## Main Criteria: Structure and Style for Students Secondary Criteria: Oklahoma Academic Standards Subject: Language Arts

Grade: 4

# 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 1:	Listening and Speaking
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 1:	Listening and Speaking
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 2:	Reading and Writing Foundations
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 2:	Reading and Writing Foundations
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:

abbreviations

CONTENT STANDARD / COURSE	Standard 2:	Reading	and Writ	ing Founda	tions

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 Reading and Writing Process STANDARD / 2: COURSE

STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		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 Reading and Writing Process STANDARD / 2: COURSE

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

CONTENT Standard Critical Reading and Writing STANDARD / 3: COURSE

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 3:	Critical Reading and Writing
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 4:	Vocabulary
STRAND / STANDARD		Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.
OBJECTIVE		Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.
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 7:	Multimodal Literacies
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 8:	Independent Reading and Writing
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.

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 1:	Listening and Speaking
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 1:	Listening and Speaking
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	Reading	and	Writing	Foundations
STANDARD /	2:				
COURSE					

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.2	Students will use structural analysis to correctly spell the following parts of words:
SKILL		abbreviations
CONTENT STANDARD / COURSE	Standard 2:	Reading and Writing Foundations
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 2:	Reading and Writing Process
STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		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 2:	Reading and Writing Process
STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		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.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 3:	Critical Reading and Writing
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 3:	Critical Reading and Writing
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 3:	Critical Reading and Writing
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.
OBJECTIVE SKILL / CONCEPT	4.3.W.2.	Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences. Students will compose informative essays that:
SKILL /	4.3.W.2.	and audiences.
SKILL / CONCEPT	4.3.W.2.	and audiences. Students will compose informative essays that:
SKILL / CONCEPT SKILL	4.3.W.2.	and audiences. Students will compose informative essays that: introduce and develop a topic
SKILL / CONCEPT SKILL SKILL	4.3.W.2.	and audiences.         Students will compose informative essays that:         introduce and develop a topic         incorporate evidence (e.g., specific facts, examples)
SKILL / CONCEPT SKILL SKILL SKILL		and audiences.         Students will compose informative essays that:         introduce and develop a topic         incorporate evidence (e.g., specific facts, examples)         maintain an organized structure with transitional words and phrases
SKILL / CONCEPT SKILL SKILL SKILL SKILL SKILL	Standard	and audiences.         Students will compose informative essays that:         introduce and develop a topic         incorporate evidence (e.g., specific facts, examples)         maintain an organized structure with transitional words and phrases         use sentence variety and word choice to create interest
SKILL / CONCEPT SKILL SKILL SKILL SKILL SKILL CONTENT STANDARD / COURSE STRAND /	Standard	and audiences.         Students will compose informative essays that:         introduce and develop a topic         incorporate evidence (e.g., specific facts, examples)         maintain an organized structure with transitional words and phrases         use sentence variety and word choice to create interest         Vocabulary         Students will expand and apply their spoken and reading vocabularies to speak, read, and write
SKILL / CONCEPT SKILL SKILL SKILL SKILL SKILL SKILL SKILL SKILL SKILL SKILL SKILL SKILL SKILL SKILL SKILL SKILL	Standard	and audiences.         Students will compose informative essays that:         introduce and develop a topic         incorporate evidence (e.g., specific facts, examples)         maintain an organized structure with transitional words and phrases         use sentence variety and word choice to create interest         Vocabulary         Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.         Reading – Students will expand their grade-level vocabularies through reading, word study, and class

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

ST ANDARD / COURSE       6:         ST RAND / ST ANDARD       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 Multimodal Literacies 7:			
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.         CONCEPT       4.4.W.2.       Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.         CONCEPT       Standard Research       6:         STRAND / STANDARD       Students will engage in inquiry to acquire, refine, and communicate accurate information.         OBJECTIVE       Virting - 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 / CONCEPT       Standard Wultimodal Literacies 7:         STRAND / STANDARD       Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.			
CONCEPT       44.W2.       Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.         CONCEPT       44.W2.       Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.         CONCEPT       Standard Research       6:         STRAND / STANDARD / OBJECTIVE       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.W3.       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 / CONCEPT       Standard Multimodal Literacies 7:         STRAND / STANDARD       Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.	OBJECTIVE		Writing – Students will apply knowledge of vocabulary to speak and write effectively.
CONCEPT       Standard Research         STANDARD /       6:         STRAND /       Students will engage in inquiry to acquire, refine, and communicate accurate information.         OBJECTIVE       Image: Students will engage in inquiry to acquire, refine, and communicate accurate information.         OBJECTIVE       Image: Writing - Students will synthesize information ethically through speaking and writing.         SKILL /       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 /       Standard Hultimodal Literacies 7:         STRAND /       Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.		4.4.W.1.	Students will use grade-level vocabulary in writing to clearly communicate ideas.
ST ANDARD / COURSE       6:         ST RAND / ST ANDARD       Students will engage in inquiry to acquire, refine, and communicate accurate information.         OBJECTIVE       Writing - Students will synthesize information ethically through speaking and writing.         OBJECTIVE       Viting - 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 COURSE       Standard Multimodal Literacies 7:         STRAND / STANDARD       Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.	÷···== /	4.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.
STANDARD       Writing - Students will synthesize information ethically through speaking and writing.         OBJECTIVE       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.         CONCEPT       Standard Multimodal Literacies 7:         STRAND / COURSE       Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.	CONTENT STANDARD / COURSE		Research
SKILL /       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 Multimodal Literacies         TANDARD /       Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.			Students will engage in inquiry to acquire, refine, and communicate accurate information.
CONCEPT       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		Writing – Students will synthesize information ethically through speaking and writing.
ST ANDARD / COURSE       7:         ST RAND / ST RAND / ST ANDARD       Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.		4.6.W.3.	
ST ANDARD and/or gestural content.	CONTENT STANDARD / COURSE		Multimodal Literacies
OBJECTIVE Reading – Students will comprehend and evaluate multimodal content.			

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

CONTENT Standard Independent Reading and Writing STANDARD / 8: COURSE

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 Independent Reading and Writing STANDARD / 8: COURSE

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 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 1:	Listening and Speaking
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.
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 Reading and Writing Foundations STANDARD / 2: COURSE

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

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CONTENT Standard Reading and Writing Foundations
STANDARD / 2:
COURSE
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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

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 Reading and Writing Foundations
STANDARD /	2:
COURSE	

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	Reading	and	Writing	Process
STANDARD /	2:				
COURSE					

STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		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 2:	Reading and Writing Process
STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		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 /	4.2.W.4.	Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud,
CONCEPT		posting on blog, displaying, entering contest).

OTTATE T	Standard Critical Reading and Writing 3:
COURSE	

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

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

CONCEPT

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.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	<b>Critical Reading</b>	and Writing
STANDARD /	3:		
COURSE			

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.5.	Students will answer inferential questions using evidence from one or more texts to support answers.

CONTENT	Standard	Critical	Reading	and	Writing
STANDARD /	3:				
COURSE					

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		problem/solution
CONTENT STANDARD / COURSE	Standard 3:	Critical Reading and Writing
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.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:

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

model literary devices from mentor texts

#### 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	Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.

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 4:	Vocabulary
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 5:	Language
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 6:	Research
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 7:	Multimodal Literacies
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 /	4.7.R.	Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to
CONCEPT		compare and contrast perspectives about ideas and topics.

CONCEPT		compare and contrast perspectives about ideas and topics.
CONTENT STANDARD / COURSE	Standard 8:	Independent Reading and Writing
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 8:	Independent Reading and Writing
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 1:	Listening and Speaking

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ST RAND / ST ANDARD		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 Listening and Speaking
STANDARD /	1:
COURSE	

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

CONTENT	Standard Reading and Writing Foundations
STANDARD /	2:
COURSE	

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:

abbreviations

CONTENT	Standard	Reading	and	Writing	Foundations
STANDARD /	2:				
COURSE					

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 Reading and Writing Foundations
STANDARD /	2:
0011005	

COURSE

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	Reading	and	Writing	Process
STANDARD /	2:				
COURSE					

STRAND / STANDARD	Students will use a variety of recursive reading and writing processes.
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OBJECTIVE		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 2:	Reading and Writing Process
STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		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 3:	Critical Reading and Writing
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.2.	Students will determine whether a grade-level literary text is narrated in first- or third-person point of view.
CONTENT STANDARD / COURSE	Standard 3:	Critical Reading and Writing
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.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 Critical Reading and Writing
STANDARD /	3:
COURSE	

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.5.	Students will answer inferential questions using evidence from one or more texts to support answers.

CONTENT	Standard Critical Reading and Writing	
STANDARD /	3:	
COURSE		

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		problem/solution

CONTENT	Standard Critical Reading and Writing
STANDARD /	3:
COURSE	

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.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

OBJECTIVE

4.5.W.2.

SKILL /

CONCEPT

SKILL		model literary elements and/or literary devices from mentor texts
CONTENT STANDARD / COURSE	Standard 3:	Critical Reading and Writing
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		model literary devices from mentor texts
CONTENT STANDARD / COURSE	Standard 4:	Vocabulary
STRAND / STANDARD		Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.
OBJECTIVE		Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.
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 4:	Vocabulary
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 5:	Language
STRAND / STANDARD		Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.

Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

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 6:	Research
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 7:	Multimodal Literacies
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 8:	Independent Reading and Writing
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 /	Standard 8:	Independent Reading and Writing

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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 5 Page 39-46

Oklahoma Academic Standards Language Arts Grade 4 - Adopted: 2021

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 1:	Listening and Speaking
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 2:	Reading and Writing Foundations
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 2:	Reading and Writing Foundations
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.

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SKILL
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SKILL / CONCEPT

letter-sound correspondences

CONTENT	Standard Reading and Writing Foundations
STANDARD /	2:
COURSE	

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.

4.2.SE.1 Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following 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 2:	Reading and Writing Foundations
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 2:	Reading and Writing Process
STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		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 2:	Reading and Writing Process
STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		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	Critical Reading and Writing

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 Critical Reading and Writing STANDARD / 3: COURSE

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	<b>Critical Reading</b>	and Writing
STANDARD /	3:		
COURSE			

STRAND / Students will apply critical thinking skills to reading and writing. STANDARD OBJECTIVE Writing - Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences. SKILL / 4.3.W.2. Students will compose informative essays that: CONCEPT 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 Vocabulary STANDARD / 4: COURSE

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

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 4:	Vocabulary
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 5:	Language
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 6:	Research
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 7:	Multimodal Literacies
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 /	4.7.R.	Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to
CONCEPT		compare and contrast perspectives about ideas and topics.

CONCEPT		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 8:	Independent Reading and Writing	
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 / 4.1.L.1. Students will actively listen using agreed-upon discussion rules. CONCEPT

CONTENT STANDARD / COURSE	Standard Listening and Speaking 1:
OT DAND /	

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

CONTENT	Standard Reading and Writing Foundations
STANDARD /	2:
COURSE	

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:

abbreviations

CONTENT	Standard	Reading	and	Writing	Foundations
STANDARD /	2:				
COURSE					

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 Reading and Writing Foundations
STANDARD /	2:
0011005	

COURSE

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	Reading	and	Writing	Process
STANDARD /	2:				
COURSE					

STRAND / STANDARD	Students will use a variety of recursive reading and writing processes.
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OBJECTIVE		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 2:	Reading and Writing Process
STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		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 3:	Critical Reading and Writing
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.2.	Students will determine whether a grade-level literary text is narrated in first- or third-person point of view.
CONTENT STANDARD / COURSE	Standard 3:	Critical Reading and Writing
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.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 Critical Reading and Writing
STANDARD /	3:
COURSE	

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.5.	Students will answer inferential questions using evidence from one or more texts to support answers.

CONTENT	Standard Critical Reading and Writing	
STANDARD /	3:	
COURSE		

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		problem/solution

CONTENT	Standard Critical Reading and Writing
STANDARD /	3:
COURSE	

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.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

OBJECTIVE

4.5.W.2.

SKILL /

CONCEPT

SKILL		model literary elements and/or literary devices from mentor texts
CONTENT STANDARD / COURSE	Standard 3:	Critical Reading and Writing
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		model literary devices from mentor texts
CONTENT STANDARD / COURSE	Standard 4:	Vocabulary
STRAND / STANDARD		Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.
OBJECTIVE		Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.
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 4:	Vocabulary
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 5:	Language
STRAND / STANDARD		Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.

Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

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 6:	Research
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 7:	Multimodal Literacies
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 8:	Independent Reading and Writing
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 8:	Independent Reading and Writing

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 7 Page 53-60

Oklahoma Academic Standards Language Arts

Grade 4 - Adopted: 2021



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 1:	Listening and Speaking
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 2:	Reading and Writing Foundations
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 2:	Reading and Writing Foundations
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 2:	Reading and Writing Foundations
STRAND / STANDARD		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.

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

OBJECTIVE

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 2:	Reading and Writing Foundations
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 2:	Reading and Writing Process
STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.
SKILL /	4.2.R.1.	Students will determine the key details that support the main idea of a text.

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

CONTENTStandard Reading and Writing ProcessSTANDARD /2:COURSE

CONCEPT

CONCEPT

STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		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 3:	Critical Reading and Writing
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.2.	Students will determine whether a grade-level literary text is narrated in first- or third-person point of view.
CONTENT STANDARD / COURSE	Standard 3:	Critical Reading and Writing
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.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 3:	Critical Reading and Writing
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.5.	Students will answer inferential questions using evidence from one or more texts to support answers.
CONTENT STANDARD / COURSE	Standard 3:	Critical Reading and Writing
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		problem/solution

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

ST RAND / ST ANDARD		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.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 Critical Reading and Writing	J
STANDARD /	3:	
COURSE		

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

model literary devices from mentor texts

CONTENT	Standard	Vocabulary
STANDARD /	4:	
0011005		

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

CONTENT Standard Vocabulary STANDARD / 4: COURSE

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 5:	Language
ST RAND / ST ANDARD		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 6:	Research
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 7:	Multimodal Literacies
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 8:	Independent Reading and Writing
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 /	4.8.R.	Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand
CONCEPT		their personal preferences and purposes.

CONTENT Standard Independent Reading and Writing STANDARD / 8: COURSE

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	Listening	and	Speaking
STANDARD /	1:			
COURSE				

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	Reading	and	Writing	Foundations
STANDARD /	2:				
COURSE					

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:

SNILL		
CONTENT STANDARD / COURSE	Standard 2:	Reading and Writing Foundations
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 2:	Reading and Writing Foundations
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 2:	Reading and Writing Foundations
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 2:	Reading and Writing Process
STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		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 2:	Reading and Writing Process

abbreviations

STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		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 3:	Critical Reading and Writing
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.2.	Students will determine whether a grade-level literary text is narrated in first- or third-person point of view.
CONTENT STANDARD / COURSE	Standard 3:	Critical Reading and Writing
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.3.	Students will find textual evidence of literary elements:

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

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

CONCEPT

CONTENT	Standard Critical Reading and Writing
STANDARD /	3:
COURSE	

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		problem/solution

CONTENT Standard Critical Reading and Writing STANDARD / 3: COURSE

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.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 3:	Critical Reading and Writing

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		model literary devices from mentor texts
CONTENT STANDARD / COURSE	Standard 4:	Vocabulary
STRAND / STANDARD		Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.
OBJECTIVE		Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.
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 4:	Vocabulary
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 5:	Language
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 6:	Research

Students will engage in inquiry to acquire, refine, and communicate accurate information.

STRAND / STANDARD

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 Multimodal Literacies
STANDARD /	7:
COURSE	

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 Independent Reading and Writing
STANDARD /	8:
COURSE	

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 Independent Reading and Writing STANDARD / 8: COURSE

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 10 Page 81-90

#### Oklahoma Academic Standards

Language Arts

Grade 4 - Adopted: 2021

CONTENT	Standard Reading and Writing Foundations
STANDARD /	2:
COURSE	

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

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 Reading and Writing Foundations
STANDARD /	2:
COURSE	

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

COURSE

common spelling rules related to adding prefixes and suffixes

CONTENT Standard Reading and Writing Process STANDARD / 2: COURSE

STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		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 2:	Reading and Writing Process
STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.
SKILL /	4.2.W.1.	Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion

CONCEPT drafts that display evidence of paragraphing.

SKILL /	4.2.W.2.	Students will reutingly use a requiring process to revise content for elevity appearance and ergenization (e.g. logical
CONCEPT	4.2.00.2.	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 3:	Critical Reading and Writing
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 3:	Critical Reading and Writing
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 3:	Critical Reading and Writing
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

use sentence variety and word choice to create interest

0		
CONTENT STANDARD / COURSE	Standard 4:	Vocabulary
STRAND / STANDARD		Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.
OBJECTIVE		Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.
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 4:	Vocabulary
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 5:	Language
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.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.
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CONTENT Standard Research STANDARD / 6: COURSE

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 7:	Multimodal Literacies
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 /	4.7.R.	Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to

Standard Independent Reading and Writing CONTENT STANDARD / 8: COURSE

CONCEPT

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.

compare and contrast perspectives about ideas and topics.

CONTENT STANDARD / COURSE	Standard 8:	Independent Reading and Writing
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 11 Page 91-96

Oklahoma Academic Standards

Language Arts

Grade 4 - Adopted: 2021

ST ANDARD / COURSE	2:	
ST RAND / ST ANDARD		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:

CONTENT

Standard Reading and Writing Foundations

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:

letter-sound correspondences

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

# ST RAND /<br/>ST ANDARDStudents will develop foundational skills for reading and writing proficiency by working with sounds,<br/>letters, and text.OBJECT IVESpelling/Encoding - Students will encode and write words in context and isolation by applying<br/>phonics, spelling patterns, and structural analysis skills.SKILL /<br/>CONCEPT4.2.SE.2Students will use structural analysis to correctly spell the following parts of words:

SKILL

abbreviations

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

STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		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 2:	Reading and Writing Process
STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		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 3:	Critical Reading and Writing
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 3:	Critical Reading and Writing
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 3:	Critical Reading and Writing
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)

maintain an organized structure with transitional words and phrases

CONTENT STANDARD / COURSE	Standard 4:	Vocabulary
STRAND / STANDARD		Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.
OBJECTIVE		Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.
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 4:	Vocabulary
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 5:	Language
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 /	Standard 6:	Research
COURSE		
STRAND / STANDARD		Students will engage in inquiry to acquire, refine, and communicate accurate information.

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

CONTENT	Standard Multimodal Literacies	5
STANDARD /	7:	
COURSE		

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 Independent Reading and Writing STANDARD / 8: COURSE

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 /	4.8.R.	Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand

CONTENT	Standard Independent Reading and Writing
STANDARD /	8:
COURSE	

their personal preferences and purposes.

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

CONCEPT

abbreviations

Standard Reading and Writing Foundations CONTENT STANDARD / 2: COURSE

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 2:	Reading and Writing Foundations
ST RAND / ST ANDARD		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 2:	Reading and Writing Process
STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		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 2:	Reading and Writing Process
STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		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 /	4.2.W.3.	Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-leve
CONCEPT		words, using resources as needed.

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

CONTENT STANDARD / COURSE	Standard 3:	Critical Reading and Writing
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 3:	Critical Reading and Writing
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 3:	Critical Reading and Writing
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 Vocabulary STANDARD / 4: COURSE

STRAND / STANDARD		Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.
OBJECTIVE		Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.
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 4:	Vocabulary
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 5:	Language
ST RAND / ST ANDARD		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 6:	Research
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.

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 Independent Reading and Writing
STANDARD /	8:
COURSE	

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 /	4.8.R.	Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand

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

CONTENT	Standard Independent Reading and Writing
STANDARD /	8:
COURSE	

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 9 Page 71-80

#### Oklahoma Academic Standards Language Arts

Grade 4 - Adopted: 2021

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

STANDARD / 2: COURSE

STRAND /	Students will develop foundational skills for reading and writing proficiency by working with sounds,
STANDARD	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:

letter-sound correspondences

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	Reading	and	Writing	Process
STANDARD /	2:				
COURSE					

STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		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 Reading and Writing Process STANDARD / 2: COURSE

STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		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 /	4.2.W.4.	Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud,
CONCEPT		posting on blog, displaying, entering contest).

CONTENT STANDARD / COURSE	Standard 3:	Critical Reading and Writing
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 3:	Critical Reading and Writing
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 3:	Critical Reading and Writing
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 Vocabulary STANDARD / 4: COURSE

STRAND / STANDARD		Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.
OBJECTIVE		Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.
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 4:	Vocabulary
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 5:	Language
ST RAND / ST ANDARD		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 6:	Research
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.

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 Independent Reading and Writing
STANDARD /	8:
COURSE	

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 /	4.8.R.	Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand

dently and for various lengths of time, choosing genres to suit and expand epe CONCEPT their personal preferences and purposes.

CONTENT	Standard Independent Reading and Writing
STANDARD /	8:
COURSE	

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 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:		
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 Reading and Writing Foundations
STANDARD /	2:
COURSE	

STRAND /	Students will develop foundational skills for reading and writing proficiency by working with sounds,
STANDARD	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:

letter-sound correspondences

CONTENT Standard Reading and Writing Foundations STANDARD / 2: COURSE

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

CONTENT

abbreviations

Standard Reading and Writing Process

	2:	
STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		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.
CONTENT STANDARD / COURSE	Standard 2:	Reading and Writing Process
STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.
OBJECTIVE SKILL / CONCEPT	4.2.W.1.	
SKILL /	4.2.W.1. 4.2.W.2.	editing, and publishing. Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion

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

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 3:	Critical Reading and Writing
STRAND / STANDARD		Students will apply critical thinking skills to reading and writing.
		Students will apply critical thinking skills to reading and writing. Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.
STANDARD	4.3.W.2.	Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.
STANDARD OBJECTIVE SKILL /	4.3.W.2.	Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.
ST ANDARD OBJECTIVE SKILL / CONCEPT	4.3.W.2.	Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences. Students will compose informative essays that:
ST ANDARD OBJECTIVE SKILL / CONCEPT SKILL	4.3.W.2.	Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.         Students will compose informative essays that:         introduce and develop a topic

CONTENT	Standard	Vocabulary
STANDARD /	4:	
COURSE		

STRAND / STANDARD		Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.
OBJECTIVE		Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.
SKILL / CONCEPT	4.4.R.1.	Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.
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 Vocabulary STANDARD / 4: COURSE

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 5:	Language
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 6:	Research
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 7:	Multimodal Literacies
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 8:	Independent Reading and Writing

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 5: WRITING FROM PICTURES Week 14 Page 113-124

#### Oklahoma Academic Standards

Language Arts

Grade 4 - Adopted: 2021

CONTENT	Standard	Reading	and	Writing	Foundations
STANDARD /	2:				
COURSE					

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 Reading and Writing Foundations
STANDARD /	2:
COURSE	

ST RAND /<br/>ST ANDARDStudents will develop foundational skills for reading and writing proficiency by working with sounds,<br/>letters, and text.OBJECT IVESpelling/Encoding – Students will encode and write words in context and isolation by applying<br/>phonics, spelling patterns, and structural analysis skills.SKILL /<br/>CONCEPT4.2.SE.1Students will use correct spelling when writing unfamiliar and multisyllabic words, using their<br/>combined knowledge of the following skills:

SKILL

letter-sound correspondences

CONTENT	Standard Reading and Writing Foundations
STANDARD /	2:
COURSE	

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:

abbreviations

CONTENT Standard Reading and Writing Process STANDARD / 2: COURSE

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

CONTENT Standard Reading and Writing Process STANDARD / 2: COURSE

STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		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 3:	Critical Reading and Writing

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

CONTENT Standard Critical Reading and Writing STANDARD / 3: COURSE

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	Vocabulary

#### STANDARD / 4: COURSE

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

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CONTENT
              Standard Vocabulary
STANDARD /
             4:
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COURSE

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.

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

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

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		irregular and past participle verbs and verb tense to identify settings, times, and sequences

CONTENT	Standard Language
STANDARD /	5:
COURSE	

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

CONCEPT

CONTENT Standard Research STANDARD / 6: COURSE

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 Multimodal Literacies
STANDARD /	7:
COURSE	

 

 ST RAND / ST AND ARD
 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 Independent Reading and Writing STANDARD / 8: COURSE

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

CONTENT Standard Independent Reading and Writing ST ANDARD / COURSE 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 5: WRITING FROM PICTURES Week 15 Page 125-130

#### Oklahoma Academic Standards

Language Arts

Grade 4 - Adopted: 2021

CONTENT STANDARD / COURSE	Standard 2:	Reading and Writing Foundations
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 2:	Reading and Writing Foundations
STRAND /		Students will develop foundational skills for reading and writing proficiency by working with sounds,

STANDARD		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

Standard Reading and Writing Foundations CONTENT STANDARD / 2: COURSE

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 2:	Reading and Writing Process
STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		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.
CONTENT STANDARD / COURSE	Standard 2:	Reading and Writing Process
STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		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 3:	Critical Reading and Writing
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.
CONTENT STANDARD / COURSE	Standard 3:	Critical Reading and Writing
STRAND / STANDARD		Students will apply critical thinking skills to reading and writing.

		Pooding Students will analyze internet and avaluate increasingly easy by literary and
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.3.	Students will find textual evidence of literary elements:
SKILL		characters (i.e., protagonist, antagonist)
SKILL		characterization
CONTENT STANDARD / COURSE	Standard 3:	Critical Reading and Writing
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.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 3:	Critical Reading and Writing
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.1.	Students will compose narratives reflecting real or imagined experiences that:
SKILL		include plots with a climax and resolution
SKILL		include plots with a climax and resolution include developed characters who overcome conflicts and use dialogue
SKILL		include developed characters who overcome conflicts and use dialogue
SKILL		include developed characters who overcome conflicts and use dialogue unfold in chronological sequence
SKILL SKILL SKILL	Standard 3:	include developed characters who overcome conflicts and use dialogue unfold in chronological sequence use sentence variety, sensory details, and vivid language to create interest
SKILL SKILL SKILL SKILL CONTENT STANDARD /		include developed characters who overcome conflicts and use dialogue unfold in chronological sequence use sentence variety, sensory details, and vivid language to create interest model literary elements and/or literary devices from mentor texts
SKILL SKILL SKILL SKILL SKILL CONTENT STANDARD / COURSE		include developed characters who overcome conflicts and use dialogue unfold in chronological sequence use sentence variety, sensory details, and vivid language to create interest model literary elements and/or literary devices from mentor texts Critical Reading and Writing
SKILL SKILL SKILL SKILL CONTENT STANDARD / COURSE STRAND / STANDARD		include developed characters who overcome conflicts and use dialogue unfold in chronological sequence use sentence variety, sensory details, and vivid language to create interest model literary elements and/or literary devices from mentor texts <b>Critical Reading and Writing</b> Students will apply critical thinking skills to reading and writing. Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

CONTENT STANDARD / COURSE	Standard 4:	Vocabulary
STRAND / STANDARD		Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.
OBJECTIVE		Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.
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 4:	Vocabulary
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 5:	Language
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 6:	Research
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 /	4.6.W.3.	Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that
CONCEPT		organize related information about a topic and convey details and quotations from two or more sources.

CONTENT	Standard Multimodal Literacies	5
STANDARD /	7:	
COURSE		

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 Independent Reading and Writing STANDARD / 8: COURSE

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 /	4.8.R.	Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand

CONTENT	Standard Independent Reading and Writing
STANDARD /	8:
COURSE	

their personal preferences and purposes.

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 5: WRITING FROM PICTURES Week 16 Page 131-138

#### Oklahoma Academic Standards

Language Arts

Grade 4 - Adopted: 2021

S	ONTENT TANDARD / OURSE	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.
(	DBJECTIVE		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

CONCEPT

abbreviations

Standard Reading and Writing Foundations CONTENT STANDARD / 2: COURSE

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 2:	Reading and Writing Foundations
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 2:	Reading and Writing Process
STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		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 2:	Reading and Writing Process
STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		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).

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.
CONTENT STANDARD / COURSE	Standard 3:	Critical Reading and Writing
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.3.	Students will find textual evidence of literary elements:
SKILL		characters (i.e., protagonist, antagonist)
SKILL		characterization
CONTENT STANDARD / COURSE	Standard 3:	Critical Reading and Writing
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.5.	Students will answer inferential questions using evidence from one or more texts to support answers.
CONTENT STANDARD / COURSE	Standard 3:	Critical Reading and Writing
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.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

unfold in chronological sequence

SKILL

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		model literary devices from mentor texts

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

STRAND / STANDARD		Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.
OBJECTIVE		Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.
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 Vocabulary STANDARD / 4: COURSE

ST RAND / ST ANDARD		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	Language
STANDARD /	5:	
COURSE		

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

CONCEPT

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 6:	Research
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 7:	Multimodal Literacies
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 8:	Independent Reading and Writing
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 8:	Independent Reading and Writing

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 17 Page 139-150

Oklahoma Academic Standards Language Arts

Grade 4 - Adopted: 2021

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 Listening and Speaking
STANDARD /	1:
COURSE	

STRAND / STANDARD		Students will listen and speak effectively in a variety of situations.	
		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	Reading	and	Writing	Foundations
ST ANDARD / COURSE	2:	Ū			

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:

abbreviations

### CONTENT Standard Reading and Writing Foundations STANDARD / 2:

COURSE

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	Reading	and	Writing	Foundations
STANDARD /	2:				
COURSE					

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:

STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		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 2:	Reading and Writing Process
STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		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 3:	Critical Reading and Writing

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.

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 3:	Critical Reading and Writing
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 4:	Vocabulary
STRAND / STANDARD		Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.
OBJECTIVE		Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.
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 4:	Vocabulary
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 / 4.4.W.1. Students will use grade-level vocabulary in writing to clearly communicate ideas.

CONCEPT

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

CONTENT	Standard Language
STANDARD /	5:
COURSE	

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 Research
STANDARD /	6:
COURSE	

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.

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CONTENT Standard Multimodal Literacies
STANDARD / 7:
COURSE
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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 Independent Reading and Writing STANDARD / 8:

COURSE	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 Independent Reading and Writing
STANDARD /	8:
COURSE	

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 18 Page 151-160
		Oklahoma Academic Standards Language Arts Grade 4 - Adopted: 2021
CONTENT STANDARD / COURSE	Standard 1:	Listening and Speaking
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 1:	Listening and Speaking
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 2:	Reading and Writing Foundations
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 2:	Reading and Writing Foundations
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 /
 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

abbreviations

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

STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		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	Reading	and	Writing	Process
STANDARD /	2:				

COURSE

STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		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 /	Standard 3:	Critical Reading and Writing

STANDARD / COURSE

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 3:	Critical Reading and Writing
STRAND / STANDARD		Students will apply critical thinking skills to reading and writing.
OBJECTIVE		Reading – Students will analyze, interpret, and evaluate increasingly complex literary and

020201112		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 Critical Reading and Writing
STANDARD /	3:
COURSE	

STRAND / Students will apply critical thinking skills to reading and writing. STANDARD OBJECTIVE Writing - Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences. SKILL / 4.3.W.2. Students will compose informative essays that: CONCEPT 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 Vocabulary STANDARD / 4: COURSE

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

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 4:	Vocabulary
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 5:	Language
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 6:	Research
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 7:	Multimodal Literacies
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 /	4.7.R.	Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to
CONCEPT		compare and contrast perspectives about ideas and topics.

CONTENT STANDARD / COURSE	Standard 8:	Independent Reading and Writing
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 8:	Independent Reading and Writing
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
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 19 Page 161-170 Oklahoma Academic Standards
		Oklahoma Academic Standards Language Arts
		Oklahoma Academic Standards
CONTENT STANDARD / COURSE	Standard 1:	Oklahoma Academic Standards Language Arts
STANDARD /		Oklahoma Academic Standards Language Arts Grade 4 - Adopted: 2021
ST ANDARD / COURSE STRAND /		Oklahoma Academic Standards Language Arts Grade 4 - Adopted: 2021 Listening and Speaking
ST ANDARD / COURSE ST RAND / ST ANDARD		Oklahoma Academic Standards Language Arts Grade 4 - Adopted: 2021 Listening and Speaking Students will listen and speak effectively in a variety of situations.
ST AND ARD / COURSE ST RAND / ST AND ARD OBJECT IVE SKILL /	1: 4.1.L.1.	Oklahoma Academic Standards Language Arts Grade 4 - Adopted: 2021 Listening and Speaking Students will listen and speak effectively in a variety of situations. Listening – Students will develop and apply effective communication skills through active listening.
ST ANDARD / COURSE ST RAND / ST ANDARD OBJECTIVE SKILL / CONCEPT CONTENT ST ANDARD /	1: 4.1.L.1. Standard	Oklahoma Academic Standards Language Arts Grade 4 - Adopted: 2021 Listening and Speaking Students will listen and speak effectively in a variety of situations. Listening – Students will develop and apply effective communication skills through active listening. Students will actively listen using agreed-upon discussion rules.
ST AND ARD / COURSE ST RAND / ST AND ARD OBJECT IVE SKILL / CONCEPT CONTENT ST AND ARD / COURSE ST RAND /	1: 4.1.L.1. Standard	Oklahoma Academic Standards Language Arts Grade 4 - Adopted: 2021 Listening and Speaking Students will listen and speak effectively in a variety of situations. Listening – Students will develop and apply effective communication skills through active listening. Students will actively listen using agreed-upon discussion rules. Listening and Speaking

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

CONTENT STANDARD / COURSE	Standard 2:	Reading and Writing Foundations
STRAND /		Students will develop foundational skills for reading and writing proficiency by working with sounds,

STANDARD

letters, and text.

SKILL /       4.2.PWS       Students will decode words by applying knowledge of structural analysis:         CONCEPT       .2.	OBJECTIVE		Phonics and Word Study – Students will decode words by applying phonics and word analysis skills in context and isolation.
		-	Students will decode words by applying knowledge of structural analysis:

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SKILL
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abbreviations

CONTENT	Standard Reading and Writing Foundations
STANDARD /	2:
COURSE	

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 Reading and Writing Foundations
STANDARD /	2:
COURSE	

COURSE

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 Process 2:

STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		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	Reading and Writing Process

ST ANDARD / COURSE 2:

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

SKILL /	4.2.W.1.	Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion			
CONCEPT		Irafts that display evidence of paragraphing.			
SKILL / CONCEPT	4.2.W.2.	tudents will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical rder 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 3:	Critical Reading and Writing			
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 3:	Critical Reading and Writing			
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 3:	Critical Reading and Writing			
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		ncorporate evidence (e.g., specific facts, examples)			
SKILL		naintain an organized structure with transitional words and phrases			
SKILL		use sentence variety and word choice to create interest			
CONTENT STANDARD / COURSE	Standard 4:	ocabulary			
STRAND / STANDARD		Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.			
OBJECTIVE		Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.			
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 4:	ocabulary			
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 5:	Language			
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.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 /					

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	Multimodal Literacies
STANDARD /	7:	
COURSE		

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 Independent Reading and Writing 8: STANDARD / COURSE

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 Independent Reading and Writing STANDARD / 8: COURSE

Standard Reading and Writing Foundations

CONTENT

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 7: INVENTIVE WRITING Week 20 Page 171-176

Oklahoma Academic Standards Language Arts

Grade 4 - Adopted: 2021

ST ANDARD / COURSE	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

# CONTENTStandard Reading and Writing FoundationsSTANDARD /2:COURSE

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 Reading and Writing Foundations
STANDARD /	2:
COURSE	

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 Reading and Writing Process
STANDARD /	2:
COURSE	

STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.	
OBJECTIVE		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.	udents will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical der 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 3:	Critical Reading and Writing	
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 Vocabulary STANDARD / 4: COURSE

STRAND / STANDARD		Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.	
OBJECTIVE		Nriting – 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	Language
STANDARD /	5:	
COURSE		

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 Language STANDARD / 5: COURSE

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

CONCEPT

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

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

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 Multimodal Literacies
STANDARD /	7:
COURSE	

ST RAND / ST ANDARD		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 Independent Reading and Writing
STANDARD /	8:
COURSE	

Standard Reading and Writing Foundations

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 7: INVENTIVE WRITING Week 21 Page 177-180

Oklahoma Academic Standards

Language Arts

Grade 4 - Adopted: 2021

ST ANDARD / COURSE	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 2:	Reading and Writing Foundations

51	RAND /
ST	ANDARD

CONTENT

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:

sounds,

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 so 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 /	Standard 2:	Reading and Writing Process	

( ST ANDARD / COURSE

STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		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 3:	Critical Reading and Writing
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 / 4.3.R.5. Students will answer inferential questions using evidence from one or more texts to support answers. CONCEPT

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CONTENT
STANDARD /
COURSE
                    Standard Critical Reading and Writing
                   3:
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ST RAND / ST ANDARD		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.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 3:	Critical Reading and Writing
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 /	4.3.W.2.	Students will compose informative essays that:

CONCEPT	
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 Vocabulary STANDARD / 4: COUPSE

COURSE

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

## CONTENT Standard Language STANDARD / 5:

COURSE		
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 5:	Language
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 6:	Research
STRAND /		Students will engage in inquiry to acquire, refine, and communicate accurate information.

ST AND ARD		Students will engage in inquiry to acquire, renne, 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 Multimodal Literacies
STANDARD /	7:
COURSE	

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	Independent	Reading	and Writing
STANDARD /	8:			
COURSE				

OBJECTIVE		Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.
OBJECTIVE		withing - students will write independently, intentionally selecting modes, purposes, and addiences.
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 2:	Reading and Writing Foundations
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 2:	Reading and Writing Foundations
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 2:	Reading and Writing Foundations
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 /	Standard 2:	Reading and Writing Process

COURSE

STRAND / STANDARD	Students will use a variety of recursive reading and writing processes.
OBJECTIVE	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 3:	Critical Reading and Writing
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 4:	Vocabulary
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 5:	Language
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 / 4.5.R.2. Students will recognize parts of speech in sentences:

SKILL / 4.5.R.2 CONCEPT

CONTENT STANDARD / COURSE	Standard 5:	Language
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 6:	Research
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 7:	Multimodal Literacies
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 8:	Independent Reading and Writing
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 7: INVENTIVE WRITING Week 23 Page 189-198

Oklahoma Academic Standards Language Arts

Grade 4 - Adopted: 2021

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

#### Standard Reading and Writing Foundations CONTENT STANDARD / 2:

## COURSE

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

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letter-sound correspondences
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CONTENT	Standard Reading and Writing Foundations
STANDARD /	2:
COURSE	

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

$\sim$	1	~1	-	-

abbreviations

CONTENT	Standard Reading and Writing Process
STANDARD /	2:
COURSE	

STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		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 /	4.2.W.4.	Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud,
CONCEPT		posting on blog, displaying, entering contest).

CONTENT Standard Critical Reading and Writing STANDARD / 3: COURSE

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 Vocabulary STANDARD / 4: COURSE

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	Language
STANDARD /	5:	
COURSE		

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 5:	Language
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 6:	Research	
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 7:	Multimodal Literacies	
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 8:	Independent Reading and Writing	
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 7: INVENTIVE WRITING Week 24 Page 199-201	
		Oklahoma Academic Standards Language Art s Grade 4 - Adopted: 2021	
CONTENT STANDARD / COURSE	Standard 2:	Reading and Writing Foundations	
STRAND / STANDARD		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.	

ST AND ARD		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 2:	Reading and Writing Foundations
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 2:	Reading and Writing Foundations
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 2:	Reading and Writing Process
STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		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 3:	Critical Reading and Writing
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 Vocabulary STANDARD / 4: COURSE

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 Language STANDARD / 5: COURSE

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	Language
STANDARD /	5:	
COURSE		

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.

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 Multimodal Literacies STANDARD / 7: COURSE

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	Independent	Reading	and	Writing
STANDARD /	8:				
COURSE					

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.