will answer inferential questions using evidence from one or more texts to support answers.
SKILL / CONCEPT	4.3.R.6.	Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>
<b>SKILL / CONCEPT</b>	<b>4.3.R.7.</b>	<b>Students will distinguish the structures of an informational text:</b>
SKILL		description

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
<b>SKILL / CONCEPT</b>	<b>4.3.W.2.</b>	<b>Students will compose informative essays that:</b>
SKILL		introduce and develop a topic
SKILL		incorporate evidence (e.g., specific facts, examples)
SKILL		maintain an organized structure with transitional words and phrases

SKILL		use sentence variety and word choice to create interest
-------	--	---

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>

SKILL / CONCEPT	4.4.R.2.	Students will use context clues to clarify the meaning of words.
-----------------	----------	--

SKILL / CONCEPT	4.4.R.5.	Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.
-----------------	----------	--

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>

SKILL / CONCEPT	4.4.W.1.	Students will use grade-level vocabulary in writing to clearly communicate ideas.
-----------------	----------	---

SKILL / CONCEPT	4.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.
-----------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>

SKILL / CONCEPT	4.5.W.2.	Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.
-----------------	----------	--

SKILL / CONCEPT	4.5.W.9.	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
-----------------	----------	---

SKILL / CONCEPT	4.5.W.10.	Students will use underlining or italics to indicate titles of works.
-----------------	-----------	---

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will synthesize information ethically through speaking and writing.</b>

SKILL / CONCEPT	4.6.W.3.	Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details and quotations from two or more sources.
--------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies 7:**

STRAND / STANDARD		Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.
OBJECTIVE		Reading – Students will comprehend and evaluate multimodal content.

SKILL / CONCEPT	4.7.R.	Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare and contrast perspectives about ideas and topics.
--------------------	--------	---

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

STRAND / STANDARD		Students will read and write independently for a variety of purposes and periods of time.
OBJECTIVE		Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

SKILL / CONCEPT	4.8.R.	Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.
--------------------	--------	--

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

STRAND / STANDARD		Students will read and write independently for a variety of purposes and periods of time.
OBJECTIVE		Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.

SKILL / CONCEPT	4.8.W.	Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.
--------------------	--------	--

UNIT 4: SUMMARIZING A REFERENCE Week 12 Page 97-104

Oklahoma Academic Standards  
Language Arts  
Grade 4 - Adopted: 2021

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

STRAND / STANDARD		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
OBJECTIVE		Phonics and Word Study – Students will decode words by applying phonics and word analysis skills in context and isolation.

SKILL / CONCEPT	4.2.PWS .2.	Students will decode words by applying knowledge of structural analysis:
--------------------	-------------	--

SKILL	abbreviations
-------	---------------

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
<b>OBJECTIVE</b>		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.
<b>SKILL / CONCEPT</b>	4.2.SE.1	Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:

SKILL letter-sound correspondences

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
<b>OBJECTIVE</b>		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.
<b>SKILL / CONCEPT</b>	4.2.SE.2	Students will use structural analysis to correctly spell the following parts of words:

SKILL abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		Students will use a variety of recursive reading and writing processes.
<b>OBJECTIVE</b>		Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

SKILL / CONCEPT 4.2.R.1. Students will determine the key details that support the main idea of a text.

SKILL / CONCEPT 4.2.R.2. Students will compare fiction, poetry, and nonfiction to distinguish various genres.

SKILL / CONCEPT 4.2.R.4. Students will summarize facts and details from an informational text.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		Students will use a variety of recursive reading and writing processes.
<b>OBJECTIVE</b>		Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.

SKILL / CONCEPT 4.2.W.1. Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.

SKILL / CONCEPT 4.2.W.2. Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).

SKILL / CONCEPT 4.2.W.3. Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.



SKILL / CONCEPT	4.2.W.4.	Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).
--------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>

SKILL / CONCEPT	4.3.R.1.	Students will determine the author’s purpose (i.e., entertain, inform, persuade) by identifying key details.
--------------------	----------	--

SKILL / CONCEPT	4.3.R.5.	Students will answer inferential questions using evidence from one or more texts to support answers.
--------------------	----------	--

SKILL / CONCEPT	4.3.R.6.	Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.
--------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>

SKILL / CONCEPT	4.3.R.7.	Students will distinguish the structures of an informational text:
--------------------	----------	--

SKILL		description
-------	--	-------------

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>

SKILL / CONCEPT	4.3.W.2.	Students will compose informative essays that:
--------------------	----------	--

SKILL		introduce and develop a topic
-------	--	-------------------------------

SKILL		incorporate evidence (e.g., specific facts, examples)
-------	--	---

SKILL		maintain an organized structure with transitional words and phrases
-------	--	---

SKILL		use sentence variety and word choice to create interest
-------	--	---

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>

<b>SKILL / CONCEPT</b>	4.4.R.2.	Students will use context clues to clarify the meaning of words.
<b>SKILL / CONCEPT</b>	4.4.R.5.	Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>

<b>SKILL / CONCEPT</b>	4.4.W.1.	Students will use grade-level vocabulary in writing to clearly communicate ideas.
<b>SKILL / CONCEPT</b>	4.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.

**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>

<b>SKILL / CONCEPT</b>	4.5.W.2.	Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.
<b>SKILL / CONCEPT</b>	4.5.W.9.	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
<b>SKILL / CONCEPT</b>	4.5.W.10.	Students will use underlining or italics to indicate titles of works.

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will synthesize information ethically through speaking and writing.</b>

<b>SKILL / CONCEPT</b>	4.6.W.3.	Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details and quotations from two or more sources.
------------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies**  
7:

<b>STRAND / STANDARD</b>		Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.
<b>OBJECTIVE</b>		Reading – Students will comprehend and evaluate multimodal content.

**SKILL / CONCEPT**      4.7.R.      Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare and contrast perspectives about ideas and topics.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing**  
8:

<b>STRAND / STANDARD</b>		Students will read and write independently for a variety of purposes and periods of time.
<b>OBJECTIVE</b>		Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

**SKILL / CONCEPT**      4.8.R.      Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing**  
8:

<b>STRAND / STANDARD</b>		Students will read and write independently for a variety of purposes and periods of time.
<b>OBJECTIVE</b>		Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.

**SKILL / CONCEPT**      4.8.W.      Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.

UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 71-80

Oklahoma Academic Standards  
Language Arts  
Grade 4 - Adopted: 2021

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations**  
2:

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
<b>OBJECTIVE</b>		Phonics and Word Study – Students will decode words by applying phonics and word analysis skills in context and isolation.

**SKILL / CONCEPT**      4.2.PWS .2.      Students will decode words by applying knowledge of structural analysis:

**SKILL**      abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations**  
2:

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
--------------------------	--	--

<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>
<b>SKILL / CONCEPT</b>	<b>4.2.SE.1</b>	<b>Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:</b>

SKILL letter-sound correspondences

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>
<b>SKILL / CONCEPT</b>	<b>4.2.SE.2</b>	<b>Students will use structural analysis to correctly spell the following parts of words:</b>

SKILL abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</b>

SKILL / CONCEPT      4.2.R.1.      Students will determine the key details that support the main idea of a text.

SKILL / CONCEPT      4.2.R.2.      Students will compare fiction, poetry, and nonfiction to distinguish various genres.

SKILL / CONCEPT      4.2.R.4.      Students will summarize facts and details from an informational text.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>

SKILL / CONCEPT      4.2.W.1.      Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.

SKILL / CONCEPT      4.2.W.2.      Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).

SKILL / CONCEPT      4.2.W.3.      Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.

SKILL / CONCEPT	4.2.W.4.	Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).
--------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>

SKILL / CONCEPT	4.3.R.1.	Students will determine the author's purpose (i.e., entertain, inform, persuade) by identifying key details.
--------------------	----------	--

SKILL / CONCEPT	4.3.R.5.	Students will answer inferential questions using evidence from one or more texts to support answers.
--------------------	----------	--

SKILL / CONCEPT	4.3.R.6.	Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.
--------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>

SKILL / CONCEPT	4.3.R.7.	Students will distinguish the structures of an informational text:
--------------------	----------	--

SKILL		description
-------	--	-------------

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>

SKILL / CONCEPT	4.3.W.2.	Students will compose informative essays that:
--------------------	----------	--

SKILL		introduce and develop a topic
-------	--	-------------------------------

SKILL		incorporate evidence (e.g., specific facts, examples)
-------	--	---

SKILL		maintain an organized structure with transitional words and phrases
-------	--	---

SKILL		use sentence variety and word choice to create interest
-------	--	---

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>

<b>SKILL / CONCEPT</b>	4.4.R.2.	Students will use context clues to clarify the meaning of words.
------------------------	----------	--

<b>SKILL / CONCEPT</b>	4.4.R.5.	Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.
------------------------	----------	--

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>

<b>SKILL / CONCEPT</b>	4.4.W.1.	Students will use grade-level vocabulary in writing to clearly communicate ideas.
------------------------	----------	---

<b>SKILL / CONCEPT</b>	4.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.
------------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>

<b>SKILL / CONCEPT</b>	4.5.W.2.	Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.
------------------------	----------	--

<b>SKILL / CONCEPT</b>	4.5.W.9.	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
------------------------	----------	---

<b>SKILL / CONCEPT</b>	4.5.W.10.	Students will use underlining or italics to indicate titles of works.
------------------------	-----------	---

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will synthesize information ethically through speaking and writing.</b>

<b>SKILL / CONCEPT</b>	4.6.W.3.	Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details and quotations from two or more sources.
------------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies**  
7:

<b>STRAND / STANDARD</b>		Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.
<b>OBJECTIVE</b>		Reading – Students will comprehend and evaluate multimodal content.

**SKILL / CONCEPT**      4.7.R.      Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare and contrast perspectives about ideas and topics.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing**  
8:

<b>STRAND / STANDARD</b>		Students will read and write independently for a variety of purposes and periods of time.
<b>OBJECTIVE</b>		Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

**SKILL / CONCEPT**      4.8.R.      Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing**  
8:

<b>STRAND / STANDARD</b>		Students will read and write independently for a variety of purposes and periods of time.
<b>OBJECTIVE</b>		Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.

**SKILL / CONCEPT**      4.8.W.      Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.

UNIT 5: WRITING FROM PICTURES Week 13 Page 105-112

Oklahoma Academic Standards  
Language Arts  
Grade 4 - Adopted: 2021

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations**  
2:

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
<b>OBJECTIVE</b>		Phonics and Word Study – Students will decode words by applying phonics and word analysis skills in context and isolation.

**SKILL / CONCEPT**      4.2.PWS .2.      Students will decode words by applying knowledge of structural analysis:

**SKILL**      abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations**  
2:

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
--------------------------	--	--

<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>
<b>SKILL / CONCEPT</b>	<b>4.2.SE.1</b>	<b>Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:</b>

SKILL letter-sound correspondences

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>
<b>SKILL / CONCEPT</b>	<b>4.2.SE.2</b>	<b>Students will use structural analysis to correctly spell the following parts of words:</b>

SKILL abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</b>

SKILL / CONCEPT      4.2.R.1.      Students will determine the key details that support the main idea of a text.

SKILL / CONCEPT      4.2.R.2.      Students will compare fiction, poetry, and nonfiction to distinguish various genres.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>

SKILL / CONCEPT      4.2.W.1.      Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.

SKILL / CONCEPT      4.2.W.2.      Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).

SKILL / CONCEPT      4.2.W.3.      Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.

SKILL / CONCEPT      4.2.W.4.      Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).



**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>
<b>SKILL / CONCEPT</b>	4.3.R.1.	Students will determine the author's purpose (i.e., entertain, inform, persuade) by identifying key details.
<b>SKILL / CONCEPT</b>	4.3.R.5.	Students will answer inferential questions using evidence from one or more texts to support answers.
<b>SKILL / CONCEPT</b>	4.3.R.6.	Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
<b>SKILL / CONCEPT</b>	4.3.W.2.	<b>Students will compose informative essays that:</b>
<b>SKILL</b>		introduce and develop a topic
<b>SKILL</b>		incorporate evidence (e.g., specific facts, examples)
<b>SKILL</b>		maintain an organized structure with transitional words and phrases
<b>SKILL</b>		use sentence variety and word choice to create interest

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>
<b>SKILL / CONCEPT</b>	4.4.R.1.	Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.
<b>SKILL / CONCEPT</b>	4.4.R.2.	Students will use context clues to clarify the meaning of words.
<b>SKILL / CONCEPT</b>	4.4.R.5.	Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.

**CONTENT STANDARD / COURSE**      **Standard Vocabulary**  
**4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>

<b>SKILL / CONCEPT</b>	4.4.W.1.	Students will use grade-level vocabulary in writing to clearly communicate ideas.
------------------------	----------	---

<b>SKILL / CONCEPT</b>	4.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.
------------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Language**  
**5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>

<b>SKILL / CONCEPT</b>	4.5.W.2.	Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.
------------------------	----------	--

<b>SKILL / CONCEPT</b>	4.5.W.9.	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
------------------------	----------	---

<b>SKILL / CONCEPT</b>	4.5.W.10.	Students will use underlining or italics to indicate titles of works.
------------------------	-----------	---

**CONTENT STANDARD / COURSE**      **Standard Research**  
**6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will synthesize information ethically through speaking and writing.</b>

<b>SKILL / CONCEPT</b>	4.6.W.3.	Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details and quotations from two or more sources.
------------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies**  
**7:**

<b>STRAND / STANDARD</b>		<b>Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will comprehend and evaluate multimodal content.</b>

<b>SKILL / CONCEPT</b>	4.7.R.	Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare and contrast perspectives about ideas and topics.
------------------------	--------	---

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing**  
**8:**

<b>STRAND / STANDARD</b>		Students will read and write independently for a variety of purposes and periods of time.
<b>OBJECTIVE</b>		Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

SKILL / CONCEPT      4.8.R.      Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		Students will read and write independently for a variety of purposes and periods of time.
<b>OBJECTIVE</b>		Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.

SKILL / CONCEPT      4.8.W.      Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.

UNIT 5: WRITING FROM PICTURES Week 14 Page 113-124

**Oklahoma Academic Standards  
Language Arts  
Grade 4 - Adopted: 2021**

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
<b>OBJECTIVE</b>		Phonics and Word Study – Students will decode words by applying phonics and word analysis skills in context and isolation.

SKILL / CONCEPT      4.2.PWS .2.      Students will decode words by applying knowledge of structural analysis:

SKILL      abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
<b>OBJECTIVE</b>		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.

SKILL / CONCEPT      4.2.SE.1 .      Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:

SKILL      letter-sound correspondences

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
<b>OBJECTIVE</b>		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.

<b>SKILL / CONCEPT</b>	<b>4.2.SE.2</b>	<b>Students will use structural analysis to correctly spell the following parts of words:</b>
------------------------	-----------------	---

SKILL abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</b>

SKILL / CONCEPT      4.2.R.1.      Students will determine the key details that support the main idea of a text.

SKILL / CONCEPT      4.2.R.2.      Students will compare fiction, poetry, and nonfiction to distinguish various genres.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>

SKILL / CONCEPT      4.2.W.1.      Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.

SKILL / CONCEPT      4.2.W.2.      Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).

SKILL / CONCEPT      4.2.W.3.      Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.

SKILL / CONCEPT      4.2.W.4.      Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>

SKILL / CONCEPT      4.3.R.1.      Students will determine the author's purpose (i.e., entertain, inform, persuade) by identifying key details.

SKILL / CONCEPT      4.3.R.5.      Students will answer inferential questions using evidence from one or more texts to support answers.

SKILL / CONCEPT	4.3.R.6.	Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.
--------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
<b>SKILL / CONCEPT</b>	<b>4.3.W.2.</b>	<b>Students will compose informative essays that:</b>
SKILL		introduce and develop a topic
SKILL		incorporate evidence (e.g., specific facts, examples)
SKILL		maintain an organized structure with transitional words and phrases
SKILL		use sentence variety and word choice to create interest

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>
SKILL / CONCEPT	4.4.R.2.	Students will use context clues to clarify the meaning of words.
SKILL / CONCEPT	4.4.R.4.	Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.
SKILL / CONCEPT	4.4.R.5.	Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>
SKILL / CONCEPT	4.4.W.1.	Students will use grade-level vocabulary in writing to clearly communicate ideas.
SKILL / CONCEPT	4.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.



<b>OBJECTIVE</b>		<b>Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</b>
------------------	--	--

SKILL / CONCEPT      4.8.R.      Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
--------------------------	--	--

<b>OBJECTIVE</b>		<b>Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.</b>
------------------	--	---

SKILL / CONCEPT      4.8.W.      Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.

UNIT 5: WRITING FROM PICTURES Week 15 Page 125-130

Oklahoma Academic Standards  
Language Arts  
Grade 4 - Adopted: 2021

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
--------------------------	--	---

<b>OBJECTIVE</b>		<b>Phonics and Word Study – Students will decode words by applying phonics and word analysis skills in context and isolation.</b>
------------------	--	---

<b>SKILL / CONCEPT</b>	<b>4.2.PWS .2.</b>	<b>Students will decode words by applying knowledge of structural analysis:</b>
------------------------	--------------------	---

SKILL      abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
--------------------------	--	---

<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>
------------------	--	--

<b>SKILL / CONCEPT</b>	<b>4.2.SE.1 .</b>	<b>Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:</b>
------------------------	-------------------	--

SKILL      letter-sound correspondences

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
--------------------------	--	---

<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>
------------------	--	--

<b>SKILL / CONCEPT</b>	<b>4.2.SE.2 .</b>	<b>Students will use structural analysis to correctly spell the following parts of words:</b>
------------------------	-------------------	---

SKILL	abbreviations
-------	---------------

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</b>

SKILL / CONCEPT	4.2.R.1.	Students will determine the key details that support the main idea of a text.
-----------------	----------	---

SKILL / CONCEPT	4.2.R.2.	Students will compare fiction, poetry, and nonfiction to distinguish various genres.
-----------------	----------	--

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>

SKILL / CONCEPT	4.2.W.1.	Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.
-----------------	----------	--

SKILL / CONCEPT	4.2.W.2.	Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).
-----------------	----------	---

SKILL / CONCEPT	4.2.W.3.	Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.
-----------------	----------	--

SKILL / CONCEPT	4.2.W.4.	Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).
-----------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>

SKILL / CONCEPT	4.3.R.1.	Students will determine the author's purpose (i.e., entertain, inform, persuade) by identifying key details.
-----------------	----------	--

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
--------------------------	--	---



<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>
------------------	--	--

<b>SKILL / CONCEPT</b>	<b>4.3.R.3.</b>	<b>Students will find textual evidence of literary elements:</b>
------------------------	-----------------	--

SKILL		characters (i.e., protagonist, antagonist)
-------	--	--

SKILL		characterization
-------	--	------------------

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
--------------------------	--	---

<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>
------------------	--	--

<b>SKILL / CONCEPT</b>	<b>4.3.R.5.</b>	<b>Students will answer inferential questions using evidence from one or more texts to support answers.</b>
------------------------	-----------------	---

<b>SKILL / CONCEPT</b>	<b>4.3.R.6.</b>	<b>Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.</b>
------------------------	-----------------	--

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
--------------------------	--	---

<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
------------------	--	--

<b>SKILL / CONCEPT</b>	<b>4.3.W.1.</b>	<b>Students will compose narratives reflecting real or imagined experiences that:</b>
------------------------	-----------------	---

SKILL		include plots with a climax and resolution
-------	--	--

SKILL		include developed characters who overcome conflicts and use dialogue
-------	--	--

SKILL		unfold in chronological sequence
-------	--	----------------------------------

SKILL		use sentence variety, sensory details, and vivid language to create interest
-------	--	--

SKILL		model literary elements and/or literary devices from mentor texts
-------	--	---

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
--------------------------	--	---

<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
------------------	--	--

<b>SKILL / CONCEPT</b>	<b>4.3.W.2.</b>	<b>Students will compose informative essays that:</b>
------------------------	-----------------	---

SKILL	model literary devices from mentor texts
-------	--

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>	<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>	<b>Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>

SKILL / CONCEPT	4.4.R.2. Students will use context clues to clarify the meaning of words.
-----------------	---

SKILL / CONCEPT	4.4.R.5. Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.
-----------------	---

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>	<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>	<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>

SKILL / CONCEPT	4.4.W.1. Students will use grade-level vocabulary in writing to clearly communicate ideas.
-----------------	--

SKILL / CONCEPT	4.4.W.2. Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.
-----------------	--

**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>	<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>	<b>Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>

SKILL / CONCEPT	4.5.W.2. Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.
-----------------	---

SKILL / CONCEPT	4.5.W.9. Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
-----------------	--

SKILL / CONCEPT	4.5.W.10. Students will use underlining or italics to indicate titles of works.
-----------------	---

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>	<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
<b>OBJECTIVE</b>	<b>Writing – Students will synthesize information ethically through speaking and writing.</b>

SKILL / CONCEPT	4.6.W.3.	Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details and quotations from two or more sources.
--------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies 7:**

STRAND / STANDARD		Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.
OBJECTIVE		Reading – Students will comprehend and evaluate multimodal content.

SKILL / CONCEPT	4.7.R.	Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare and contrast perspectives about ideas and topics.
--------------------	--------	---

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

STRAND / STANDARD		Students will read and write independently for a variety of purposes and periods of time.
OBJECTIVE		Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

SKILL / CONCEPT	4.8.R.	Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.
--------------------	--------	--

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

STRAND / STANDARD		Students will read and write independently for a variety of purposes and periods of time.
OBJECTIVE		Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.

SKILL / CONCEPT	4.8.W.	Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.
--------------------	--------	--

**Oklahoma Academic Standards  
Language Arts  
Grade 4 - Adopted: 2021**

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

STRAND / STANDARD		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
OBJECTIVE		Phonics and Word Study – Students will decode words by applying phonics and word analysis skills in context and isolation.

SKILL / CONCEPT	4.2.PWS .2.	Students will decode words by applying knowledge of structural analysis:
--------------------	-------------	--

SKILL	abbreviations
-------	---------------

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
<b>OBJECTIVE</b>		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.
<b>SKILL / CONCEPT</b>	4.2.SE.1	Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:

SKILL letter-sound correspondences

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
<b>OBJECTIVE</b>		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.
<b>SKILL / CONCEPT</b>	4.2.SE.2	Students will use structural analysis to correctly spell the following parts of words:

SKILL abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		Students will use a variety of recursive reading and writing processes.
<b>OBJECTIVE</b>		Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

SKILL / CONCEPT      4.2.R.1.      Students will determine the key details that support the main idea of a text.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		Students will use a variety of recursive reading and writing processes.
<b>OBJECTIVE</b>		Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.

SKILL / CONCEPT      4.2.W.1.      Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.

SKILL / CONCEPT      4.2.W.2.      Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).

SKILL / CONCEPT      4.2.W.3.      Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.

SKILL / CONCEPT      4.2.W.4.      Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>

SKILL / CONCEPT      4.3.R.1.      Students will determine the author’s purpose (i.e., entertain, inform, persuade) by identifying key details.

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>

SKILL / CONCEPT      4.3.R.3.      **Students will find textual evidence of literary elements:**

SKILL      characters (i.e., protagonist, antagonist)

SKILL      characterization

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>

SKILL / CONCEPT      4.3.R.5.      Students will answer inferential questions using evidence from one or more texts to support answers.

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>

SKILL / CONCEPT      4.3.W.1.      **Students will compose narratives reflecting real or imagined experiences that:**

SKILL      include plots with a climax and resolution

SKILL      include developed characters who overcome conflicts and use dialogue

SKILL      unfold in chronological sequence

SKILL      use sentence variety, sensory details, and vivid language to create interest

SKILL model literary elements and/or literary devices from mentor texts

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
<b>SKILL / CONCEPT</b>	<b>4.3.W.2.</b>	<b>Students will compose informative essays that:</b>

SKILL model literary devices from mentor texts

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>

SKILL / CONCEPT      4.4.R.2.      Students will use context clues to clarify the meaning of words.

SKILL / CONCEPT      4.4.R.5.      Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>

SKILL / CONCEPT      4.4.W.1.      Students will use grade-level vocabulary in writing to clearly communicate ideas.

SKILL / CONCEPT      4.4.W.2.      Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.

**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>

SKILL / CONCEPT      4.5.W.2.      Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.

SKILL / CONCEPT	4.5.W.9.	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
--------------------	----------	---

SKILL / CONCEPT	4.5.W.10.	Students will use underlining or italics to indicate titles of works.
--------------------	-----------	---

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

STRAND / STANDARD		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
OBJECTIVE		<b>Writing – Students will synthesize information ethically through speaking and writing.</b>

SKILL / CONCEPT	4.6.W.3.	Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details and quotations from two or more sources.
--------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies 7:**

STRAND / STANDARD		<b>Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</b>
OBJECTIVE		<b>Reading – Students will comprehend and evaluate multimodal content.</b>

SKILL / CONCEPT	4.7.R.	Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare and contrast perspectives about ideas and topics.
--------------------	--------	---

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

STRAND / STANDARD		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
OBJECTIVE		<b>Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</b>

SKILL / CONCEPT	4.8.R.	Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.
--------------------	--------	--

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

STRAND / STANDARD		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
OBJECTIVE		<b>Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.</b>

SKILL / CONCEPT	4.8.W.	Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.
--------------------	--------	--

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking 1:**

<b>STRAND / STANDARD</b>		Students will listen and speak effectively in a variety of situations.
<b>OBJECTIVE</b>		Listening – Students will develop and apply effective communication skills through active listening.

SKILL / CONCEPT      4.1.L.1.      Students will actively listen using agreed-upon discussion rules.

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking**  
1:

<b>STRAND / STANDARD</b>		Students will listen and speak effectively in a variety of situations.
<b>OBJECTIVE</b>		Speaking – Students will develop and apply effective communication skills to share ideas through speaking.

SKILL / CONCEPT      4.1.S.2.      Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations**  
2:

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
<b>OBJECTIVE</b>		Phonics and Word Study – Students will decode words by applying phonics and word analysis skills in context and isolation.

SKILL / CONCEPT      4.2.PWS .2.      Students will decode words by applying knowledge of structural analysis:

SKILL      abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations**  
2:

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
<b>OBJECTIVE</b>		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.

SKILL / CONCEPT      4.2.SE.1 .      Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:

SKILL      letter-sound correspondences

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations**  
2:

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
<b>OBJECTIVE</b>		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.

SKILL / CONCEPT      4.2.SE.2 .      Students will use structural analysis to correctly spell the following parts of words:

SKILL      abbreviations



**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</b>
SKILL / CONCEPT	4.2.R.1.	Students will determine the key details that support the main idea of a text.
SKILL / CONCEPT	4.2.R.2.	Students will compare fiction, poetry, and nonfiction to distinguish various genres.
SKILL / CONCEPT	4.2.R.4.	Students will summarize facts and details from an informational text.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>
SKILL / CONCEPT	4.2.W.1.	Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.
SKILL / CONCEPT	4.2.W.2.	Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).
SKILL / CONCEPT	4.2.W.3.	Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.
SKILL / CONCEPT	4.2.W.4.	Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>
SKILL / CONCEPT	4.3.R.1.	Students will determine the author's purpose (i.e., entertain, inform, persuade) by identifying key details.
SKILL / CONCEPT	4.3.R.5.	Students will answer inferential questions using evidence from one or more texts to support answers.
SKILL / CONCEPT	4.3.R.6.	Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>
<b>SKILL / CONCEPT</b>	<b>4.3.R.7.</b>	<b>Students will distinguish the structures of an informational text:</b>

SKILL      description

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
<b>SKILL / CONCEPT</b>	<b>4.3.W.2.</b>	<b>Students will compose informative essays that:</b>

SKILL      introduce and develop a topic

SKILL      incorporate evidence (e.g., specific facts, examples)

SKILL      maintain an organized structure with transitional words and phrases

SKILL      use sentence variety and word choice to create interest

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>

SKILL / CONCEPT      4.4.R.2.      Students will use context clues to clarify the meaning of words.

SKILL / CONCEPT      4.4.R.5.      Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>

SKILL / CONCEPT      4.4.W.1.      Students will use grade-level vocabulary in writing to clearly communicate ideas.

SKILL / CONCEPT 4.4.W.2. Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.

**CONTENT STANDARD / COURSE**      **Standard Language 5:**

**STRAND / STANDARD**      Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.

**OBJECTIVE**      Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

SKILL / CONCEPT 4.5.W.2. Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.

SKILL / CONCEPT 4.5.W.9. Students will use quotation marks to indicate dialogue, quoted material, and titles of works.

SKILL / CONCEPT 4.5.W.10. Students will use underlining or italics to indicate titles of works.

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

**STRAND / STANDARD**      Students will engage in inquiry to acquire, refine, and communicate accurate information.

**OBJECTIVE**      Writing – Students will synthesize information ethically through speaking and writing.

SKILL / CONCEPT 4.6.W.3. Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details and quotations from two or more sources.

**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies 7:**

**STRAND / STANDARD**      Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.

**OBJECTIVE**      Reading – Students will comprehend and evaluate multimodal content.

SKILL / CONCEPT 4.7.R. Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare and contrast perspectives about ideas and topics.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

**STRAND / STANDARD**      Students will read and write independently for a variety of purposes and periods of time.

**OBJECTIVE**      Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

SKILL / CONCEPT 4.8.R. Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.</b>
<b>SKILL / CONCEPT</b>	4.8.W.	Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 18 Page 151-160

Oklahoma Academic Standards  
Language Arts  
Grade 4 - Adopted: 2021

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking**  
**1:**

<b>STRAND / STANDARD</b>		<b>Students will listen and speak effectively in a variety of situations.</b>
<b>OBJECTIVE</b>		<b>Listening – Students will develop and apply effective communication skills through active listening.</b>

**SKILL / CONCEPT**      4.1.L.1.      Students will actively listen using agreed-upon discussion rules.

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking**  
**1:**

<b>STRAND / STANDARD</b>		<b>Students will listen and speak effectively in a variety of situations.</b>
<b>OBJECTIVE</b>		<b>Speaking – Students will develop and apply effective communication skills to share ideas through speaking.</b>

**SKILL / CONCEPT**      4.1.S.2.      Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations**  
**2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Phonics and Word Study – Students will decode words by applying phonics and word analysis skills in context and isolation.</b>

**SKILL / CONCEPT**      4.2.PWS .2.      Students will decode words by applying knowledge of structural analysis:

**SKILL**      abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations**  
**2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>

**SKILL / CONCEPT**      4.2.SE.1 .      Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:

SKILL		letter-sound correspondences
<b>CONTENT STANDARD / COURSE</b>	<b>2:</b>	<b>Standard Reading and Writing Foundations</b>
<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>
<b>SKILL / CONCEPT</b>	4.2.SE.2	<b>Students will use structural analysis to correctly spell the following parts of words:</b>

SKILL abbreviations

<b>CONTENT STANDARD / COURSE</b>	<b>2:</b>	<b>Standard Reading and Writing Process</b>
<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</b>

SKILL / CONCEPT 4.2.R.1. Students will determine the key details that support the main idea of a text.

SKILL / CONCEPT 4.2.R.2. Students will compare fiction, poetry, and nonfiction to distinguish various genres.

SKILL / CONCEPT 4.2.R.4. Students will summarize facts and details from an informational text.

<b>CONTENT STANDARD / COURSE</b>	<b>2:</b>	<b>Standard Reading and Writing Process</b>
<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>

SKILL / CONCEPT 4.2.W.1. Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.

SKILL / CONCEPT 4.2.W.2. Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).

SKILL / CONCEPT 4.2.W.3. Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.

SKILL / CONCEPT 4.2.W.4. Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).

**CONTENT STANDARD / COURSE** **3:** **Standard Critical Reading and Writing**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>

<b>SKILL / CONCEPT</b>	4.3.R.1.	Students will determine the author’s purpose (i.e., entertain, inform, persuade) by identifying key details.
------------------------	----------	--

<b>SKILL / CONCEPT</b>	4.3.R.5.	Students will answer inferential questions using evidence from one or more texts to support answers.
------------------------	----------	--

<b>SKILL / CONCEPT</b>	4.3.R.6.	Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.
------------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>
<b>SKILL / CONCEPT</b>	4.3.R.7.	<b>Students will distinguish the structures of an informational text:</b>

<b>SKILL</b>		description
--------------	--	-------------

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
<b>SKILL / CONCEPT</b>	4.3.W.2.	<b>Students will compose informative essays that:</b>

<b>SKILL</b>		introduce and develop a topic
--------------	--	-------------------------------

<b>SKILL</b>		incorporate evidence (e.g., specific facts, examples)
--------------	--	---

<b>SKILL</b>		maintain an organized structure with transitional words and phrases
--------------	--	---

<b>SKILL</b>		use sentence variety and word choice to create interest
--------------	--	---

<b>SKILL</b>		use sentence variety and word choice to create interest
--------------	--	---

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>

SKILL / CONCEPT	4.4.R.2.	Students will use context clues to clarify the meaning of words.
--------------------	----------	--

SKILL / CONCEPT	4.4.R.5.	Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.
--------------------	----------	--

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

STRAND / STANDARD		Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.
OBJECTIVE		Writing – Students will apply knowledge of vocabulary to speak and write effectively.

SKILL / CONCEPT	4.4.W.1.	Students will use grade-level vocabulary in writing to clearly communicate ideas.
--------------------	----------	---

SKILL / CONCEPT	4.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.
--------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Language 5:**

STRAND / STANDARD		Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.
OBJECTIVE		Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

SKILL / CONCEPT	4.5.W.2.	Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.
--------------------	----------	--

SKILL / CONCEPT	4.5.W.9.	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
--------------------	----------	---

SKILL / CONCEPT	4.5.W.10.	Students will use underlining or italics to indicate titles of works.
--------------------	-----------	---

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

STRAND / STANDARD		Students will engage in inquiry to acquire, refine, and communicate accurate information.
OBJECTIVE		Writing – Students will synthesize information ethically through speaking and writing.

SKILL / CONCEPT	4.6.W.3.	Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details and quotations from two or more sources.
--------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies 7:**

STRAND / STANDARD		Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.
OBJECTIVE		Reading – Students will comprehend and evaluate multimodal content.

SKILL / CONCEPT	4.7.R.	Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare and contrast perspectives about ideas and topics.
--------------------	--------	---

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

STRAND / STANDARD		Students will read and write independently for a variety of purposes and periods of time.
OBJECTIVE		Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

SKILL / CONCEPT	4.8.R.	Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.
--------------------	--------	--

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

STRAND / STANDARD		Students will read and write independently for a variety of purposes and periods of time.
OBJECTIVE		Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.

SKILL / CONCEPT	4.8.W.	Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.
--------------------	--------	--

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 19 Page 161-170

Oklahoma Academic Standards  
Language Arts  
Grade 4 - Adopted: 2021

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking 1:**

STRAND / STANDARD		Students will listen and speak effectively in a variety of situations.
OBJECTIVE		Listening – Students will develop and apply effective communication skills through active listening.

SKILL / CONCEPT	4.1.L.1.	Students will actively listen using agreed-upon discussion rules.
--------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking 1:**

STRAND / STANDARD		Students will listen and speak effectively in a variety of situations.
OBJECTIVE		Speaking – Students will develop and apply effective communication skills to share ideas through speaking.

SKILL / CONCEPT	4.1.S.2.	Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.
--------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

STRAND / STANDARD		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
-------------------	--	--



<b>OBJECTIVE</b>		<b>Phonics and Word Study – Students will decode words by applying phonics and word analysis skills in context and isolation.</b>
<b>SKILL / CONCEPT</b>	<b>4.2.PWS .2.</b>	<b>Students will decode words by applying knowledge of structural analysis:</b>

SKILL abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>
<b>SKILL / CONCEPT</b>	<b>4.2.SE.1 .</b>	<b>Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:</b>

SKILL letter-sound correspondences

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>
<b>SKILL / CONCEPT</b>	<b>4.2.SE.2 .</b>	<b>Students will use structural analysis to correctly spell the following parts of words:</b>

SKILL abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</b>

SKILL / CONCEPT      4.2.R.1.      Students will determine the key details that support the main idea of a text.

SKILL / CONCEPT      4.2.R.2.      Students will compare fiction, poetry, and nonfiction to distinguish various genres.

SKILL / CONCEPT      4.2.R.4.      Students will summarize facts and details from an informational text.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>

SKILL / CONCEPT	4.2.W.1.	Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.
SKILL / CONCEPT	4.2.W.2.	Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).
SKILL / CONCEPT	4.2.W.3.	Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.
SKILL / CONCEPT	4.2.W.4.	Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).

**CONTENT  
STANDARD /  
COURSE**

**Standard Critical Reading and Writing  
3:**

STRAND / STANDARD		Students will apply critical thinking skills to reading and writing.
OBJECTIVE		Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

SKILL / CONCEPT	4.3.R.1.	Students will determine the author's purpose (i.e., entertain, inform, persuade) by identifying key details.
SKILL / CONCEPT	4.3.R.5.	Students will answer inferential questions using evidence from one or more texts to support answers.
SKILL / CONCEPT	4.3.R.6.	Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.

**CONTENT  
STANDARD /  
COURSE**

**Standard Critical Reading and Writing  
3:**

STRAND / STANDARD		Students will apply critical thinking skills to reading and writing.
OBJECTIVE		Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

SKILL / CONCEPT	4.3.R.7.	Students will distinguish the structures of an informational text:
--------------------	----------	--

SKILL description

**CONTENT  
STANDARD /  
COURSE**

**Standard Critical Reading and Writing  
3:**

STRAND / STANDARD		Students will apply critical thinking skills to reading and writing.
OBJECTIVE		Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

SKILL / CONCEPT	4.3.W.2.	Students will compose informative essays that:
--------------------	----------	--

SKILL introduce and develop a topic

SKILL	incorporate evidence (e.g., specific facts, examples)
SKILL	maintain an organized structure with transitional words and phrases
SKILL	use sentence variety and word choice to create interest

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>

SKILL / CONCEPT	4.4.R.2.	Students will use context clues to clarify the meaning of words.
-----------------	----------	--

SKILL / CONCEPT	4.4.R.5.	Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.
-----------------	----------	--

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>

SKILL / CONCEPT	4.4.W.1.	Students will use grade-level vocabulary in writing to clearly communicate ideas.
-----------------	----------	---

SKILL / CONCEPT	4.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.
-----------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>

SKILL / CONCEPT	4.5.W.2.	Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.
-----------------	----------	--

SKILL / CONCEPT	4.5.W.6.	Students will use apostrophes to show possession of singular and plural nouns and recognize and remove apostrophes used to form plurals.
-----------------	----------	--

SKILL / CONCEPT	4.5.W.9.	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
-----------------	----------	---

SKILL / CONCEPT	4.5.W.10.	Students will use underlining or italics to indicate titles of works.
-----------------	-----------	---

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will synthesize information ethically through speaking and writing.</b>

**SKILL / CONCEPT**      4.6.W.3.      Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details and quotations from two or more sources.

**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies 7:**

<b>STRAND / STANDARD</b>		<b>Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will comprehend and evaluate multimodal content.</b>

**SKILL / CONCEPT**      4.7.R.      Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare and contrast perspectives about ideas and topics.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</b>

**SKILL / CONCEPT**      4.8.R.      Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.</b>

**SKILL / CONCEPT**      4.8.W.      Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Phonics and Word Study – Students will decode words by applying phonics and word analysis skills in context and isolation.</b>

<b>SKILL / CONCEPT</b>	<b>4.2.PWS .2.</b>	<b>Students will decode words by applying knowledge of structural analysis:</b>
------------------------	--------------------	---

SKILL abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>

<b>SKILL / CONCEPT</b>	<b>4.2.SE.1 .</b>	<b>Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:</b>
------------------------	-------------------	--

SKILL letter-sound correspondences

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>

<b>SKILL / CONCEPT</b>	<b>4.2.SE.2 .</b>	<b>Students will use structural analysis to correctly spell the following parts of words:</b>
------------------------	-------------------	---

SKILL abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>

SKILL / CONCEPT 4.2.W.1. Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.

SKILL / CONCEPT 4.2.W.2. Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).

SKILL / CONCEPT 4.2.W.3. Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.

SKILL / CONCEPT 4.2.W.4. Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
--------------------------	--	---

<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
<b>SKILL / CONCEPT</b>	<b>4.3.W.2.</b>	<b>Students will compose informative essays that:</b>
SKILL		introduce and develop a topic
SKILL		incorporate evidence (e.g., specific facts, examples)
SKILL		maintain an organized structure with transitional words and phrases
SKILL		use sentence variety and word choice to create interest

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>
SKILL / CONCEPT	4.4.W.1.	Students will use grade-level vocabulary in writing to clearly communicate ideas.
SKILL / CONCEPT	4.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.

**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</b>
<b>SKILL / CONCEPT</b>	<b>4.5.R.2.</b>	<b>Students will recognize parts of speech in sentences:</b>
SKILL		prepositional phrases

**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>
SKILL / CONCEPT	4.5.W.2.	Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.
SKILL / CONCEPT	4.5.W.9.	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.

SKILL /  
CONCEPT 4.5.W.10. Students will use underlining or italics to indicate titles of works.

**CONTENT  
STANDARD /  
COURSE** **Standard Research  
6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will synthesize information ethically through speaking and writing.</b>

SKILL /  
CONCEPT 4.6.W.3. Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details and quotations from two or more sources.

**CONTENT  
STANDARD /  
COURSE** **Standard Multimodal Literacies  
7:**

<b>STRAND / STANDARD</b>		<b>Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will comprehend and evaluate multimodal content.</b>

SKILL /  
CONCEPT 4.7.R. Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare and contrast perspectives about ideas and topics.

**CONTENT  
STANDARD /  
COURSE** **Standard Independent Reading and Writing  
8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.</b>

SKILL /  
CONCEPT 4.8.W. Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.

UNIT 7: INVENTIVE WRITING Week 21 Page 177-180

**Oklahoma Academic Standards  
Language Arts  
Grade 4 - Adopted: 2021**

**CONTENT  
STANDARD /  
COURSE** **Standard Reading and Writing Foundations  
2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Phonics and Word Study – Students will decode words by applying phonics and word analysis skills in context and isolation.</b>

SKILL /  
CONCEPT 4.2.PWS  
.2. Students will decode words by applying knowledge of structural analysis:

SKILL abbreviations

**CONTENT  
STANDARD /  
COURSE** **Standard Reading and Writing Foundations  
2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
------------------------------	--	---

<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>
------------------	--	--

<b>SKILL / CONCEPT</b>	4.2.SE.1	<b>Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:</b>
------------------------	----------	--

SKILL letter-sound correspondences

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
--------------------------	--	---

<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>
------------------	--	--

<b>SKILL / CONCEPT</b>	4.2.SE.2	<b>Students will use structural analysis to correctly spell the following parts of words:</b>
------------------------	----------	---

SKILL abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
--------------------------	--	--

<b>OBJECTIVE</b>		<b>Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>
------------------	--	--

<b>SKILL / CONCEPT</b>	4.2.W.1.	Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.
------------------------	----------	--

<b>SKILL / CONCEPT</b>	4.2.W.2.	Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).
------------------------	----------	---

<b>SKILL / CONCEPT</b>	4.2.W.3.	Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.
------------------------	----------	--

<b>SKILL / CONCEPT</b>	4.2.W.4.	Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).
------------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
--------------------------	--	---

<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>
------------------	--	--

<b>SKILL / CONCEPT</b>	4.3.R.5.	Students will answer inferential questions using evidence from one or more texts to support answers.
------------------------	----------	--

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**



<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
<b>SKILL / CONCEPT</b>	<b>4.3.W.1.</b>	<b>Students will compose narratives reflecting real or imagined experiences that:</b>
SKILL		include plots with a climax and resolution
SKILL		include developed characters who overcome conflicts and use dialogue
SKILL		unfold in chronological sequence
SKILL		use sentence variety, sensory details, and vivid language to create interest
SKILL		model literary elements and/or literary devices from mentor texts

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
<b>SKILL / CONCEPT</b>	<b>4.3.W.2.</b>	<b>Students will compose informative essays that:</b>
SKILL		introduce and develop a topic
SKILL		incorporate evidence (e.g., specific facts, examples)
SKILL		maintain an organized structure with transitional words and phrases
SKILL		use sentence variety and word choice to create interest
SKILL		model literary devices from mentor texts

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>
<b>SKILL / CONCEPT</b>	<b>4.4.W.1.</b>	<b>Students will use grade-level vocabulary in writing to clearly communicate ideas.</b>
<b>SKILL / CONCEPT</b>	<b>4.4.W.2.</b>	<b>Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.</b>



<b>OBJECTIVE</b>		<b>Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.</b>
------------------	--	---

SKILL / CONCEPT      4.8.W.      Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.

UNIT 7: INVENTIVE WRITING Week 22 Page 181-188

Oklahoma Academic Standards  
Language Arts  
Grade 4 - Adopted: 2021

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
--------------------------	--	--

<b>OBJECTIVE</b>		<b>Phonics and Word Study – Students will decode words by applying phonics and word analysis skills in context and isolation.</b>
------------------	--	---

<b>SKILL / CONCEPT</b>	4.2.PWS .2.	Students will decode words by applying knowledge of structural analysis:
------------------------	-------------	--

SKILL      abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
--------------------------	--	--

<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>
------------------	--	--

<b>SKILL / CONCEPT</b>	4.2.SE.1 .	Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:
------------------------	------------	---

SKILL      letter-sound correspondences

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
--------------------------	--	--

<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>
------------------	--	--

<b>SKILL / CONCEPT</b>	4.2.SE.2 .	Students will use structural analysis to correctly spell the following parts of words:
------------------------	------------	--

SKILL      abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		Students will use a variety of recursive reading and writing processes.
--------------------------	--	---

<b>OBJECTIVE</b>		<b>Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>
------------------	--	--

SKILL / CONCEPT	4.2.W.1.	Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.
SKILL / CONCEPT	4.2.W.2.	Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).
SKILL / CONCEPT	4.2.W.3.	Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.
SKILL / CONCEPT	4.2.W.4.	Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
<b>SKILL / CONCEPT</b>	<b>4.3.W.2.</b>	<b>Students will compose informative essays that:</b>
SKILL		introduce and develop a topic
SKILL		incorporate evidence (e.g., specific facts, examples)
SKILL		maintain an organized structure with transitional words and phrases
SKILL		use sentence variety and word choice to create interest

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>
SKILL / CONCEPT	4.4.W.1.	Students will use grade-level vocabulary in writing to clearly communicate ideas.
SKILL / CONCEPT	4.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.

**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</b>
<b>SKILL / CONCEPT</b>	<b>4.5.R.2.</b>	<b>Students will recognize parts of speech in sentences:</b>

SKILL		prepositional phrases
-------	--	-----------------------

**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>

SKILL / CONCEPT	4.5.W.2.	Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.
-----------------	----------	--

SKILL / CONCEPT	4.5.W.9.	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
-----------------	----------	---

SKILL / CONCEPT	4.5.W.10.	Students will use underlining or italics to indicate titles of works.
-----------------	-----------	---

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will synthesize information ethically through speaking and writing.</b>

SKILL / CONCEPT	4.6.W.3.	Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details and quotations from two or more sources.
-----------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies 7:**

<b>STRAND / STANDARD</b>		<b>Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will comprehend and evaluate multimodal content.</b>

SKILL / CONCEPT	4.7.R.	Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare and contrast perspectives about ideas and topics.
-----------------	--------	---

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.</b>

SKILL / CONCEPT	4.8.W.	Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.
-----------------	--------	--

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
<b>OBJECTIVE</b>		Phonics and Word Study – Students will decode words by applying phonics and word analysis skills in context and isolation.
<b>SKILL / CONCEPT</b>	4.2.PWS.2.	Students will decode words by applying knowledge of structural analysis:
<b>SKILL</b>		abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
<b>OBJECTIVE</b>		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.
<b>SKILL / CONCEPT</b>	4.2.SE.1.	Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:
<b>SKILL</b>		letter-sound correspondences

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
<b>OBJECTIVE</b>		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.
<b>SKILL / CONCEPT</b>	4.2.SE.2.	Students will use structural analysis to correctly spell the following parts of words:
<b>SKILL</b>		abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		Students will use a variety of recursive reading and writing processes.
<b>OBJECTIVE</b>		Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.
<b>SKILL / CONCEPT</b>	4.2.W.1.	Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.
<b>SKILL / CONCEPT</b>	4.2.W.2.	Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).
<b>SKILL / CONCEPT</b>	4.2.W.3.	Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.

SKILL / CONCEPT	4.2.W.4.	Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).
--------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

STRAND / STANDARD		Students will apply critical thinking skills to reading and writing.
OBJECTIVE		Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.
SKILL / CONCEPT	4.3.W.2.	Students will compose informative essays that:
SKILL		introduce and develop a topic
SKILL		incorporate evidence (e.g., specific facts, examples)
SKILL		maintain an organized structure with transitional words and phrases
SKILL		use sentence variety and word choice to create interest

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

STRAND / STANDARD		Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.
OBJECTIVE		Writing – Students will apply knowledge of vocabulary to speak and write effectively.
SKILL / CONCEPT	4.4.W.1.	Students will use grade-level vocabulary in writing to clearly communicate ideas.
SKILL / CONCEPT	4.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.

**CONTENT STANDARD / COURSE**      **Standard Language 5:**

STRAND / STANDARD		Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.
OBJECTIVE		Reading – Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.
SKILL / CONCEPT	4.5.R.2.	Students will recognize parts of speech in sentences:
SKILL		prepositional phrases

**CONTENT STANDARD / COURSE**      **Standard Language 5:**

STRAND / STANDARD		Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.
OBJECTIVE		Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

SKILL / CONCEPT	4.5.W.2.	Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.
SKILL / CONCEPT	4.5.W.9.	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
SKILL / CONCEPT	4.5.W.10.	Students will use underlining or italics to indicate titles of works.

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

STRAND / STANDARD		Students will engage in inquiry to acquire, refine, and communicate accurate information.
OBJECTIVE		Writing – Students will synthesize information ethically through speaking and writing.

SKILL / CONCEPT	4.6.W.3.	Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details and quotations from two or more sources.
--------------------	----------	---

**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies 7:**

STRAND / STANDARD		Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.
OBJECTIVE		Reading – Students will comprehend and evaluate multimodal content.

SKILL / CONCEPT	4.7.R.	Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare and contrast perspectives about ideas and topics.
--------------------	--------	---

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

STRAND / STANDARD		Students will read and write independently for a variety of purposes and periods of time.
OBJECTIVE		Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.

SKILL / CONCEPT	4.8.W.	Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.
--------------------	--------	--

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

STRAND / STANDARD		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
OBJECTIVE		Phonics and Word Study – Students will decode words by applying phonics and word analysis skills in context and isolation.
SKILL / CONCEPT	4.2.PWS .2.	Students will decode words by applying knowledge of structural analysis:



SKILL		abbreviations
<b>CONTENT STANDARD / COURSE</b>	<b>Standard Reading and Writing Foundations 2:</b>	
<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
<b>OBJECTIVE</b>		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.
<b>SKILL / CONCEPT</b>	4.2.SE.1	Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:

SKILL letter-sound correspondences

**CONTENT STANDARD / COURSE** **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
<b>OBJECTIVE</b>		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.
<b>SKILL / CONCEPT</b>	4.2.SE.2	Students will use structural analysis to correctly spell the following parts of words:

SKILL abbreviations

**CONTENT STANDARD / COURSE** **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		Students will use a variety of recursive reading and writing processes.
<b>OBJECTIVE</b>		Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.

SKILL / CONCEPT 4.2.W.1. Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.

SKILL / CONCEPT 4.2.W.2. Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).

SKILL / CONCEPT 4.2.W.3. Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.

SKILL / CONCEPT 4.2.W.4. Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).

**CONTENT STANDARD / COURSE** **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		Students will apply critical thinking skills to reading and writing.
<b>OBJECTIVE</b>		Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

<b>SKILL / CONCEPT</b>	<b>4.3.W.2.</b>	<b>Students will compose informative essays that:</b>
SKILL		introduce and develop a topic
SKILL		incorporate evidence (e.g., specific facts, examples)
SKILL		maintain an organized structure with transitional words and phrases
SKILL		use sentence variety and word choice to create interest

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>

<b>SKILL / CONCEPT</b>	4.4.W.1.	Students will use grade-level vocabulary in writing to clearly communicate ideas.
<b>SKILL / CONCEPT</b>	4.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.

**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</b>

<b>SKILL / CONCEPT</b>	4.5.R.2.	<b>Students will recognize parts of speech in sentences:</b>
SKILL		prepositional phrases

**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>

<b>SKILL / CONCEPT</b>	4.5.W.2.	Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.
<b>SKILL / CONCEPT</b>	4.5.W.9.	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
<b>SKILL / CONCEPT</b>	4.5.W.10.	Students will use underlining or italics to indicate titles of works.

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will synthesize information ethically through speaking and writing.</b>

**SKILL / CONCEPT**      4.6.W.3.      Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details and quotations from two or more sources.

**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies 7:**

<b>STRAND / STANDARD</b>		<b>Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will comprehend and evaluate multimodal content.</b>

**SKILL / CONCEPT**      4.7.R.      Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare and contrast perspectives about ideas and topics.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.</b>

**SKILL / CONCEPT**      4.8.W.      Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.