

Fourth Grade

Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	NASL	R.WS.04.01 Explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in text.	Reading: Word Recognition and Word Study	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	1.4 Employ multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues. 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources.	*Harcourt Index Page R64: Decoding/Phonics	*Harcourt Practice Book	Cloze Procedure in a small group provide students with a teacher created cloze procedure activity where students discuss sentence structure and prediction to decode words.

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1st Quarter	CORE	R.WS.04.02 Use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning, including multiple meaning words (e.g., letter/sound, rimes, base words, affixes, syllabication). CORE	Reading: Word Recognition and Word Study	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.	1.2 Read with developing fluency a variety of texts, such as short stories, novels, poetry, textbooks, menus, periodicals, and reference materials. 1.4 Employ multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues. 3.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure, discussing with peers, and using context and text structure. 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources. 7.1 Use a combination of strategies when encountering unfamiliar	*Harcourt Index Page R64-65: Decoding	*MLPP: Oral Reading/Fluency *Harcourt Practice Book *Power Paks	Language Master Record grade level vocabulary on language master cards for independent practice. Book bags/boxes Individual book bags/boxes that contain a large variety of independent level reading materials. Self checking vocabulary cards. Use hot dots to create vocabulary cards that can be used for independent practice.

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1st Quarter	NASL	R.WS.04.03 Automatically recognize frequently encountered words in print, with the number of words that can be read fluently increasing steadily across the school year.	Reading: Word Recognition and Word Study	1: All students will read and comprehend general and technical material.	1.2 Read with developing fluency a variety of texts, such as short stories, novels, poetry, textbooks, menus, periodicals, and reference materials.	*Harcourt Index Page R66: Fluency	*MLPP: Sight Word/Decodable Word List, Word Lists *Harcourt Fluency Checks *Read Backs	Language Master Record grade level vocabulary on language master cards for independent practice. Book bags/boxes Individual book bags/boxes that contain a large variety of independent level reading materials. Self checking vocabulary cards. Use hot dots to create vocabulary cards that can be used for independent practice.

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1st Quarter	CORE	R.WS.04.04 Know the meanings of words encountered frequently in grade level reading and oral language contexts.	Reading: Word Recognition and Word Study	1: All students will read and comprehend general and technical material. 4: All students will use the English language effectively.	1.3 Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions. 4.4 Explore how words normally considered synonyms can carry different connotations when used in a variety of spoken and written texts.	*Harcourt Index Page R83: Vocabulary and Concepts	*Harcourt End of Selection Test *Vocabulary Task Cards *Response Boards/Cards	Language Master Record grade level vocabulary on language master cards for independent practice . Book bags/boxes Individual book bags/boxes that contain a large variety of independent level reading materials. Self checking vocabulary cards . Use hot dots to create vocabulary cards that can be used for independent practice. Vocabulary Puzzles and Cartoons, Pic-Wizards.

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1st Quarter	NASL	R.WS.04.06 Fluently read beginning grade level text and increasingly demanding text as the year proceeds.	Reading: Word Recognition and Word Study	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	1.2 Read with developing fluency a variety of texts, such as short stories, novels, poetry, textbooks, menus, periodicals, and reference materials. 3.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures.	*Harcourt Index Page R61-62: Comprehension R66: Fluency	*MLPP: Oral Reading/Fluency *Harcourt End of Selection Tests *Read Backs	Repeated Readings Students repeatedly listens to recordings of independent and grade level text. Power Paks and Fluency Builders.

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1st Quarter	CORE	R.NT.04.01 Describe and discuss the shared human experience depicted in classic and contemporary literature from around the world recognized for quality and literary merit.	Reading: Narrative Text	1: All students will read and comprehend general and technical material. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding. 5.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. 5.2 Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism, and love. 5.3 Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images. 5.4 Describe how various cultures and our common heritage are represented in literature and other texts. 5.5 Describe how characters in literature and other texts form opinions about one another in ways that can be fair and unfair. 8.2 Identify and use elements	*Harcourt Index Page R72: Narrative Text	*Harcourt End of Selection Tests *MEAP	Recorded Selections Provide below level readers with both contemporary and classic recordings to deepen their understanding of the text.

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1st Quarter	CORE	R.IT.04.01 Identify and explain the defining characteristics of informational genre (e.g., autobiography/biography, personal essay, almanac, newspaper).	Reading: Informational Text	1: All students will read and comprehend general and technical material. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding. 8.3 Identify and use characteristics of various informational genre (e.g., periodicals, public television programs, textbooks, and encyclopedias) and elements of expository text structure (e.g., organizational patterns, supporting details, and major ideas) to convey ideas.	*Harcourt Index Page R68: Informational Narrative/Genre	*Harcourt End of Selection Tests *MEAP *Response Boards/Cards	Visual Representation In a small group create a visual representation of the different genres and their characteristics.

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1st Quarter	CORE	R.CM.04.01 Connect personal knowledge, experience, and understanding of the world to themes and perspectives in text through oral and written responses.	Reading: Comprehension	1: All students will read and comprehend general and technical material. 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 9: All students will demonstrate	1.5 Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions. 2.2 Recognize and use authors' techniques in composing their own texts. Examples include effective introductions and conclusions, different points of view, grammatical structure, and appropriate organization. 3.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure, discussing with peers, and using context and text structure. 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge,	*Harcourt Index Page R61-62: Comprehension	*MLPP: Comprehension *Harcourt End of Selection Test *Collins Type 3 Writing *Response Journals	Common Experience In a small group use a common experience (field trip, assembly) to generate a theme and create an oral/written response that shows the perspective of the group.

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1st Quarter	NASL	R.MT.04.01 Independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretive discussions (e.g., predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again inferring, summarizing).	Reading: Metacognition	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts. 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.	1.5 Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions. 3.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure, discussing with peers, and using context and text structure. 7.3 Apply new learning by forming questions and setting learning goals that will aid in self-regulation and reflection on their developing literacy. 9.2 Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts. 9.3 Use conclusions based on their understanding of differing views presented in text to support a position. 10.2 Combine skills to reveal their	*Harcourt Index Page R81: Thinking Skills	*MLPP: Oral Reading/Fluency *Teacher Observation *Read Backs	Post It Notes Students use post it notes to summarize at the end of each paragraph/page. These summaries can be used to organize thoughts.

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1st Quarter	NASL	R.MT.04.02 Plan, monitor, regulate, and evaluate skills, strategies and processes to construct and convey meaning (e.g., use morphemic, syntactical, and semantic knowledge to decode unknown words, use graphic organizers to deepen their understanding of compare and contrast and sequence organizational patterns).	Reading Metacognition	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.	1.5 Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions. 3.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure, discussing with peers, and using context and text structure. 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources. 7.3 Apply new learning by forming questions and setting learning goals that will aid in self-regulation and reflection on their developing literacy. 10.2 Combine skills to reveal their strengthening	*Harcourt Index Page R81: Thinking Skills	*Graphic Organizers and Nonlinguistic Representations	Story Map The student will fill in a story map while reading the selection.

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1st Quarter	CORE	R.CS.04.01 Develop, discuss, and apply individual and shared standards (e.g., student and class created rubrics), and begin to self-assess the quality, accuracy, and relevance of personal or other written text.	Reading: Critical Standards	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.	2.5 Plan and draft texts, and revise and edit in response to suggestions expressed by others about such aspects as ideas, organization, style, and word choice. 3.8 Express their response to oral, visual, written, and electronic texts, and compare their responses to those of others. 6.3 Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations. 6.4 Reveal personal voice by explaining growth in learning and accomplishment through their selection of materials for different purposes and audiences. Examples include portfolios, displays, literacy interviews, and submissions for publications. 7.3 Apply new learning by forming questions and setting learning goals that will aid in self-regulation and reflection on their developing literacy. 12.1 Develop individual	*Harcourt Index Page R77: Writing Rubrics	*Collins Type 3 Writing FCAs *Shared Standards Rubric	Partner Activity Allow students to work in pairs to assess the quality of their work against the class created rubric.

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1st Quarter	NASL	R.AT.04.01 Be enthusiastic about reading and learning how to read.	Reading: Reading Attitude	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding. 3.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others.	*Teacher Modeling, Accelerated Reader, Inviting Library	*Harcourt "Thinking About My Reading and Writing" *AR Quizzes	Book Bags/Boxes Individual book bags/boxes filled with books at the students independent reading level.
1st Quarter	NASL	R.AT.04.02 Do substantial reading and writing on their own.	Reading: Reading Attitude			*Teacher Modeling *Open Library Time	*Harcourt "Thinking About My Reading and Writing" *Record of AR Quizzes	Take Home Book Program The teacher creates a system where books can be taken home from the classroom.

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1st Quarter	CORE	W.GN.04.01 Write a narrative piece (e.g., myth/legend, fantasy, adventure) creating relationships among setting, characters, theme, and plot.	Writing: Writing Genres	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 4: All students will use the English language effectively. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 9: All students will demonstrate	2.1 Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes. 4.5 Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults, and significant others. 5.2 Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism, and love. 5.3 Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images. 8.2 Identify and use elements of various narrative genre and story elements to convey ideas and perspectives. Examples	*Harcourt Index Page R84-85: Writing	*Collins Type 3 Writing *6 Pt Writing Rubric *Harcourt Writing Rubric	Small Group In a small group create a narrative piece with all of the essential elements. Provide a teacher created template to be completed individually.

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1st Quarter	CORE	W.PR.04.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.	Writing: Writing Process	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4: All students will use the English language effectively. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, and	2.2 Recognize and use authors' techniques in composing their own texts. Examples include effective introductions and conclusions, different points of view, grammatical structure, and appropriate organization. 3.7 Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. 4.5 Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults, and significant others. 6.1 Practice using elements of effective communication to enhance their relationships in their school and communities. Examples include enunciation of terms, use of humor, and use of emphasis. 6.3 Identify the standard	*Harcourt Index Page R84-85: Writing:	*Collins Type 3 Writing FCAs *6 Pt Rubric *Harcourt Writing Rubric	Template Provide students with a template to guide them in their writing.

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1st Quarter	CORE	W.PR.04.05 Edit and proofread their writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups.	Writing: Writing Process	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.	2.4 Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling. 3.2 Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver. 7.4 Develop and use a variety of strategies for planning, drafting, revising, and editing different forms or texts for specific purposes. Examples include brainstorming, revising with peers, sensitivity to audience, and strategies appropriate for purposes, such as informing, persuading, entertaining, and inspiring. 11.2 Identify and use the kinds of resources that are most useful and most readily available for the particular questions of topics they wish to investigate. Examples	*Harcourt Index Page R84-85: Writing	*MLPP: Writing *Collins Type 3 Writing FCAs	Small Group Modeling The teacher models in a small group using a student writing how to improve the writing. Focus on one correction area at a time.

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1st Quarter	CORE	W.SP.04.01 Spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).	Writing: Spelling	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.	2.4 Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling. 3.2 Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver. 8.1 Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate punctuation, grammatical constructions, conventional spelling, and relating in sequence an account of an oral or visual experience.	*Harcourt Index Page R78: Spelling Skills	*MLPP: Hearing and Recording Sounds/Spelling *Harcourt Spelling Test *Type 3 Spelling FCAs	Toss and Spell With a partner students toss a ball back and forth while spelling a word. Continue this process with all spelling words. Rainbow words Using a blank piece of paper the student will write (in large print) a spelling word with a crayon . The students then traces the word with additional colors. While writing and tracing the child is saying the letters and saying the word. Swat Boards The teacher creates a computer key board on a shower curtain liner ore large piece of butcher paper. The students then "swat" their spelling words using a flyswatter. Odd Man Out Spelling Cards

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1st Quarter	NASL	W.AT.04.01 Be enthusiastic about writing and learning to write.	Writing: Writing Attitude	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.	2.1 Write fluently for multiple purposes to produce to produce compositions, such as stories, reports, letters, plays, and explanations of processes.	*Teacher Modeling * <i>News From the Nest</i> Opportunities	*Teacher Observation *Harcourt "Thinking About My Reading and Writing"	Group Publishing In a small group write and publish as a group.
1st Quarter	NASL	S.CN.04.01 Express ideas using more complex ideas.	Speaking: Speaking Conventions	9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts. 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.	9.2 Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts. 11.4 Using multiple media, develop and present a short presentation to communicate conclusions based on the investigation of an issue or problem. Examples include charts, posters, transparencies, audio tapes, videos, and diagrams.	*Harcourt Index Page R78: Speaking Strategies	*Harcourt Listening and Speaking Checklist	Small Group In a small group the teacher records an idea for all to read. Individuals in the group then add to the idea.

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1st Quarter	NASL	S.DS.04.01 Engage in interactive, extended discourse to socially construct meaning (e.g., book clubs, literature circles, partnerships, or other conversation protocols).	Speaking: Spoken Discourse	3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4: All students will use the English language effectively. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within	3.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state or country. 3.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures. 3.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure, discussing with peers, and using context and text structure. 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written	*Harcourt Index Page R78: Speaking Strategies: Delivery of Oral Communication	*MLPP: Oral Language *Harcourt Listening and Speaking Checklist *Teacher Observation of Daily Conversations and Discussions	Questions The teacher provide specific questions to help guide the discussion.

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1st Quarter	NASL	L.CN.04.01 Respond to questions asked of them, providing appropriate elaboration and details.	Listening & Viewing: Conventions	3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.	3.4 Distinguish between verbal and nonverbal communication, and identify and practice elements of effective listening and speaking. Examples include recognizing the impact of variations of facial expression, posture, and volume on oral communication. 12.3 Demonstrate preferences in reading, writing, speaking, listening, viewing, and representing based on aesthetic qualities, and explain their choices.	*Harcourt Index Page R70: Listening and Speaking: Conversations and Discussions	*Teacher Observation During Daily Conversations and Discussions *KC4 Listening Assessment *Harcourt Listening and Speaking Checklist	Response Boards In a small group students respond to questions using individual dry erase boards.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	NASL	L.RP.04.01 Listen to or view in a variety of genres and compare their responses to those of their peers.	Listening & Viewing: Response	<p>1: All students will read and comprehend general and technical material.</p> <p>3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.</p> <p>5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.</p> <p>12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.</p>	<p>1.5 Respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers.</p> <p>3.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures.</p> <p>3.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others.</p> <p>5.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>12.3 Demonstrate preferences in reading, writing, speaking, listening, viewing, and representing based on aesthetic qualities, and explain their choices.</p>	*Harcourt and Trade Books	<p>*Teacher Observation</p> <p>*Response Journals</p> <p>*Graphic Organizers to Compare Genres</p> <p>*Harcourt Listening and Speaking Checklist</p>	Recorded Books Small groups listen to a recorded selection of a specific genre. They then generate a response and compare their response to other groups.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
1st Quarter	NASL	L.RP.04.02 Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	Listening & Viewing: Response	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' written	1.5 Respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers. 3.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state or country. 3.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures. 3.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others. 5.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. 8.4	*Harcourt Student Reader	*Teacher Observation During Shared Literature Experiences *Response Journals *Harcourt Listening and Speaking Checklist	Directed Response Teacher provides students with response questions to be addressed after listening and viewing the literature.

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Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	R.WS.04.03 Automatically recognize frequently encountered words in print, with the number of words that can be read fluently increasing steadily across the school year.	Reading: Word Recognition and Word Study	1: All students will read and comprehend general and technical material.	1.2 Read with developing fluency a variety of texts, such as short stories, novels, poetry, textbooks, menus, periodicals, and reference materials. 1.4 Employ multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues.	*Harcourt Index Page R66: Fluency	*MLPP: Sight Word/Decodable Word List/Word Lists *Fluency Checks *Read Backs	Language Master Record grade level vocabulary on language master cards for independent practice. Book bags/boxes Individual book bags/boxes that contain a large variety of independent level reading materials. Self checking vocabulary cards. Use hot dots to create vocabulary cards that can be used for independent practice. Power Paks

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Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	CORE	R.WS.04.04 Know the meanings of words encountered frequently in grade level reading and oral language contexts.	Reading: Word Recognition and Word Study	1: All students will read and comprehend general and technical material. 4: All students will use the English language effectively.	1.3 Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions. 4.4 Explore how words normally considered synonyms can carry different connotations when used in a variety of spoken and written texts.	*Harcourt Index Page R83: Vocabulary and Concepts	*Harcourt End of Selection Test *Vocabulary Task Cards *Response Boards/Cards	Language Master Record grade level vocabulary on language master cards for independent practice. Book bags/boxes Individual book bags/boxes that contain a large variety of independent level reading materials. Self checking vocabulary cards. Use hot dots to create vocabulary cards that can be used for independent practice. Power Paks, Vocabulary Cards, Vocabulary Cartoons and Pic-Wizards.

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Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	R.WS.04.05 Acquire and apply strategies to construct meaning, self-monitor, and identify unknown words or word parts (e.g., engage actively in reading a variety of genre, self-monitor and correct in narrative and informational texts, use thesaurus).	Reading: Word Recognition and Word Study	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.	1.3 Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions. 1.4 Employ multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues. 3.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure, discussing with peers, and using context and text structure. 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources. 7.2 Monitor their progress	*Harcourt Index Page R80: Vocabulary and Concepts	*MLPP: Oral Reading/Fluency *Read Backs	Language Master Record grade level vocabulary on language master cards for independent practice. Book bags/boxes Individual book bags/boxes that contain a large variety of independent level reading materials. Self checking vocabulary cards. Use hot dots to create vocabulary cards that can be used for independent practice. Sight Words on tape.

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Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	R.WS.04.06 Fluently read beginning grade level text and increasingly demanding text as the year proceeds.	Reading: Word Recognition and Word Study	<p>1: All students will read and comprehend general and technical material.</p> <p>3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.</p>	<p>1.2 Read with developing fluency a variety of texts, such as short stories, novels, poetry, textbooks, menus, periodicals, and reference materials. 3.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures.</p>	<p>*Harcourt Index Page R61-62: Comprehension R66: Fluency</p>	<p>*MLPP: Oral Reading/Fluency *Harcourt End of Selection Test *Read Backs</p>	<p>Language Master Record grade level vocabulary on language master cards for independent practice. Book bags/boxes Individual book bags/boxes that contain a large variety of independent level reading materials. Self checking vocabulary cards. Use hot dots to create vocabulary cards that can be used for independent practice. Power Paks.</p>

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Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	CORE	R.NT.04.02 Identify and describe a variety of narrative genre (e.g., poetry, myths/legends, fantasy, adventure).	Reading: Narrative Text	1: All students will read and comprehend general and technical material. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding. 8.2 Identify and use elements of various narrative genre and story elements to convey ideas and perspectives. Examples include theme, plot, conflict, and characterization in poetry, drama, story telling, historical fiction, mystery, and fantasy.	*Harcourt Index Page R66: Genre	*Accelerated Reader *Harcourt Test *Teacher Observation During Shared Literature Experiences *Response Boards/Cards	Recorded Book The student will listen to recordings of different narrative genres. After listening they will categorize (poetry, myth, legend, etc.) After placement they must justify the placemat.

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Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	CORE	R.IT.04.02 Identify and describe informational text patterns (e.g., compare/contrast, position/support, problem/solution).	Reading: Informational Text	1: All students will read and comprehend general and technical material. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding. 6.3 Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations. 8.3 Identify and use characteristics of various informational genre (e.g., periodicals, public television programs, textbooks, and encyclopedias) and elements of expository text structure (e.g., organizational patterns, supporting details, and major ideas) to convey ideas.	*Harcourt Index Page R66: Genre	*Venn Diagram *Response Boards/Cards	Venn Diagram In a small group use a Venn diagram pocket chart to practice compare/contrast.

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Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	CORE	R.CM.04.02 Retell and summarize grade level appropriate narrative and informational text.	Reading: Comprehension	<p>1: All students will read and comprehend general and technical material.</p> <p>3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.</p> <p>7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.</p> <p>8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.</p> <p>10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.</p>	<p>1.5 Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions.</p> <p>3.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures.</p> <p>3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources.</p> <p>7.1 Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, mapping, examining picture cues, analyzing</p>	*Harcourt Index Page R79: Summarize	*MLPP: Comprehension *Collins Type 3 Writing	Post It Notes Students use post it notes to summarize at the end of each paragraph/page. These summaries can be used to organize thoughts.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	CORE	R.CS.04.01 Develop, discuss, and apply individual and shared standards (e.g., student and class created rubrics), and begin to self-assess the quality, accuracy, and relevance of personal or other written text.	Reading: Critical Standards	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.	2.5 Plan and draft texts, and revise and edit in response to suggestions expressed by others about such aspects as ideas, organization, style, and word choice. 3.8 Express their response to oral, visual, written, and electronic texts, and compare their responses to those of others. 6.3 Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations. 6.4 Reveal personal voice by explaining growth in learning and accomplishment through their selection of materials for different purposes and audiences. Examples include portfolios, displays, literacy interviews, and submissions for publications. 7.3 Apply new learning by forming questions and setting learning goals that will aid in self-regulation and reflection on their developing literacy. 12.1 Develop individual	*Harcourt Index Page R77: Writing Rubrics	*Collins Type 3 Writing Rubrics *Shared Standards Rubrics	Partner Activity Allow students to work in pairs to assess the quality of their work against the class created rubric.

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Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	R.A.T.04.01 Be Enthusiastic about reading and learning how to read.	Reading: Reading Attitude	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding. 3.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others.	*Read Aloud and Teacher Modeling	*Teacher Observation *AR Record *Harcourt "Thinking About My Reading and Writing"	Book Bags/Boxes Individual book bags/boxes filled with books at the students independent reading level.
2nd Quarter	NASL	R.A.T.04.02 Do substantial reading and writing on their own	Reading: Reading Attitude			*Read Aloud and Teacher Modeling	*Record of AR Quizzes *Harcourt "Thinking About My Reading and Writing"	Take Home Book Program The teacher creates a system where books can be taken home from the classroom.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	W.GN.04.02 Write poetry based on reading a wide variety of grade level appropriate published poetry.	Writing: Writing Genres	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 4: All students will use the English language effectively. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 10: All students will	2.1 Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes. 4.5 Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults, and significant others. 5.2 Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism, and love. 7.4 Develop and use a variety of strategies for planning, drafting, revising, and editing different forms or texts for specific purposes. Examples include brainstorming, revising with peers, sensitivity to audience, and strategies appropriate for purposes, such as informing,	*Harcourt Index Page R85: Writing: Poems	*Poetry Rubric *Harcourt Writing Rubric	Poetry Template The teacher will provide a teacher created poetry template modeled after poetry that has been shared/read in class.

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	CORE	W.GN.04.03 Write a comparative piece to demonstrate understanding of central ideas and supporting ideas using an effective organizational pattern (e.g., compare and contrast) and a boldface and/or italicized print.	Writing: Writing Genres	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, grammar-to construct and convey meaning. 9: All students will demonstrate understanding of the complexity of enduring	2.1 Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes. 5.2 Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism, and love. 5.3 Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images. 5.4 Describe how various cultures and our common heritage are represented in literature and other texts. 5.5 Describe how characters in literature and other texts form opinions about one another in ways that can be fair and unfair. 7.4 Develop and use a variety of strategies for planning, drafting, revising, and editing different forms or texts for specific purposes. Examples include brainstorming, revising	*Harcourt Index Page R85: Writing Forms	*Collins Type 3 Writing *6 Pt Rubric *Harcourt Writing Rubric	Template Provide a teacher created template with the components of the rubric.

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	CORE	W.PR.04.02 Apply a variety of drafting strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, connecting time, setting, conflicts, resolutions, definition/description, chronological sequence).	Writing: Writing Process	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.	2.5 Plan and draft texts, and revise and edit in response to suggestions expressed by others about such aspects as ideas, organization, style, and word choice. 3.7 Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. 7.4 Develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes. Examples include brainstorming, revising with peers, sensitivity to audience, and strategies appropriate for purposes, such as informing, persuading, entertaining, and inspiring. 8.3 Identify and use characteristics of various informational genre (e.g., periodicals, public television programs, textbooks, and encyclopedias) and elements of expository text structure (e.g., organizational patterns, supporting details, and	*Harcourt Index Page R85: Writing Process	*MLPP: Writing *Graphic Organizer *Collins Type 3 to Type 4 Writing	Small Group In a small group use a pocket chart to practice generating ideas, sequencing, and structure ideas.

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Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	CORE	W.SP.04.01 Spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).	Writing: Spelling	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.	2.4 Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling. 3.2 Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver. 8.1 Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate punctuation, grammatical constructions, conventional spelling, and relating in sequence an account of an oral or visual experience.	*Harcourt Index Page R76: Spelling	*MLPP: Hearing and Recording Sounds/Spelling *Harcourt Spelling Test *Collins Type 3 Spelling FCAs	Toss and Spell With a partner students toss a ball back and forth while spelling a word. Continue this process with all spelling words. Rainbow words Using a blank piece of paper the student will write (in large print) a spelling word with a crayon . The students then traces the word with additional colors. While writing and tracing the child is saying the letters and saying the word. Swat Boards The teacher creates a computer key board on a shower curtain liner ore large piece of butcher paper. The students then "swat" their spelling words using a flyswatter. Odd Man Out Spelling.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	CORE	W.HW.04.01 Write neatly and legibly.	Writing: Handwriting	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	2.4 Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling. 3.2 Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver.	*Harcourt Index Page R68: Handwriting and Handwriting Tips	*Upper Elementary D'Nealian Workbook	Sand Trays and Tactile letters These can be used to practice the correct letter formation. Raised line paper This can be used to maintain proper location of letters on paper.
2nd Quarter	NASL	W.AT.04.01 Be enthusiastic about writing and learning to write.	Writing: Writing Attitude	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.	2.1 Write fluently for multiple purposes to produce to produce compositions, such as stories, reports, letters, plays, and explanations of processes.	*Teacher Modeling	*Teacher Observation During Writing Experiences *Harcourt "Thinking About My Reading and Writing"	Group Publishing In a small group write and publish as a group.

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	S.CN.04.02 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes (e.g., community-building, appreciation/invitations, cross-curricular discussions).	Speaking: Speaking Conventions	<p>3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4: All students will use the English language effectively. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 10: All students will apply knowledge, ideas, and</p>	<p>3.2 Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver. 4.1 Describe language patterns used in their spoken, written, and visual communication contexts, such as school, neighborhood sports, children's periodicals, and hobbies. 4.5 Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults, and significant discussions. 6.1 Practice using elements of effective communication to enhance their relationships in their school and communities. Examples include enunciation of terms, use</p>	*Harcourt Index Page R76: Speaking Strategies: Delivery of Oral Presentations, Organization or Oral Communication	*MLPP: Oral Language *Harcourt Presentation Rubric *Harcourt Listening and Speaking Checklist	Role Playing In a small group role play with a teacher directed purpose.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	S.DS.04.02 Discuss narratives (e.g., mystery, myths and legends, tall tales, poetry), conveying the story grammar (i.e., various character roles, plot, story level theme) and emphasizing facial expressions, hand gestures, and body language.	Speaking: Spoken Discourse	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.	1.5 Respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers. 3.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state or country. 3.4 Distinguish between verbal and nonverbal communication, and identify and practice elements of effective listening and speaking. Examples include recognizing the impact of variations of facial expression, posture, and volume on oral communication. 3.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others. 5.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	*Harcourt Index Page R78: Speaking	*Teacher Observation During Literature Discussions *Harcourt Presentation Rubric *Harcourt Listening and Speaking Checklist	Flannel Board In a small group use a flannel board to reenact the story highlights, thoughts, plot, setting, etc. Book Talks and Discussions.

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Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	L.CN.04.02 Listen and interact appropriately and view knowledgeably in small and large group settings.	Listening & Viewing: Conventions	3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.	3.4 Distinguish between verbal and nonverbal communication, and identify and practice elements of effective listening and speaking. Examples include recognizing the impact of variations of facial expression, posture, and volume on oral communication. 12.3 Demonstrate preferences in reading, writing, speaking, listening, viewing, and representing based on aesthetic qualities, and explain their choices.	*Harcourt Index Page R69: Listen Critically	*Teacher Observation During Daily Conversations and Discussions *Harcourt Listening and Speaking Checklist	Think Alouds After listening to a selection the teacher models the think aloud process. After ample practice, allow students to take their turn doing think Alouds.

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
2nd Quarter	NASL	L.RP.04.03 Respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding.	Listening & Viewing: Response	1: All students will read and comprehend general and technical material. 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 9: All students will demonstrate	1.5 Respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers. 2.1 Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes. 3.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state or country. 3.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures. 3.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include communication	*Harcourt Index Page R70: Listening Strategies, Listening to Literature Selections, Literary Response and Analysis	*"Get the Picture" *Response Journals *Literature Circles *Harcourt Listening and Speaking Checklist	Story Map Provide students with a map to be completed as they respond to a text.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	NASL	R.WS.04.03 Automatically recognize frequently encountered words in print, with the number of words that can be read fluently increasing steadily across the school year.	Reading: Word Recognition and Word Study	1: All students will read and comprehend general and technical material.	1.2 Read with developing fluency a variety of texts, such as short stories, novels, poetry, textbooks, menus, periodicals, and reference materials. 1.4 Employ multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues.	*Harcourt Index Page R66: Fluency	*MLPP: Sight Word/Decodable Word List, Word Lists *Fluency Checks *Read Backs	Language Master Record grade level vocabulary on language master cards for independent practice. Book bags/boxes Individual book bags/boxes that contain a large variety of independent level reading materials. Self checking vocabulary cards. Use hot dots to create vocabulary cards that can be used for independent practice.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	R.WS.04.04 Know the meanings of words encountered frequently in grade level reading and oral language contexts.	Reading: Word Recognition and Word Study	1: All students will read and comprehend general and technical material. 4: All students will use the English language effectively.	1.3 Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions. 4.4 Explore how words normally considered synonyms can carry different connotations when used in a variety of spoken and written texts.	*Harcourt Index Page R83: Vocabulary and Concepts	*Harcourt End of Selection Tests *Read Backs *Response Boards/Cards	Language Master Record grade level vocabulary on language master cards for independent practice. Book bags/boxes Individual book bags/boxes that contain a large variety of independent level reading materials. Self checking vocabulary cards. Use hot dots to create vocabulary cards that can be used for independent practice. Power Paks, Vocabulary Picture Cards, Vocabulary Cartoons and Pic-Wizards.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	NASL	R.WS.04.06 Fluently read beginning grade level text and increasingly demanding text as the year proceeds.	Reading: Word Recognition and Word Study	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	1.2 Read with developing fluency a variety of texts, such as short stories, novels, poetry, textbooks, menus, periodicals, and reference materials. 3.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures.	*Harcourt Index Page R61-62: Comprehension R66: Fluency	*MLPP: Oral Reading/Fluency *Harcourt End of Selection Tests *Read Backs	Book Bags/Boxes Individual book bags/boxes filled with books at the students independent reading level. Power Paks and Fluency Builders.

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	R.WS.04.07 Determine the meaning of words and phrases in context (e.g., similes, metaphors, content vocabulary), using strategies and resources (e.g., context clues, semantic feature analysis, thesaurus).	Reading: Word Recognition and Word Study	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4: All students will use the English language effectively. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.	1.4 Employ multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues. 3.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure, discussing with peers, and using context and text structure. 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources. 4.4 Explore how words normally considered synonyms can carry different connotations when used in a variety of spoken and written texts. 7.1 Use a combination of strategies when encountering unfamiliar texts while	*Harcourt Index Pages R59: Vocabulary Skills R60: Authors' Craft R62: Reference Resources	*Vocabulary Response Boards/Cards *Think, Hide, Show	Hot Dots Teacher creates self checking vocabulary cards that can be used independently using hot dots. Recorded vocabulary Teacher records vocabulary and definitions for independent practice.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	R.NT.04.03 Analyze characters' thoughts and motivation through dialogue; various character roles and functions (e.g., hero, villain, narrator); know first person point of view and conflict/resolution.	Reading: Narrative Text	1: All students will read and comprehend general and technical material. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding. 5.2 Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism, and love. 5.3 Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images. 5.5 Describe how characters in literature and other texts form opinions about one another in ways that can be fair and unfair. 8.2 Identify and use elements of various narrative genre and story elements to convey ideas and perspectives. Examples include theme, plot, conflict, and characterization in poetry, drama, story telling, historical fiction, mystery, and fantasy. 8.4 Identify and use aspects	*Harcourt Index Page R60: Point of View	*Response Journals *Collins Type 2 Writing	Readers Theatre Allow students to switch roles in Readers Theatre so they can get a feel for a variety of characters.

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	R.IT.04.03 Explain how authors use appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance understanding of supporting and key ideas.	Reading: Informational Text	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding. 3.7 Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of view, and rich descriptions. 6.3 Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations. 8.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view. 8.5 Describe and analyze	*Harcourt Index Page R76: Research and Information Skills	*Harcourt Practice Book	Post It Notes The student will use post it notes to identify the title, heading, subheading, etc. in a teacher selected book. Select one to discuss the influence it has on understanding.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	R.CM.04.03 Explain oral and written relationships among themes, ideas, and characters within and across texts to create a deeper understanding (e.g., categorize and classify, compare and contrast, draw parallels across time and culture).	Reading: Comprehension	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and	1.5 Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions. 3.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure, discussing with peers, and using context and text structure. 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources. 3.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others. 5.2 Describe and discuss the shared human experiences depicted in	*Harcourt Index Page R62: Comprehension	*MLPP: Comprehension *Graphic Organizer *Collins Type 2 Writing	Venn Diagram In a small group use a Venn diagram to practice compare/contrast between two texts.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	NASL	R.MT.04.02 Plan, monitor, regulate, and evaluate skills, strategies and processes to construct and convey meaning (e.g., use morphemic, syntactical, and semantic knowledge to decode unknown words, use graphic organizers to deepen their understanding of compare and contrast and sequence organizational patterns).	Reading: Metacognition	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.	1.5 Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions. 3.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure, discussing with peers, and using context and text structure. 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources. 7.3 Apply new learning by forming questions and setting learning goals that will aid in self-regulation and reflection on their developing literacy. 10.2 Combine skills to reveal their strengthening	*Harcourt Index Page R81: Thinking	*Graphic Organizers When Needed *Read Backs	Story Map The student will fill in a story map while reading the selection.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	R.CS.04.01 Develop, discuss, and apply individual and shared standards (e.g., student and class created rubrics), and begin to self-assess the quality, accuracy, and relevance of personal or other written text.	Reading: Critical Standard	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.	2.5 Plan and draft texts, and revise and edit in response to suggestions expressed by others about such aspects as ideas, organization, style, and word choice. 3.8 Express their response to oral, visual, written, and electronic texts, and compare their responses to those of others. 6.3 Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations. 6.4 Reveal personal voice by explaining growth in learning and accomplishment through their selection of materials for different purposes and audiences. Examples include portfolios, displays, literacy interviews, and submissions for publications. 7.3 Apply new learning by forming questions and setting learning goals that will aid in self-regulation and reflection on their developing literacy. 12.1 Develop individual	*Harcourt Index Page R77: Writing Rubric	*Collins Type 3 Writing Rubrics *Shared Standards Rubrics	Partner Activity Allow students to work in pairs to assess the quality of their work against the class created rubric.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	NASL	R.A.T.04.01 Be Enthusiastic about reading and learning how to read.	Reading: Reading Attitude	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding. 3.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others.	*Teacher Modeling	*Teacher Observation *AR Record *Harcourt "Thinking About My Reading and Writing"	Book Bags/Boxes Individual book bags/boxes filled with books at the students independent reading level.
3rd Quarter	NASL	R.A.T.04.02 Do substantial reading and writing on their own.	Reading: Reading Attitude			*Teacher Modeling *Open Library Time	*AR Record *Harcourt "Thinking About My Reading and Writing"	Take Home Book Program The teacher creates a system where books can be taken home from the classroom.

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	W.GN.04.03 Write a comparative piece to demonstrate understanding of central ideas and supporting ideas using an effective organizational pattern (e.g., compare and contrast) and a boldface and/or italicized print.	Writing: Writing Genres	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, grammar-to construct and convey meaning. 9: All students will demonstrate understanding of the complexity of enduring	2.1 Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes. 5.2 Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism, and love. 5.3 Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images. 5.4 Describe how various cultures and our common heritage are represented in literature and other texts. 5.5 Describe how characters in literature and other texts form opinions about one another in ways that can be fair and unfair. 7.4 Develop and use a variety of strategies for planning, drafting, revising, and editing different forms or texts for specific purposes. Examples include brainstorming, revising	*Harcourt Index Page R84-85: Writing	*Collins Type 3 Writing *Harcourt Writing Rubric	Template Provide a teacher created template with the components of the rubric.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	W.PR.04.03 Use a variety of drafting techniques when writing an essay with connected, coherent, and mechanically sound paragraphs.	Writing: Writing Process	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.	2.5 Plan and draft texts, and revise and edit in response to suggestions expressed by others about such aspects as ideas, organization, style, and word choice. 3.7 Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. 7.4 Develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes. Examples include brainstorming, revising with peers, sensitivity to audience, and strategies appropriate for purposes, such as informing, persuading, entertaining, and inspiring. 8.1 Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate punctuation, grammatical constructions, conventional spelling, and relating in sequence	*Harcourt Index Page R84-85: Writing	*Collins Type 3 Writing *Harcourt Writing Rubric	Small group In a small group use a student writing to change sentence patterns and lengths. Read it aloud to hear the effects of the changes.

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	W.PR.04.05 Edit and proofread their writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups.	Writing: Writing Process	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.	2.4 Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling. 3.2 Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver. 7.4 Develop and use a variety of strategies for planning, drafting, revising, and editing different forms or texts for specific purposes. Examples include brainstorming, revising with peers, sensitivity to audience, and strategies appropriate for purposes, such as informing, persuading, entertaining, and inspiring. 11.2 Identify and use the kinds of resources that are most useful and most readily available for the particular questions of topics they wish to investigate. Examples	*Harcourt Index Page R84-85: Writing	*MLPP: Writing *Collins Type 3 Writing	Small Group Modeling The teacher models in a small group using a student writing how to improve the writing. Focus on one correction area at a time. Quick Word Books.

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	W.GR.04.01 Use simple and compound sentences, direct and indirect objects, prepositional phrases, adjectives, common and proper nouns as subjects and objects, pronouns as antecedents, regular and irregular verbs; use hyphens between syllables, apostrophes in contractions, and commas in salutations to set off words, phrases, and dialogue; and use quotation marks or italics to identify titles or names.	Writing: Grammar and Usage	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.	2.4 Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling. 3.2 Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver. 8.1 Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate punctuation, grammatical constructions, conventional spelling, and relating in sequence an account of an oral or visual experience.	*Harcourt Index Page R67: Grammar	*MLPP: Writing *Daily Oral Language *Harcourt Practice Book *Collins Writing FCAs *Harcourt Writing Rubric	Small Group In a small group use a simple teacher created paragraph to practice adding adjectives to enhance the meaning of the text. Discuss the changes on the meaning. 6 Traits Conventions.

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	W.SP.04.01 Spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).	Writing: Spelling	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.	2.4 Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling. 3.2 Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver. 8.1 Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate punctuation, grammatical constructions, conventional spelling, and relating in sequence an account of an oral or visual experience.	*Harcourt Index Page R78: Spelling Skills	*MLPP: Hearing and Recording Sounds/Spelling *Harcourt Spelling Test *Collins Writing Spelling FCAs	Toss and Spell With a partner students toss a ball back and forth while spelling a word. Continue this process with all spelling words. Rainbow words Using a blank piece of paper the student will write (in large print) a spelling word with a crayon . The students then traces the word with additional colors. While writing and tracing the child is saying the letters and saying the word. Swat Boards The teacher creates a computer key board on a shower curtain liner ore large piece of butcher paper. The students then "swat" their spelling words using a flyswatter. Odd Man Out Spelling.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	CORE	W.HW.04.01 Write neatly and legibly.	Writing: Handwriting	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	2.4 Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling. 3.2 Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver.	*Harcourt Index Page 68: Handwriting and Handwriting Tips	*Upper Elementary D'Nealian Workbook	Sand Trays and Tactile letters These can be used to practice the correct letter formation. Raised line paper This can be used to maintain proper location of letters on paper.
3rd Quarter	NASL	W.AT.04.01 Be enthusiastic about writing and learning to write.	Writing: Writing Attitude	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.	2.1 Write fluently for multiple purposes to produce to produce compositions, such as stories, reports, letters, plays, and explanations of processes.	*Teacher Modeling	*Teacher Observation *Harcourt "Thinking About My Reading and Writing"	Group Publishing In a small group write and publish as a group.

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	NASL	S.CN.04.03 Make presentations or reports in standard American English if it is their first language. (Students whose first language is not English will present their work in their developing version of standard American English.)	Speaking: Speaking Conventions	3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.	5.4 Distinguish between verbal and nonverbal communication, and identify and practice elements of effective listening and speaking. Examples include recognizing the impact of variations of facial expression, posture, and volume on oral communication. 6.1 Practice using elements of effective communication to enhance their relationships in their school and communities. Examples include enunciation of terms, use of humor, and use of emphasis. 8.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view. 11.4 Using multiple media, develop and present a short presentation to communicate conclusions based on the investigation of an issue or problem.	*Harcourt Index Page R78: Speaking	*Harcourt Presentation Rubric *Harcourt Listening and Speaking Checklist	Recording The student can record the presentation. The teacher and student can then listen and make adjustments where necessary. Another recording can then be made with the adjustments or the student may elect to practice the presentation without an additional recording.

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Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	NASL	S.DS.04.03 Respond to multiple text types by reflecting, making connections, taking a position and sharing understandings.	Speaking: Spoken Discourse	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts. 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others. 12: All students will develop and apply personal, shared, and academic criteria for the	1.5 Respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers. 3.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state or country. 3.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures. 3.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure, discussing with peers, and using context and	*Harcourt Index Page R78: Speaking	*Teacher Observation During Daily Literature Experiences *Response Journals *Harcourt Presentation Rubric *Harcourt Listening and Speaking Checklist	Partner Activity With a partner read a teacher selected text/selection. After reading independently take a position, make connections and reflect on the piece. Once completed, share with each other.

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	NASL	L.CN.04.03 Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.	Listening & Viewing: Conventions	3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4: All students will use the English language effectively. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.	5.2 Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver. 3.4 Distinguish between verbal and nonverbal communication, and identify and practice elements of effective listening and speaking. Examples include recognizing the impact of variations of facial expression, posture, and volume on oral communication. 4.2 Describe how features of English, such as language patterns and spelling, vary over time and from place to place and how they affect meaning in formal and informal situations. An example is exploring regional language variations in the United States. 6.1 Practice using elements of effective communication to enhance their relationships in their school and communities.	*Harcourt Index Page R70: Verbal and Nonverbal Communication	*MLPP: Oral Language *Teacher Observation During Daily Conversations and Discussions *Harcourt Listening and Speaking Checklist	Small group In a small group, view a presentation with the purpose of identifying the verbal and nonverbal strategies used by the presenter. Categorize the 2 types of strategies. Discuss their impact on the presentation.

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Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
3rd Quarter	NASL	L.RP.04.04 Combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then giving an opinion orally).	Listening & Viewing: Response	3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts. 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.	3.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state or country. 3.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures. 9.3 Use conclusions based on their understanding of differing views presented in text to support a position. 10.2 Combine skills to reveal their strengthening literacy. Examples include writing and illustrating a text, reading and then orally analyzing a text, and listening to and then summarizing a presentation.	*Harcourt Index Page R69-70: Listening and Speaking	*Journals - Type 2 *Harcourt Listening and Speaking Checklist	Template Provide the student with a teacher created template for taking notes while listening. The student will then use the template to organize their thoughts while responding orally.

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Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	NASL	R.WS.04.03 Automatically recognize frequently encountered words in print, with the number of words that can be read fluently increasing steadily across the school year.	Reading: Word Recognition and Word Study	1: All students will read and comprehend general and technical material.	1.2 Read with developing fluency a variety of texts, such as short stories, novels, poetry, textbooks, menus, periodicals, and reference materials. 1.4 Employ multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues.	*Harcourt Index Page R66: Fluency	*MLPP: Sight Word/Decodable Word List, Word Lists *Fluency Checks *Read Backs	Language Master Record grade level vocabulary on language master cards for independent practice. Book bags/boxes Individual book bags/boxes that contain a large variety of independent level reading materials. Self checking vocabulary cards. Use hot dots to create vocabulary cards that can be used for independent practice. Power Paks.

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Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	NASL	R.WS.04.06 Fluently read beginning grade level text and increasingly demanding text as the year proceeds.	Reading: Word Recognition and Word Study	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	1.2 Read with developing fluency a variety of texts, such as short stories, novels, poetry, textbooks, menus, periodicals, and reference materials. 3.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures.	*Harcourt Index Page R61-62: Fluency R66: Comprehension	*MLPP: Oral Reading/Fluency *Harcourt End of Selection Tests *Read Backs	Book Bags/Boxes Individual book bags/boxes filled with books at the students independent reading level. Power Paks.

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Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	CORE	R.NT.04.04 Explain how authors use literary devices (i.e., flash forward, flashback, simile) to depict time, setting, conflicts, and resolutions that enhance the plot and create suspense across a variety of texts.	Reading: Narrative Text	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling,	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding. 3.7 Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of view, and rich descriptions. 5.5 Describe how characters in literature and other texts form opinions about one another in ways that can be fair and unfair. 6.3 Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations. 8.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues,	*Harcourt Index Page R59-60: Authors' Craft	*Collins Type 2 Writing *Response Boards/Cards	Visual Representation In a small group create a visual that has the categories flash forward,, flashback and simile. As texts are read, add examples to each of these categories and indicate the impact of the literary device on the story.

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Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	CORE	R.CM.04.04 Apply significant knowledge from what is read in grade level science and social studies texts.	Reading: Comprehension	1: All students will read and comprehend general and technical material. 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others. 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding. 5.3 Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images. 5.4 Describe how various cultures and our common heritage are represented in literature and other texts. 5.5 Describe how characters in literature and other texts form opinions about one another in ways that can be fair and unfair. 8.3 Identify and use characteristics of various informational genre (e.g., periodicals, public television programs, textbooks, and encyclopedias) and elements of expository text structure (e.g., organizational patterns, supporting details, and major ideas) to convey ideas. 10.3 Use oral, written, and visual texts to research how	*Harcourt Index Page R63: Content Areas: Science and Social Studies	*MLPP: Oral Language *Science and Social Studies Assessments	Recordings The teacher records the science and social studies selections for below grade level reads so their understanding can be maximized during independent reading.

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Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	NASL	R.MT.04.01 Independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretive discussions (e.g., predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again inferring, summarizing).	Reading: Metacognition	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts. 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.	1.5 Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions. 3.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure, discussing with peers, and using context and text structure. 7.3 Apply new learning by forming questions and setting learning goals that will aid in self-regulation and reflection on their developing literacy. 9.2 Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts. 9.3 Use conclusions based on their understanding of differing views presented in text to support a position. 10.2 Combine skills to reveal their	*Harcourt Index Page R81: Thinking	*MLPP: Oral Reading/Fluency *Graphic Organizers When Needed *Read Backs	Post It Notes Students use post it notes to summarize at the end of each paragraph/page. These summaries can be used to organize thoughts.

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	CORE	R.CS.04.01 Develop, discuss, and apply individual and shared standards (e.g., student and class created rubrics), and begin to self-assess the quality, accuracy, and relevance of personal or other written text.	Reading: Critical Standards	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.	2.5 Plan and draft texts, and revise and edit in response to suggestions expressed by others about such aspects as ideas, organization, style, and word choice. 3.8 Express their response to oral, visual, written, and electronic texts, and compare their responses to those of others. 6.3 Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations. 6.4 Reveal personal voice by explaining growth in learning and accomplishment through their selection of materials for different purposes and audiences. Examples include portfolios, displays, literacy interviews, and submissions for publications. 7.3 Apply new learning by forming questions and setting learning goals that will aid in self-regulation and reflection on their developing literacy. 12.1 Develop individual	*Harcourt Index Page R77: Writing Rubrics R78: Standards	*Collins Type 3 Writing *Shared Standards Rubric	Partner Activity Allow students to work in pairs to assess the quality of their work against the class created rubric.

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Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	NASL	R.A.T.04.01 Be Enthusiastic about reading and learning how to read.	Reading: Reading Attitude	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding. 3.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others.	*Teacher Modeling	*AR Quizzes *Teacher Observation *Harcourt "Thinking About My Reading and Writing"	Book Bags/Boxes Individual book bags/boxes filled with books at the students independent reading level.
4th Quarter	NASL	R.A.T.04.02 Do substantial reading and writing on their own.	Reading: Reading Attitude			*Teacher Modeling *Open Library	*AR Quizzes *Teacher Observation *Harcourt "Thinking About My Reading and Writing"	Take Home Book Program The teacher creates a system where books can be taken home from the classroom.

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Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	NASL	W.GN.04.04 Use the writing process to produce and present a research project using a teacher-approved topic—finding and narrowing research questions—using a variety of resources—taking notes—organizing relevant information to draw conclusions.	Writing: Writing Genres	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others. 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.	2.1 Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes. 3.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources. 7.4 Develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes. Examples include brainstorming, revising with peers, sensitivity to audience, and strategies appropriate for purposes, such as informing, persuading, entertaining, and inspiring. 10.2 Combine skills to reveal their strengthening literacy. Examples include writing and illustrating a text, reading and then orally analyzing a text, and listening to and then summarizing a presentation. 10.3 Use	*Harcourt Index Page R85: Writing Process: Research Project	*Research Project Rubric *Science Fair *Harcourt Writing Rubric	Teacher Support The student will work with the teacher to narrow the research questions. The teacher will direct the student to appropriate resources and provide the student with a template to complete the project.

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	CORE	W.PR.04.04 Constructively and specifically respond orally to the writing of others by identifying sections of the text to improve organization (e.g., rearranging paragraphs and/or sequence, relating main and supporting ideas, using comparative transitions).	Writing: Writing Process	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.	2.5 Plan and draft texts, and revise and edit in response to suggestions expressed by others about such aspects as ideas, organization, style, and word choice. 3.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures. 3.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure, discussing with peers, and using context and text structure. 3.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others. 7.4 Develop and use a variety of strategies for planning,	*Harcourt Index Page R76: Respond to Literature, Writing R84: Evaluation	*Peer Evaluation Rubric *Transparencies of Student Writing *MEAP Peer Editing *Harcourt Writing Rubric	Small Group In a small group the teacher use a student writing to be analyzed. As the students view the writing the teacher directs them to areas to focus on for correction (sequence, comparative transitions, etc.)

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	CORE	W.PS.04.01 Exhibit individual style and voice to enhance the written message (e.g., in narrative text: strong verbs, figurative language, sensory images; in informational text: precision, established importance, transitions).	Writing: Personal Style	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4: All students will use the English language effectively. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.	2.2 Recognize and use authors' techniques in composing their own texts. Examples include effective introductions and conclusions, different points of view, grammatical structure, and appropriate organization. 3.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures. 3.7 Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of view, and rich descriptions. 4.5 Recognize and use language appropriate for varied contexts and purposes. Examples include community	*Harcourt Index Page R84-85: Writing	*MLPP: Writing *Collins Writing FCAs *6 Traits Writing Rubric *Harcourt Writing Rubric	Partners Students work together to enhance each other's written message. 6 Traits Writing: Voice.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	CORE	W.GR.04.01 Use simple and compound sentences, direct and indirect objects, prepositional phrases, adjectives, common and proper nouns as subjects and objects, pronouns as antecedents, regular and irregular verbs; use hyphens between syllables, apostrophes in contractions, and commas in salutations to set off words, phrases, and dialogue; and use quotation marks or italics to identify titles or names.	Writing: Grammar and Usage	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.	2.4 Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling. 3.2 Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver. 8.1 Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate punctuation, grammatical constructions, conventional spelling, and relating in sequence an account of an oral or visual experience.	*Harcourt Index Page R67: Grammar	*MLPP: Writing *Daily Oral Language *Harcourt Practice Books *Collins Writing FCAs *Harcourt Writing Rubric	Small Group In a small group use a simple teacher created paragraph to practice adding adjectives to enhance the meaning of the text. Discuss the changes on the meaning.

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		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	CORE	W.HW.04.01 Write neatly and legibly.	Writing: Handwriting	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.	2.4 Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling. 3.2 Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver.	*Harcourt Index Page R68: Handwriting and Handwriting Tips	*Upper Elementary D'Nealian Workbook	Sand Trays and Tactile letters These can be used to practice the correct letter formation. Raised line paper This can be used to maintain proper location of letters on paper.
4th Quarter	NASL	W.AT.04.01 Be enthusiastic about writing and learning to write.	Writing: Writing Attitude	2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.	2.1 Write fluently for multiple purposes to produce to produce compositions, such as stories, reports, letters, plays, and explanations of processes.	*Teacher Modeling	*Teacher Observation *Harcourt "Thinking About My Reading and Writing"	Group Publishing In a small group write and publish as a group.

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Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	NASL	S.CN.04.04 Be aware that language differs from region to region of the country and as a function of linguistic and cultural group membership. (They can provide examples of language differences in the United States.)	Speaking: Speaking Conventions	3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.	5.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures. 3.4 Distinguish between verbal and nonverbal communication, and identify and practice elements of effective listening and speaking. Examples include recognizing the impact of variations of facial expression, posture, and volume on oral communication. 6.1 Practice using elements of effective communication to enhance their relationships in their school and communities. Examples include enunciation of terms, use of humor, and use of emphasis. 11.4 Using multiple media, develop and present a short presentation to communicate conclusions based on the investigation of a social problem.	*Harcourt Diversity Literature Selections	*Teacher Observation During Classroom Discussions and Conversations *Harcourt Listening and Speaking Checklist	Video Provide students with opportunities to view video clips from different regions of the country that show language differences. Students record their observations in a journal.

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	NASL	S.DS.04.04 Plan and deliver presentations or reports focusing on a key question using an informational organizational pattern (e.g., descriptive, problem/solution, cause and effect), supportive facts, and details reflecting and emphasizing facial expressions, hand gestures, and body language.	Speaking: Spoken Discourse	1: All students will read and comprehend general and technical material. 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others. 11: All students will define and investigate important issues and problems using a variety of resources,	1.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding. 3.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state or country. 3.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures. 6.4 Reveal personal voice by explaining growth in learning and accomplishment through their selection of materials for different purposes and audiences. Examples include portfolios, displays, literacy interviews, and	*Harcourt Index Page R78: Speaking Strategies	*Oral Presentation Rubric *Harcourt Listening and Speaking Checklist	Template Provide students with a template to organize their presentation. Allow for video taping of the presentation where the student can focus on facial expressions, hand gestures, and body language. After viewing the video tape, adjustments can be made to the presentation.

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Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	NASL	L.CN.04.04 Recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, flatter, explain, dare) in focusing attention on events and in shaping opinions.	Listening & Viewing: Conventions	3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4: All students will use the English language effectively. 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience. 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.	5.2 Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver. 4.5 Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults, and significant others. 6.1 Practice using elements of effective communication to enhance their relationships in their school and communities. Examples include enunciation of terms, use of humor, and use of emphasis. 10.3 Use oral, written, and visual texts to research how individuals have had an impact on people in their community and their nation. Examples include creating texts to inform	*Harcourt Index Page R60: Author's Craft R70: Listening: Communication Skills	*Teacher Observation During Daily Conversations and Discussions *Harcourt Listening and Speaking Checklist	Role Play In a small group the teacher will do several mini presentations where the students will categorize the presentations on a teacher made organizer. After the presentations, they will justify the placements.

Fourth Grade

Marion Public Schools ELA Curriculum Alignment

		GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	SUPPLEMENTAL MATERIALS AND STRATEGIES
4th Quarter	NASL	L.RP.04.05 Summarize the major ideas and evidence presented in spoken messages and formal presentations.	Listening & Viewing: Response	3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts. 4: All students will use the English language effectively. 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning. 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts. 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others. 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their	3.9 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures. 3.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others. 4.5 Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults, and significant discussions. 8.1 Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate punctuation, grammatical constructions,	*Harcourt Index Page R70: Listening Comprehension	*"Get the Picture" *Response Journaling *Think and Respond *Harcourt Listening and Speaking Checklist	Audio Presentations Provide students with the opportunity to listen to spoken messages and informal presentations with a teacher created template to fill in while listening.