

**Ledyard Public Schools  
GRADE 4**

**GOAL 1: Student will construct meaning, interpret and respond critically to written, oral, and visual media including a variety of voices from diverse cultures and historical periods. Standards 1 and 2**

**Performance Standard/Student Outcome 1A: The student will know how to gain general understanding.**

**OBJECTIVES/EVIDENCE**

**The student will read and respond to demonstrate general understanding by:**

1. Identifying or inferring story elements using the seven story parts as they appear in text. *1.1d, 1.1f*
2. Summarizing based on seven story parts (fiction), and main idea and supporting details (non-fiction). *1.1c*
3. Determining the main idea (non-fiction) and theme (fiction) in a variety of works. (*What is this about? Support with two or more details from the text.*) *1.2f*
4. Using information and supporting details from the text to make a prediction. (*What do you think will happen next? What makes you think so?*) *1.1a, 1.2a*

**CSDE Grade Level Expectations:**

**The student will:**

- Explain steps in a process, e.g., problem solving in mathematics, life cycle of a butterfly.
- Summarize information, including main idea, most important text-based facts, details, and/or ideas, e.g., newspaper, magazine, Internet articles, content journals.
- Describe the components of setting, e.g., time, location, descriptive surroundings.
- Infer characteristics, setting, plot events, theme, conflict.

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Assessments/Data Collection	Strategies/Activities		Resources
<p><b>Formal</b></p> <p>CMT DRA (f, s)</p> <p><b>Informal</b></p> <p>Discussions/conversations CMT response questions Cloze Teacher observation Rubric assessments Summarizing Journals* Projects Extensions Graphic Organizers*</p> <p><b>*CRISS Strategies</b></p>	<p><b>Required Strategies</b></p> <p>Boyles' comprehension strategies Summarizing Sequence mapping Powers 1, 2, and 3* KWWL* Story maps* QAR*</p> <p><b>Required Activities</b></p> <p>Modeling/Guided Practice Discussions/conversations Guided reading Shared reading Read alouds Independent reading Direct vocabulary instruction Rereading Pronoun referents Author/genre studies to include fantasy, poetry Framed paragraphs*</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Think-Pair-Share* Sustained Silent Reading Pre-post journals* Underlining and highlighting* Concept mapping/webbing* Read and Say something* Venn diagrams* T-charts Compare/contrast frames*</p>	<p><b>Instructional</b></p> <p>Student work Language Arts Curriculum Addendum DRA Book Treks Classic, contemporary, multicultural texts and poetry Leveled books (fiction, nonfiction) Newspapers Magazines Books on tape <i>Daybooks</i> – Great Source Content area texts <i>Sourcebooks</i> – Great Source <i>Write Time for Kids</i> non-fiction reading</p> <p><b>Teacher</b></p> <p>Student assessment data DRA Focus for Instruction Language Arts Curriculum Addendum Thinking Verbs List (Bloom) <i>Guiding Readers and Writers</i> by Fountas and Pinnell CRISS manual* CMT Language Arts handbook CMT Reader Response Questions <i>Teaching Written Response to Text</i> by Nancy Boyles <i>Constructing Meaning</i> by Nancy Boyles</p>

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**GOAL 1: Student will construct meaning, interpret and respond critically to written, oral, and visual media including a variety of voices from diverse cultures and historical periods.**

**Performance Standard/Student Outcome 1B: The student will know how to develop interpretation.**

**OBJECTIVES/EVIDENCE**

**The student will read and respond to develop an interpretation by *citing evidence from the text and by: 1.1b***

1. Understanding text structures: narrative (legends) focusing on story parts with attention to plot development, expository (news articles) focusing on main idea and supporting details within several paragraphs, and use of text features (paragraphs, chapter titles, tables, charts, graphs, photos and captions). **1.1d, 2.1b, 2.1a**
2. Drawing conclusions about the author's purpose by responding to questions such as: *Why do you think the author included/omitted . . . ? Support with evidence from the text.* **1.1e**
3. Analyzing author's *illustrator's* use of specific details to answer questions such as: *What words did the author use to make you think/feel . . . ?* **1.2d, 1.2a, 2.1d, 2.4f**

**CSDE Grade Level Expectations:**

**The student will:**

- Identify and explain the elements of particular literary forms, e.g., poetry, short story, biography, journalistic writing, narrative.
- Distinguish fact vs. opinion in text.
- Use multiple texts to compare and contrast characters, settings, plots, themes, conflicts and points of view.
- Recognize organizational patterns of text, e.g., main ideas and supporting details, compare/contrast, cause/effect, sequence of events.
- Determine character traits, using knowledge of the characters' situations.
- Identify and explain the main character's point of view.
- Determine an author's purpose for including or omitting details to create meaning.
- Determine an author's purpose for choosing a certain genre.

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Assessments/Data Collection	Strategies/Activities		Resources
<p><b>Formal</b></p> <p>CMT DRA (f, s)</p> <p><b>Informal</b></p> <p>Discussions/conversations CMT response questions Cloze Teacher observation Rubric assessments Journals* Projects Extensions Graphic Organizers*</p> <p><b>*CRISS Strategies</b></p>	<p><b>Required Strategies</b></p> <p>Boyles' comprehension strategies Sequence mapping Powers 1, 2, and 3* KWWL* Story maps* QAR*</p> <p><b>Required Activities</b></p> <p>Modeling/Guided Practice Discussions/conversations Guided reading Shared reading Read alouds Independent reading Rereading Author/genre studies to include fantasy, poetry Framed paragraphs*</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Think-Pair-Share Sustained Silent Reading Pre-post journals* Underlining and highlighting* Venn diagrams* T-charts Compare/contrast frames* Analogies Opinion/proof*</p>	<p><b>Instructional</b></p> <p>Student Work Language Arts Curriculum Addendum DRA Book Treks Classic, contemporary, multicultural texts and poetry Leveled books (fiction, nonfiction) Newspapers Magazines Books on tape <i>Daybooks</i> – Great Source Content area texts <i>Sourcebooks</i> – Great Source <i>Write Time for Kids</i> non-fiction reading</p> <p><b>Teacher</b></p> <p>Student assessment data DRA Focus for Instruction Language Arts Curriculum Addendum Thinking Verbs List (Bloom) <i>Guiding Readers and Writers</i> by Fountas and Pinnell CRISS manual* CMT Language Arts handbook CMT Reader Response Questions <i>Teaching Written Response to Text</i> by Nancy Boyles <i>Constructing Meaning</i> by Nancy Boyles</p>

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**GOAL 1: Student will construct meaning, interpret and respond critically to written, oral, and visual media including a variety of voices from diverse cultures and historical periods.**

**Performance Standard/Student Outcome 1C: The student will read and respond *citing evidence from the text* to connect or associate the text with their life/experiences. 1.1, 1.2, 2.2, 2.3**

**OBJECTIVES/EVIDENCE**

**The student will read and respond *citing evidence from the text* to connect or associate the text with their life/experiences:**

1. Making connections text to text (books), text to self (experiences), text to world.
2. Using relevant information within the text to write a personal response to the text.

**CSDE Grade Level Expectations:**

**The student will:**

- Analyze how characters deal with differences and challenges relating to real-world situations.
- Identify the best/worst part of an event or situation in text.



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**Performance Standard/Student Outcome 1D: The student will know how to examine the content and structure of texts.**

**OBJECTIVES/EVIDENCE**

**The student will read and respond, citing (evidence from the text), to examine the content and structure of texts by:**

1. Using information from the text to make a prediction by answering questions such as: *What will the author do next?* **1.2a**
2. Analyzing use of literary devices focusing on the author's use of simile, personification and dialogue. **2.1d, 2.2b**
3. Evaluating explicit (right there, think and search) and implicit (author and you, on my own) information by answering questions such as: *You can tell from this story that the author thinks . . .* **2.2b, 1.2b, 1.2a, 1.4b**
4. Responding or extending with relevant information: *Why do you think the author wrote this? Support with evidence from text.* **1.2a, 1.4b, 2.4b, 2.4c, 2.4d, 2.4e**
5. Demonstrating an awareness of ethics, customs, or beliefs to include the social studies curriculum. **2.3b, 2.3c, 2.4a**
6. Identifying and distinguishing between fact and opinion in non-fiction. **1.2c, 3.2c**

**CSDE Grade Level Expectations:**

**The student will:**

- Identify literacy devices the author uses to appeal to the reader, e.g., humor, imagery.
- Identify and explain the author's use of metaphor and onomatopoeia.
- Synthesize information in the text to extend the meaning, e.g., what might the next paragraph be about.
- Recognize and discuss an author's values, ethics and beliefs included in many texts.
- Make generalizations about a topic after reading more than one text, e.g., life during the Civil War after reading several informational/expository and literary/narrative accounts of this historic period.



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**GOAL 1: Student will construct meaning, interpret and respond critically to written, oral, and visual media including a variety of voices from diverse cultures and historical periods.**

**Performance Standard/Student Outcome 1E: The student will develop fluency through independent reading.**

**OBJECTIVES/EVIDENCE**

The student will develop fluency by reading independently throughout the year. *1.2g*

**CSDE Grade Level Expectations:**

**The student will:**

- Read aloud grade-level informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing and expression.
- Read aloud unpracticed grade-level text at a fluency rate of 115-125 words correct per minute.
- Adjust reading rate to match the difficulty, type of text and purposes for reading (e.g., skimming for facts, scanning for key words, and close/careful reading for understanding new or complex ideas).

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<b>ASSESSMENT/DATA COLLECTION</b>	<b>STRATEGIES/ACTIVITIES</b>	<b>RESOURCES</b>
<p>DRA Oral Reading Fluency Assessment Teacher observation Reading record log</p>	<p>Teacher assists students in book selections using DRP and other data</p> <p>Rereading</p> <p>Readers' Theatre</p> <p>Drama</p> <p>Interest Inventories</p>	<p>Student Assessment Data DRA Focus for Instruction Language Arts Curriculum Addendum Home/school/class/community libraries Poetry Songs DRP Book Link</p>

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<p><b>GOAL 2: Students create works using the language arts in visual, oral, written or performance-based forms while applying the conventions of edited English. Standards 3 and 4</b></p>	
<p><b>Performance Standard/Student Outcome 2A: The student will understand the principles of process writing and use these principles to plan and compose written pieces that demonstrate competence in the forms and structures of writing.</b></p>	
<p><b>OBJECTIVES/EVIDENCE</b></p> <p><b>The student will know how to plan and compose written pieces that demonstrate: 3.1c, 4.2b, 4.2a</b></p> <ol style="list-style-type: none"> <li>1. Organization using seven story parts (narrative) and five paragraph essay model (expository).</li> <li>2. Sequence using chronological and logical order with appropriate transition words i.e. because, like, as soon as, and for example.</li> <li>3. Elaboration techniques using examples, facts, rhetorical questions, personal experiences.</li> </ol>	
<p><b>CSDE Grade Level Expectations: <u>Writing Process</u></b></p> <p><b>Plan:</b> choose an appropriate written, oral or visual format based on audience and purpose</p> <p><b>Draft:</b> complete a draft demonstrating connections among ideas</p> <p><b>Revise:</b> revise a completed draft, incorporating feedback from peers and teacher, e.g., ...<i>helped me understand the topic more clearly, I was confused by..., Be more clear about..., Use a better word for...</i></p> <p><b>Edit:</b> use multiple resources, e.g., dictionary, glossary, thesaurus, for proofreading and editing</p> <p><b>Publish/Present:</b> publish and present final products in a variety of ways, including the arts and technology, e.g., book of poetry, a theatrical performance, a newscast</p> <p><b>Reflection:</b> critique one's own and a peer's writing, using established criteria, e.g., <i>I improved on..., This piece demonstrates how well I elaborate.</i></p> <p><b>CSDE Grade Level Expectations: <u>Writing Genres, Traits and Crafts</u></b></p> <p>Write in logically organized progression of unified paragraphs. Use a variety of transition words and phrases to make connections between and within paragraphs. Adjust voice to suit audience.</p> <p><b>Descriptive:</b></p> <ul style="list-style-type: none"> <li>▪ Write a descriptive anecdote within a narrative and expository piece to enhance elaboration.</li> </ul>	<p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>▪ Write a myth, legend or fantasy piece, using literary devices, e.g., personification, metaphor, hyperbole.</li> <li>▪ Provide a specific account of an event.</li> <li>▪ Write a personal narrative in own voice, e.g., <i>Spinach makes me gag.</i></li> </ul> <p><b>Expository:</b></p> <ul style="list-style-type: none"> <li>▪ Write a report with accurate use of appropriate text structure, e.g., organization, transition and sequence.</li> <li>▪ Write a news article with a strong lead and supporting detail.</li> </ul> <p><b>Persuasive:</b></p> <ul style="list-style-type: none"> <li>▪ Write to persuade an audience to purchase a product or change a rule, e.g., advertisement, letter to principal about dress code.</li> </ul> <p><b>Poetic:</b></p> <ul style="list-style-type: none"> <li>▪ Write an imagery poem.</li> <li>▪ Write a cinquain poem.</li> <li>▪ Write a refrain poem.</li> </ul> <p><b>Fluency:</b></p> <ul style="list-style-type: none"> <li>▪ Easy flow and rhythm use complete sentences in writing.</li> <li>▪ Write a variety of sentence beginnings, e.g., starts with an introductory adverb clause: <i>If you want to see an ant up close, you should use a magnifying glass.</i></li> <li>▪ Write a variety of sentence lengths.</li> <li>▪ Write a variety of sentence structures, e.g., My dog enjoys music and howls when we listen to certain songs. It makes me laugh. After his song is over, I give him a treat.</li> </ul>

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Assessment/Data Collection	Strategies/Activities See Strategies grids		Resources
<p><b>Formal</b> Process pieces (fall, winter, spring) Prompts (fall, winter, spring) Prompts may be used as first draft for process writing pieces Six-point rubric</p> <p><b>Informal</b> Prompts Journals Writing samples throughout the year Conferencing <b>*CRISS Strategies</b></p>	<p><b>Required Strategies</b> Planning using graphic organizers Powers * Summarizing*</p> <p><b>Required Activities</b> <i>Listen to and read a variety of genres as models/mentor texts</i> Read/share/discuss student samples Rubric scoring (students) Vocabulary expansion Framed paragraphs* Modeling/Guided Practice Questioning the story/essay 5 paragraph essay model/spool paper* Conferencing</p>	<p><b>Suggested Strategies/Activities</b> Sitton No Reference Write Graphic organizers</p>	<p><b>Instructional</b> Student work Language Arts Curriculum Addendum Process writing framework Literature models/mentor texts 7 story parts 5 paragraph essay model/spool papers* CRISS strategies*</p> <p><b>Teacher</b> Student assessment data Narrative and Expository materials by Empowering Writers <i>Writers Express</i> CRISS manual* <i>Guiding Readers and Writers</i> by Fountas and Pinnell <i>Options</i> materials</p>

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<p><b>GOAL 2: Students create works using the language arts in visual, oral, written or performance-based forms while applying the conventions of edited English.</b></p>	
<p><b>Performance Standard/Student Outcome 2B: The student will revise and edit written pieces.</b></p>	
<p><b>OBJECTIVES/EVIDENCE</b></p> <p><b>The student will revise and edit for: 3.2c, 4.3a, 4.3c, 4.3b, 4.2a</b></p> <ol style="list-style-type: none"> <li>1. Spelling using developmentally appropriate words from the Grade 4 core word list.</li> <li>2. Extraneous material, usage of verb tense, on and on sentences, awkward construction, fragments, pronoun referents, singular and plural subject/verb agreement with intervening phrase, comparative/superlative, and correct usage of a/an, their/there/they're, to/two/too, good/well, it's/its, I/me (subject only), no/know, then/than, your/you're.</li> <li>3. Capitalization and punctuation with attention to colon with a list, quotation marks with dialogue and apostrophe to show possession.</li> <li>4. Fluency using transition words, synonyms, similes, and expanded and specific vocabulary.</li> <li>5. Handwriting (legible) or word processing (using spell check.)</li> </ol>	
<p><b>CSDE Grade Level Expectations: <u>Spelling</u></b></p> <ul style="list-style-type: none"> <li>▪ Use spelling rules and patterns from previous grades.</li> <li>▪ Spell grade-appropriate words taught as part of the curriculum across content areas. Examples: Affixes (e.g., <i>-en, -in, -on, -an</i> at end of words.) Rules (such as <i>-ge</i> after long vowel, <i>-dge</i> after short vowel (e.g., <i>rage</i> and <i>edge</i>.)</li> <li>▪ Spell high frequency words correctly (e.g., <i>people, water</i>).</li> <li>▪ Spell common homophones (e.g., <u>its, it's; know, no; your, you're</u>).</li> <li>▪ Use knowledge about morphology and structural analysis as an aid to spelling words.</li> <li>▪ Apply spelling knowledge in writing (vowels, patterns, etc.)</li> </ul> <p><b>CSDE Grade Level Expectations: <u>Capitalization/Punctuation/Usage</u></b></p> <ul style="list-style-type: none"> <li>▪ Use capitalization, punctuation, and usage rules from previous grades.</li> <li>▪ Capitalize important words in a title of a book or article (e.g., <i>Martin's Big Words: The Life of Dr. Martin Luther King, Jr.</i>).</li> <li>▪ Capitalize abbreviations correctly, e.g., <i>Calif.</i> or <i>CA, Mr., Dr.</i></li> <li>▪ Use resources to correct capitalization.</li> <li>▪ Indent paragraphs consistently.</li> <li>▪ Use comma to set off titles or initials, e.g., <i>Dr. Smith, M.D.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Use comma in complete address, e.g., <i>345 Oak Ave., Hartford, CT.</i></li> <li>▪ Use comma after an introductory phrase, e.g., <i>After the scary movie, she wished she had read the book</i>, or clause, e.g., <i>After she went to the movie, she wanted to read the book.</i></li> <li>▪ Use italics, underlining, or quotation marks for titles.</li> <li>▪ Use colon after greeting in a business letter.</li> <li>▪ Use hyphen between syllables at line breaks.</li> <li>▪ Use single/plural agreement between nouns and modifiers, (e.g. <i>one child</i> and <i>two children</i>).</li> <li>▪ Logically use conjunctions, (e.g., <i>I like dogs, but am allergic to them.</i>)</li> <li>▪ Use correct placement of pronouns. <ul style="list-style-type: none"> <li>Correct examples: <ul style="list-style-type: none"> <li>- Juanita and I went to the store.</li> <li>- She gave candy to Juanita and me.</li> </ul> </li> <li>Incorrect examples: <ul style="list-style-type: none"> <li>- Me and Juanita went to the store.</li> <li>- She gave candy to me and Juanita.</li> <li>- She gave the candy to Juanita and I.</li> </ul> </li> </ul> </li> <li>▪ Use resources to find correct spelling for words identified as misspelled, e.g., electronic spellers, dictionaries, personal dictionaries.</li> </ul>



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<b>Performance Standard/Student Outcome 2C: The student will know how to produce oral and visual presentations.</b>			
<b>OBJECTIVES/EVIDENCE</b>			
<p><b>The student will listen to and produce oral presentations with attention to: 3.2a, 3.2b, 1.3e, 3.1a, 3.2f, 4.2b</b></p> <ol style="list-style-type: none"> <li>1. Voice quality</li> <li>2. Eye contact</li> <li>3. Organization</li> <li>4. Message</li> <li>5. Clarity</li> <li>6. <i>Audience</i></li> </ol>			
<b>OBJECTIVES/EVIDENCE</b>			
<p><b>The student will view and produce visual presentations with attention to: 3.2a, 3.2b, 3.2f, 4.2b</b></p> <ol style="list-style-type: none"> <li>1. Format</li> <li>2. Organization</li> <li>3. Clarity</li> <li>4. Message</li> <li>5. <i>Audience</i></li> </ol>			
<b>ASSESSMENT/DATA COLLECTION</b>	<b>STRATEGIES/ACTIVITIES</b>		<b>RESOURCES</b>
	<i>*See strategies grids</i>		
<p><b>Formal</b> Rubric Curriculum related projects</p> <p><b>Informal</b> Teacher observation Posters Charts Graphs Collages Projects Book talks Teacher observation checklists/rubrics for listening, viewing, presenting and following directions Social studies performance tasks Student-designed evaluation rubrics</p>	<p><b>Required Strategies</b></p> <p><b>Required Activities</b></p> <p>Modeling/Guided Practice</p> <p>Viewing</p> <p>Presenting</p> <p>Visual Aids</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Book talks</p> <p>Projects</p> <p>Reports</p> <p>Presentations</p> <p>Explanations</p> <p>Plays</p> <p>Drama</p> <p>Demonstrations</p>	<p><b>Instructional</b></p> <p>Models</p> <p>Rubrics</p> <p>Classic, contemporary, multicultural texts and multimedia</p> <p>Student Assessment Data</p> <p>Computer technology</p> <p><b>Teacher</b></p> <p>Social studies teacher's guide</p>

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*Performance Standard/Student Outcome 2D: The student will recognize and use variations of language appropriate to purpose, audience and task.*

**OBJECTIVES/EVIDENCE**

*The student will apply the conventions of standard English in oral, written and visual communication by: 4.1a, 4.1b*

- 1. Reading, listening to and telling stories from a variety of cultures.*
- 2. Discussing the similarities and differences in the way language is used.*

<b>ASSESSMENT/DATA COLLECTION</b>	<b>STRATEGIES/ACTIVITIES</b> *See strategies grids		<b>RESOURCES</b>
<p><i>Informal</i></p> <p><i>Discussions</i></p> <p><i>Writing Samples</i></p> <p><i>Journals</i></p> <p><i>Presentations</i></p>	<p><i>Required</i></p> <p><i>Discussions regarding</i></p> <ul style="list-style-type: none"> <li><i>- how author expresses thoughts</i></li> <li><i>- how authors use language</i></li> <li><i>- reasons for variations</i></li> </ul> <p><i>Compare/contrast differences in language in a variety of text</i></p>	<p><i>Suggested</i></p> <p><i>Author studies</i></p> <p><i>Write different versions of same text appealing to different audiences</i></p>	<p><i>A variety of genres to include fiction, non-fiction, and multi-cultural texts</i></p>

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<b>GOAL 3: Students will gather, analyze, and respond to information from primary and secondary sources using available forms of media and technology.</b>			<b>Standards 1, 2, 3 and 4</b>
<b>Performance Standard/Student Outcome 3: The student will know how to use research and study skills to gather and respond to information.</b>			
<b>OBJECTIVES/EVIDENCE</b>			
<b>The student will use research and study skills to gather and respond to information by using: 3.2d</b>			
<ol style="list-style-type: none"> <li>1. Reference materials of the index, encyclopedia, headings, chapter titles, bibliography (author and title), and dictionary (guide words).</li> <li>2. Technology of word processing, hyperstudio, and internet.</li> <li>3. Notetaking skills to include topic, main idea, and supporting details.</li> </ol>			
<b>ASSESSMENT/DATA COLLECTION</b>	<b>STRATEGIES/ACTIVITIES</b>		<b>RESOURCES</b>
	<b>*See strategies grids</b>		
<b>Formal</b> Social studies performance tasks Rubrics One page report using research skills and basic five-paragraph essay/spool paper* (spring)	<b>Required Strategies</b> Power notes 1, 2 and 3* KWWL*	<b>Suggested Strategies/Activities</b> Content area integration Observation journals/note cards	<b>Instructional</b> BIG 6 Weekly news magazines Newspapers Internet Non-fiction leveled books Reference materials Student Assessment Data Social studies performance tasks
<b>Informal</b> Oral and visual presentations and discussions	<b>Required Activities</b> Modeling/Guided Practice Summarizing* Direct vocabulary instruction in content and concepts BIG 6 Shared writing		<b>Teacher</b> CRISS manual* Internet search engines
<b>*CRISS Strategies</b>			

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Teacher Guidelines for Bibliography Citations

**Goal 3: Students will gather, analyze, and respond to information from primary and secondary sources using available forms of media and technology.**

**Performance Standard/Student Outcome 3: The student will know how to use research and study skills to gather and respond to information.**

**Objectives/Evidence**

The student will use research and study skills to gather and respond to information by using:

1. Reference materials of the index, encyclopedia, headings, chapter titles, **bibliography (author and title)** and dictionary (guide words).
2. Technology of word processing, hyperstudio, and internet.
3. Notetaking skills to include topic, main idea, and supporting details.

**Bibliography Citations for:**

**Book, Book Article or Chapter**

Wardlaw, Lee. **101 Ways to Bug Your Parents.**

Davis, Kenneth C. **Don't Know Much About American History.**

**Newspaper, Magazine or Journal Article**

DiRado, Alicia. "Ledyard Examines Growth Patterns for Future Planning." **The New London Day.**

**Encyclopedia Article**

Sturgeon, Theodore. **The Encyclopedia Americana**

**Website**

Lynch, Tim. **Psi Phi: Bradley's Science Fiction Club**

Source: MLA Citation Style

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**GOAL 4: Students will choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts.** **Standards 1, 2, 3 and 4**

**Performance Standard/Student Outcome 4: The student will use appropriate strategies to read and write.**

**OBJECTIVES/EVIDENCE**

**The student will use appropriate reading strategies: 1.1b, 1.3a, 1.3c, 1.3d**

1. Cueing systems
  - Meaning (m) Semantic
  - Structure (s) grammar
  - Visual (v) graphophonic (to include prefixes, suffixes and syllabication)
2. Text features – paragraphs, graphics, headings, pictures
3. Context clues
4. Vocabulary to include:
  - Grade 4 core word list
  - Compound words
  - Multiple meanings
  - Synonyms (for nouns, adjectives, and verbs), antonyms, homonyms (its/it's, your/you're, know/no), and idioms

**OBJECTIVES/EVIDENCE**

**The student will use appropriate spelling strategies by: 1.3a**

1. Reading and spelling correctly words taught as part of fourth grade spelling curriculum.
2. Spelling correctly words involving previously studied generalizations and word patterns.
3. Spelling most irregular words correctly.
4. Spelling most content vocabulary words correctly.

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ASSESSMENT/DATA COLLECTION	STRATEGIES/ACTIVITIES		RESOURCES
	*See strategies grids		
<p><b>Formal</b></p> <p>CMT</p> <p>DRA (fall or spring when applicable)</p> <p>Writing samples (fall, winter, spring)</p> <p>Process pieces (fall, winter, spring)</p> <p>Sitton Spelling Achievement Test (fall, winter, spring)</p> <p><b>Informal</b></p> <p>Reader response</p> <p>Cloze</p> <p>Teacher observation</p> <p>Independent writing</p> <p>Daily work</p> <p><b>*CRISS Strategies</b></p>	<p><b>Required Strategies</b></p> <p>Sitton Strategies</p> <p><b>Required Activities</b></p> <p>Modeling/Guided Practice</p> <p>Process writing</p> <p>Classification of synonyms for nouns, adjectives and verbs</p> <p>Vocabulary list expansion</p> <p>Guided reading</p> <p>Shared reading</p> <p>Syllabication</p> <p>Sitton Cloze Story Word Test</p> <p>Brainstorming</p>	<p><b>Suggested Strategies/Activities</b></p> <p>Games</p> <p>Puzzles</p> <p>Scanning the text</p> <p>Word walls</p> <p>Sitton Sentence Dictation Tests</p> <p>Sitton No Reference Write</p> <p>Journals/letters</p>	<p><b>Instructional</b></p> <p>Student Assessment Data</p> <p>Content area texts</p> <p><i>Sourcebooks/Daybooks</i> by Great Source</p> <p>Classic, contemporary, multicultural texts, and poetry</p> <p>Core word list</p> <p><i>Daily Language Workouts</i></p> <p><b>Teacher</b></p> <p><i>Sitton Spelling Sourcebook</i></p> <p>CRISS Manual*</p> <p>CMT Handbook</p> <p>Core literature</p>