

Quarter 1	Writing	Reading	Language	Listening/Speaking
<p style="text-align: center;"><b>A</b></p> <p style="text-align: center;"><b>August 22, 2012 through September 7, 2012</b></p> <p style="text-align: center;"><b>12 days</b></p>	<b>Indicators which are addressed and assessed</b>			
		<p><b>4..RI.5: Describe the overall structure in a text or part of a text</b></p> <p><b>4.2.6a</b> Identify the cause and effect of a specific event.</p> <p><b>4.2.6b</b> List words which signal cause and effect (i.e., because, therefore).</p>	<p><b>4.L.1: Demonstrate command of conventions and usage when writing or speaking</b></p> <p><b>4.6.2a</b> Identify simple sentences. 4 types of sentences and include using the vocabulary of declarative, interrogative, imperative, and exclamatory sentences.</p> <p><b>4.6.2e</b> Construct compound sentences correctly.</p> <p><b>4.L.2: Demonstrate command of conventions of capitalization, punctuation, and spelling</b></p> <p><b>4.6.7a</b> Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.</p>	
	<b>Resources &amp; Websites</b>			
	Writing Fix (WS)			
<b>Indicators which are addressed (not necessarily assessed)</b>				
	<p><b>4.W.5: develop and strengthen writing as needed by planning, revising, and editing</b></p> <p><b>4.4.1a</b> Brainstorm ideas for writing.</p> <p><b>4.4.1b</b> Find ideas for writing in a variety of places.</p> <p><b>4.4.1c</b> Keep a list or notebook of writing ideas.</p> <p><b>4.W.4: Produce clear and coherent writing appropriate to task, purpose, and audience.</b></p> <p><b>4.4.2a</b> Select a specific idea or focus for a piece of writing.</p>	<p><b>4.RI.2: Determine main idea of a text and explain how it is supported by key details</b></p> <p><b>4.2.9a-b</b> Identify main ideas and in supporting details in informational text.</p>	<p><b>4.L.1: Demonstrate command of conventions and usage when writing or speaking</b></p> <p><b>4.6.2b</b> Define compound</p> <p><b>4.6.2c</b> Identify compound sentences.</p> <p><b>4.6.2d</b> Construct simple sentences correctly.</p>	

	<p><b>4.W.3: Write narratives</b>  <b>4.5.1a</b> List ideas, observations, or memories of events or experiences.</p>			
<p><b>Instructional Strategies/Suggestions</b></p>	<p>Comprehension Strategy – Predicting, Summarizing, Questioning</p>			
<p><b>Upcoming Topics Assessed</b></p>	<p>4.2.9a Identify main ideas in informational text.                  4.2.9b Identify supporting details in informational text.                  Writing: Produce Narrative Piece – Cycle C</p>			

Quarter 1	Writing	Reading	Language	Listening/Speaking
<p style="text-align: center;"><b>B</b></p> <p style="text-align: center;"><b>September 10, 2012 through September 28, 2012</b></p> <p style="text-align: center;"><b>15 days</b></p>	<b>Indicators which are addressed and assessed</b>			
		<p><b>4..RI.5: Describe the overall structure in a text or part of a text</b></p> <p><b>4.2.6c</b> Determine the differences between a fact and an opinion.</p> <p><b>4.RI.2: Determine main idea of a text and explain how it is supported by key details</b></p> <p>4.2.9a-b Identify main ideas and supporting details in informational text.</p>	<p><b>4.L.5: Demonstrate understanding of figurative language</b></p> <p><b>4.1.2f</b> Compose simple sentences using synonyms, antonyms, and homographs.</p> <p><b>4.L.4: Determine or clarify the meaning of unknown and multiple-meaning words</b></p> <p><b>4.1.5b</b> Describe What a thesaurus is and when you would utilize one.</p> <p><b>4.L.1: Demonstrate command of conventions and usage when writing or speaking</b></p> <p><b>4.6.8b</b> Identify words with more than one spelling. (homophone)</p>	
	<b>Resources &amp; Websites</b>			
	Writing Fix (WS)			
<b>Indicators which are addressed (not necessarily assessed)</b>				
	<p><b>NO COMMON CORE</b></p> <p><b>4.5.5e</b> Write descriptions of common items using interesting words.</p> <p><b>4.5.5a</b> List synonyms for small words within a text or story.</p> <p><b>4.5.5b</b> Create a list of interesting words. (adjectives, adverbs, etc.)</p> <p><b>4.5.5c</b> Explain why a specific word works better in a piece of writing over a different word.</p>		<p><b>4.L.5: Demonstrate understanding of figurative language</b></p> <p><b>4.1.2d</b> Analyze pictures of synonyms, antonyms, and homographs.</p> <p><b>4.1.5a</b> Using knowledge of dictionaries and synonyms, identify related words and ideas.</p>	<p>4.7.10b Identify facts and opinions shared in the media.</p> <p>4.7.16a Identify speaker's opinions and facts in a presentation.</p> <p>4.7.16c Compare speaker's opinions and facts.</p>

LAKE RIDGE SCHOOLS Language Arts 8-Step Assessment Calendar and Curriculum Map

Grade 4

	<p><b>4.5.5d</b> Evaluate different words in pieces of writing to determine their effectiveness</p>			
<p><b>Instructional Strategies/Suggestions</b></p>	<p>Comprehension Strategy – Predicting, Summarizing, Questioning</p>			
<p><b>Upcoming Topics Assessed</b></p>	<p>Main Idea and Detail in Fiction Text                  Writing: Produce Narrative Piece – Cycle C</p>			

Quarter 1	Writing	Reading	Language	Listening/Speaking
<p style="text-align: center;"><b>C</b></p> <p style="text-align: center;"><b>October 1, 2012 through October 19, 2012</b></p> <p style="text-align: center;"><b>15 days</b></p>	<b>Indicators which are addressed and assessed</b>			
		<p><b>4.RI.2: Determine main idea of a text and explain how it is supported by key details</b></p> <p><b>4.3.2a</b> List main ideas and details of a story.</p> <p><b>4.RL.3: Describe character, setting, or event in depth</b></p> <p>4.3.2b: Identify the plot of a story.</p> <p>4.3.3a-b Identify the setting (when/where). Name the characters and their character traits from the story.</p>	<p><b>4.L.2: Demonstrate command of conventions of capitalization, punctuation, and spelling</b></p> <p><b>4.6.8a</b> Identify root words, prefixes, and suffixes in words.</p>	
	<b>Resources &amp; Websites</b>			
	Writing Fix (WS)			
	<b>Indicators which are addressed (not necessarily assessed)</b>			
<p><b>4.W.3: Write narratives</b></p> <p><b>4.5.1c</b> Write <b>narratives</b> about ideas, observations, or memories of an event or experience with concrete sensory details.</p>	<p><b>4.RL.6: Compare and contrast the point of view from which different stories are narrated- first and third person narrations</b></p> <p>4.3.7a Explain the role of a narrator.</p>	<p><b>4.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases</b></p> <p>4.1.4b Explain the meaning of complex words through the use of word parts</p> <p><b>4.1.3a</b> Identify root (base) words.</p> <p><b>4.1.3b</b> Explain the relationship of the prefix/suffix and how it affects the word meaning.</p> <p><b>4.L.2: Demonstrate command of conventions of capitalization, punctuation, and spelling</b></p> <p><b>4.6.8d</b> Spell roots of words correctly.</p> <p><b>4.6.8e</b> Spell common prefixes and suffixes correctly as used in words</p>	<p>4.7.13a Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details. (link to 4.5.4)</p>	
<p style="text-align: center;"><b>Instructional Strategies/Suggestions</b></p>	<p>Instruct how to write to a prompt. Comprehension Strategy – Problem/Solution, Making Connections, Visualizing</p>			
<p style="text-align: center;"><b>Upcoming Topics</b></p>	<p><b>genres</b></p>			

Assessed				
<b>Quarter 2</b>	<b>Writing</b>	<b>Reading</b>	<b>Language</b>	<b>Listening/Speaking</b>
<p style="text-align: center;"><b>A</b></p> <p style="text-align: center;"><b>October 22, 2012 through November 9, 2012</b></p> <p style="text-align: center;"><b>Fall Break</b></p> <p style="text-align: center;"><b>13 days</b></p>	<b>Indicators which are addressed and assessed</b>			
		<p><b>4.RL.9: Compare and contrast the treatment of similar themes and topics and patterns of events</b></p> <p><b>4.3.4b</b> Compare and contrast two characters from a story</p>	<p><b>4.L.1: Demonstrate command of conventions and usage when writing or speaking</b></p> <p><b>4.L.3: Use knowledge of language and conventions</b></p> <p><b>4.6.3l</b> Write sentences using appositives.</p> <p><b>4.6.4c</b> Identify prepositions.</p>	
	<b>Resources &amp; Websites</b>			
	Writing Fix (WS)			
<b>Instructional Strategies/Suggestions</b>	Comprehension Strategy – Making Connections, Sequence			
<b>Upcoming Topics Assessed</b>				
	<p style="text-align: center;"><b>Indicators which are addressed (not necessarily assessed)</b></p>			
	<p><b>4.W.5: develop and strengthen writing as needed by planning, revising, and editing</b></p> <p>4.4.10a-c Review, Evaluate, Revise writing for meaning and clarity. (USE NARRATIVE PIECE FROM LAST CYCLE)</p> <p>4.4.11c Proofread own writing using an editing checklist or set of rules with specific examples of corrections of frequent errors.</p> <p><b>4.W.3: Write narratives</b></p> <p><b>4.5.1b:</b> Describe events or experience with sensory details allowing readers to believe in that event or experience. ( DESCRIPTIVE)</p>	<p><b>4.RL.9: Compare and contrast the treatment of similar themes and topics and patterns of events</b></p> <p><b>4.3.4a</b> Using traits from different cultures, explain similarities and differences of folktales from those cultures.</p>	<p><b>4.L.1: Demonstrate command of conventions and usage when writing or speaking</b></p> <p><b>4.L.3: Use knowledge of language and conventions</b></p> <p><b>4.6.3c</b> Define appositives</p> <p><b>4.6.3e</b> Define preposition</p> <p><b>4.6.3f</b> Define prepositional phrase</p> <p><b>4.6.3m</b> Write sentences using prepositions.</p> <p><b>4.6.3d</b> Define participial phrases as a verb phrase that functions as an adjective.</p>	

Quarter 2	Writing	Reading	Language	Listening/Speaking
<p style="text-align: center;"><b>B</b></p> <p style="text-align: center;">November 12, 2012 through November 30, 2012</p> <p style="text-align: center;">Thanksgiving Break</p> <p style="text-align: center;">13 days</p>	<b>Indicators which are addressed and assessed</b>			
	<p><b>4.W.10: Write routinely over extended time frames for a range of tasks, purposes, and audiences.</b></p> <p><b>4.5.6e</b> Write for different purposes (information, persuasion, description) and to a specific audience or person. ( DESCRIPTIVE)</p>	<p><b>4.RL.9: Compare and contrast the treatment of similar themes and topics and patterns of events</b></p> <p><b>4.3.1b</b> Classify fantasies, fables, myths, and legends. Fables, myths, and legends</p>	<p><b>4.L.2: Demonstrate command of conventions of capitalization, punctuation, and spelling</b></p> <p><b>4.6.5c</b> Use commas in direct quotations.</p>	
	<b>Resources &amp; Websites</b>			
	Writing Fix (WS)			
<p style="text-align: center;"><b>Instructional Strategies/Suggestions</b></p>	<b>Indicators which are addressed (not necessarily assessed)</b>			
	<p><b>4.W.1: Write opinion pieces on topics or texts, supporting a point a view</b></p> <p><b>4.4.2a</b> Select a specific idea or focus for a piece of writing (Persuasion)</p> <p><b>4.4.3i-j</b> Write supporting paragraphs. Link with transitional words.</p> <p><b>4.W.4: Produce clear and coherent writing appropriate to task, purpose, and audience.</b></p> <p><b>4.4.4a.</b> Define and identify organizational structures in writing pieces including chronological order, cause/effect, similar/different, and pose/answer questions.</p>	<p><b>4.RL.9: Compare and contrast the treatment of similar themes and topics and patterns of events</b></p> <p><b>4.3.1c</b> Compare and contrast the various elements of a fantasy, fable, myth, and legend.</p> <p><b>4.3.1d</b> Describe the similarities and differences of a fantasy, fable, myth, and legend.</p> <p><b>4.RL.2: Determine a them of a story, drama, or poem from details in a text.</b></p> <p><b>4.3.6a</b> Identify the theme (big idea, lesson, message) of literature pieces.</p>	<p><b>4.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases</b></p> <p><b>4.1.4a</b> Recognize Greek and Latin word parts and their meanings.</p>	<p>4.7.2a Identify main ideas and supporting evidence in spoken presentations.</p> <p>4.7.2b Paraphrase ideas and evidence presented in spoken presentations.</p> <p>4.7.2c Summarize major ideas and supporting evidence presented in spoken presentations.</p>
<p style="text-align: center;"><b>Upcoming Topics</b></p>	<p style="text-align: center;">Comprehension Strategy – Predicting, Making Connections, Making Inferences</p>			

Quarter 2	Writing	Reading	Language	Listening/Speaking
<p style="text-align: center;"><b>C</b></p> <p style="text-align: center;"><b>December 3, 2012 through December 21, 2012</b></p> <p style="text-align: center;"><b>Winter Break</b></p> <p style="text-align: center;"><b>15 days</b></p>	<b>Indicators which are addressed and assessed</b>			
		<p><b>NO COMMON CORE</b></p> <p>4.2.2d Differentiate types of text and explain the strategy best used when reading.</p> <p>4.2.8a Recognize materials such as science experiments, articles, recipes, etc. as informational text.</p> <p>4.4.6d Identify organizational features of reference texts (including prefaces, appendixes, indexes, table of contents, glossary)</p> <p>4.4.6 locate information in reference texts</p>	<p><b>4.L.2: Demonstrate command of conventions of capitalization, punctuation, and spelling</b></p> <p><b>4.6.5d</b> Use apostrophes to show possession.</p> <p><b>4.6.5e</b> Use apostrophes in contractions.</p>	
	<b>Resources &amp; Websites</b>			
	Writing Fix (WS)			
	<b>Indicators which are addressed (not necessarily assessed)</b>			
<p><b>4.W.10: Write routinely over extended time frames for a range of tasks, purposes, and audiences.</b></p> <p><b>4.5.6e</b> Write for different purposes (information, persuasion, description) and to a specific audience or person. ( PERSUASION)</p> <p>4.4.2a Select a specific idea or focus for a piece of writing (Persuasion)</p> <p>4.4.3i Write supporting paragraphs.</p> <p>4.4.3j Link paragraphs with transitional words.</p> <p>4.4.4a. Define and identify organizational structures in</p>	<p><b>4.RI.2: Determine main idea of a text and explain how it is supported by key details</b></p> <p><b>4.2.9a-b</b> Identify main ideas and supporting details in informational text.</p>	<p><b>4.L.2: Demonstrate command of conventions of capitalization, punctuation, and spelling</b></p> <p><b>4.6.5a</b> Identify parentheses, commas, quotation marks, and apostrophes.</p> <p><b>4.6.5b</b> Use parentheses to explain something that is not considered of primary importance to the sentence.</p>	<p>4.7.9b Use appropriate words, facial expressions, and gestures during oral presentations.</p>	

LAKE RIDGE SCHOOLS Language Arts 8-Step Assessment Calendar and Curriculum Map

Grade 4

	writing pieces including chronological order, cause/effect, similar/different, and pose/answer questions.			
<b>Instructional Strategies/Suggestions</b>	Comprehension Strategy – Summarizing, Sequence Instruct how to write to a prompt.			
<b>Upcoming Topics Assessed</b>				

Quarter 3	Writing	Reading	Language	Listening/Speaking
<p style="text-align: center;"><b>A</b></p> <p style="text-align: center;"><b>January 7, 2013 through January 25, 2013</b></p> <p style="text-align: center;"><b>Parent Teacher Conference</b></p> <p style="text-align: center;"><b>MLK Day</b></p> <p style="text-align: center;"><b>13 days</b></p>	<b>Indicators which are addressed and assessed</b>			
		<p><b>4.RI.4: Determine the meaning of specific words or phrases in a text</b></p> <p><b>4.1.7a</b> Use context to determine the meaning of unknown words.</p> <p><b>4. RL.2: Determine a theme of a story, drama, or poem from details.</b></p> <p><b>4.3.6a</b> Identify the theme (big idea, lesson, message) of literature pieces (Poetry)</p> <p><b>4.RL.6: Compare and contrast the point of view from which different stories are narrated</b></p> <p><b>4.3.7b</b> Identify narrator role in various texts. (Poetry)</p>	<p><b>4.L.5: Demonstrate understanding of figurative language</b></p> <p><b>4.3.5a</b> Locate and define figurative language</p> <p><b>4.3.5b</b> Define simile: a comparison that uses like or as.</p> <p><b>4.3.5c</b> Define metaphor: an implied comparison.</p>	
	<b>Resources &amp; Websites</b>			
	Writing Fix (WS)			
	<b>Indicators which are addressed (not necessarily assessed)</b>			
	<p><b>4.W.1</b> Write opinion piece on topics or texts, supporting a point of view with reasons and information</p> <p><b>4.5.2</b> write responses to literature and support with evidence</p>			
<b>Instructional Strategies/Suggestions</b>	Comprehension Strategy – Author’s Purpose, Questioning			
<b>Upcoming Topics Assessed</b>				

Quarter 3	Writing	Reading	Language	Listening/Speaking
<p style="text-align: center;"><b>B</b></p> <p style="text-align: center;">January 28, 2013 through February 15, 2013</p> <p style="text-align: center;">14 days</p>	<b>Indicators which are addressed and assessed</b>			
		<p><b>4.RI.5: Describe the overall structure in a text or part of a text</b></p> <p><b>4.2.5b</b> Compare details from at least two different texts to determine similarities and differences between the material.</p> <p><b>4.2.5c</b> Create a Venn Diagram</p>	<p><b>4.L.5: Demonstrate understanding of figurative language</b></p> <p><b>4.3.5d</b> Define hyperbole: an exaggeration for effect.</p> <p><b>4.3.5e</b> Define personification: a description that represents a thing as a person.</p>	
	<b>Resources &amp; Websites</b>			
	Writing Fix (WS)			
	<b>Indicators which are addressed (not necessarily assessed)</b>			
	<p><b>4.W.4: Produce clear and coherent writing appropriate to task, purpose, and audience.</b></p> <p><b>4.4.2h.</b> Compose multiple writings with varied organizational structures, points of view, and focus based on audience, length, and formats. (POETRY)</p> <p><b>4.W.10: Write routinely over extended time frames for a range of tasks, purposes, and audiences.</b></p> <p><b>4.5.6</b> Write for different purposes and to a specific audience or person. (POETRY)</p>			<p>4.7.5b Explain ways to grab the listener's attention when speaking to an audience.</p> <p>4.7.5c Describe ways a speaker concludes a presentation to an audience.</p> <p>4.7.5d Present effective introductions and conclusions.</p> <p>4.7.12a Make informational presentations that focus on one topic, includes facts and details, and incorporates more than one source of information.</p>
<b>Instructional Strategies/Suggestions</b>	<p>Comprehension Strategy – Summarizing</p> <p>4.4.9d Use a computer to draft, revise, and publish writing</p>			
<b>Upcoming Topics Assessed</b>	<p>4.2.4a Define hypothesis</p> <p>4.2.4b Infer assumptions (hypotheses) after reading a variety of texts.</p>			

Quarter 3	Writing	Reading	Language	Listening/Speaking
<p style="text-align: center;"><b>C</b></p> <p style="text-align: center;"><b>February 19, 2013 through March 15, 2013</b></p> <p style="text-align: center;"><b>ISTEP APPLIED SKILLS</b></p> <p style="text-align: center;"><b>19 days</b></p>	<b>Indicators which are addressed and assessed</b>			
		<p>4.2.7a Follow multiple-step instructions in a basic technical manual.</p>	<p><b>4.L.5: Demonstrate understanding of figurative language</b></p> <p><b>4.1.2b</b> Interpret common idioms as used in text or conversation.</p>	
	<b>Resources &amp; Websites</b>			
	Writing Fix (WS)			
	<b>Indicators which are addressed (not necessarily assessed)</b>			
	<p><b>4.W.10: Write routinely over extended time frames for a range of tasks, purposes, and audiences.</b></p> <p><b>4.5.6</b> Write for different purposes and to a specific audience or person. (Poetry)</p> <p><b>4.W.5: develop and strengthen writing as needed by planning, revising, and editing</b></p> <p><b>4.4.10a-c</b> Review, Evaluate, Revise writing for meaning and clarity.</p> <p><b>4.4.11c</b> Proofread own writing using an editing checklist or set of rules with specific examples of corrections of frequent errors.</p>	<p><b>NO COMMON CORE:</b></p> <p><b>4.2.4a:</b> Define hypothesis</p> <p><b>4.2.4b:</b> Infer assumptions (hypotheses) after reading a variety of texts.</p> <p><b>4.3.1i:</b> Explain how the sequence of informational text affects understanding.</p>	<p><b>4.L.5: Demonstrate understanding of figurative language</b></p> <p><b>4.1.2a</b> Define common idioms.</p> <p><b>4.1.2c</b> Locate common idioms in a variety of literature sources.</p> <p><b>4.1.2g</b> Compose simple sentences using common idioms.</p> <p><b>4.1.2e</b> Analyze pictures of idioms.</p> <p><b>4.3.5a</b> Define figurative language as a technique in writing</p>	
<b>Instructional Strategies/Suggestions</b>	<p>Comprehension Strategy – Sequencing Instruct how to write to a prompt.</p>			
<b>Upcoming Topics Assessed</b>				

Quarter 4	Writing	Reading	Language	Listening/Speaking
<p style="text-align: center;"><b>A</b></p> <p style="text-align: center;">March 18, 2013 through April 12, 2013</p> <p style="text-align: center;">Spring Break</p> <p style="text-align: center;">14 days</p>	<b>Indicators which are addressed and assessed</b>			
		<p><b>4.RI.2: Determine main idea of a text and explain how it is supported by key details</b></p> <p><b>4.2.9a-b</b> Identify main ideas and supporting details in informational text.</p>		
	<b>Resources &amp; Websites</b>			
	Writing Fix (WS)			
	<b>Indicators which are addressed (not necessarily assessed)</b>			
<p><b>4.W.8: Recall and gather info. from print or digital sources.</b></p> <p><b>4.4.5b</b> Identify information sources.</p> <p><b>4.4.5d</b> Use technology to assist in citing information sources (such as <a href="http://www.easybib.com">www.easybib.com</a>).</p> <p><b>4.4.5c</b> Cite information sources.</p> <p><b>4.4.6a</b> Locate information in reference texts.</p> <p><b>4.4.7a</b> Identify reference materials.</p> <p><b>4.4.7b</b> Select age-appropriate online information.</p> <p><b>4.4.7d</b> Distinguish among resources that are credible or not credible to the topic.</p>	<p><b>4.RF.4: Read with sufficient accuracy and fluency to support comprehension.</b></p> <p><b>4.1.1</b> Read aloud grade-level-appropriate literary and informational texts with fluency and accuracy and with appropriate timing, changes in voice, and expression.</p>	<p><b>4.L.1: Demonstrate command of conventions and usage when writing or speaking</b></p> <p><b>4.6.2e</b> Construct compound sentences correctly.</p> <p><b>4.L.5: Demonstrate understanding of figurative language</b></p> <p><b>4.1.2f</b> Compose simple sentences using synonyms, antonyms, and homographs.</p> <p><b>4.L.1: Demonstrate command of conventions and usage when writing or speaking</b></p> <p><b>4.6.8b</b> Identify words with more than one spelling. (homophone)</p>		
<b>Instructional Strategies/Suggestions</b>	Review comprehension strategies.			
<b>Upcoming Topics Assessed</b>				

Quarter 4	Writing	Reading	Language	Listening/Speaking
<p style="text-align: center;"><b>B</b></p> <p style="text-align: center;">April 15, 2013 through May 10, 2013</p> <p style="text-align: center;"><b>ISTEP MULTIPLE CHOICE</b></p> <p style="text-align: center;"><b>20 Days</b></p>	<b>Indicators which are addressed and assessed</b>			
		<p><b>4.RI.5:</b> Describe the overall structure in a text or part of a text</p> <p><b>4.2.6a</b> Identify the cause and effect of a specific event.</p>		
	<b>Resources &amp; Websites</b>			
	Writing Fix (WS)			
	<b>Indicators which are addressed (not necessarily assessed)</b>			
<p><b>4.W.7,8,9:</b> Conduct short research projects, recall relevant info. and Draw evidence from literary or informational texts</p> <p><b>4.5.3e</b> Write a research report on a given topic.</p>	<p><b>4.RI.5:</b> Describe the overall structure in a text or part of a text</p> <p><b>4.2.6b</b> List words which signal cause and effect (i.e., because, therefore).</p> <p><b>4.2.1j</b> Create a variety of graphic organizers that may include main ideas, key vocabulary, cause/effect, compare/contrast, and/or sequence.</p>	<p><b>4.L.5:</b> Demonstrate understanding of figurative language</p> <p><b>4.3.5b</b> Define simile: a comparison that uses like or as.</p> <p><b>4.3.5c</b> Define metaphor: an implied comparison.</p> <p><b>4.3.5d</b> Define hyperbole: an exaggeration for effect.</p> <p><b>4.3.5e</b> Define personification: a description that represents a thing as a person.</p>		
<p style="text-align: center;"><b>Instructional Strategies/Suggestions</b></p>	Review comprehension strategies.			
<p style="text-align: center;"><b>Upcoming Topics Assessed</b></p>				

Quarter 4	Writing	Reading	Language	Listening/Speaking
<p style="text-align: center;"><b>C</b></p> <p style="text-align: center;">May 13, 2013 through May 31, 2013</p> <p style="text-align: center;">14 days</p>	<b>Indicators which are addressed and assessed</b>			
	<b>Resources &amp; Websites</b>			
	Writing Fix (WS)			
	<b>Indicators which are addressed (not necessarily assessed)</b>			
<p><b>4.W.5: develop and strengthen writing as needed by planning, revising, and editing</b></p> <p><b>4.4.10a-c</b> Review, Evaluate, Revise writing for meaning and clarity.</p> <p><b>4.4.11c</b> Proofread own writing using an editing checklist or set of rules with specific examples of corrections of frequent errors.</p>	<p><b>4.RF.4: Read with sufficient accuracy and fluency to support comprehension.</b></p> <p><b>4.1.1</b> Read aloud grade-level-appropriate literary and informational texts with fluency and accuracy and with appropriate timing, changes in voice, and expression.</p> <p><b>4.RI.5: Describe the overall structure in a text or part of a text</b></p> <p><b>4.2.1j</b> Create a variety of graphic organizers that may include main ideas, key vocabulary, cause/effect, compare/contrast, and/or sequence.</p>			
<b>Instructional Strategies/Suggestions</b>	Review comprehension strategies.			
<b>Upcoming Topics Assessed</b>				