

Priority Code
 E = Essential
 I = Important
 C = Compact

Outcome Code
 G = Cognition
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 S = Critical Stance
 N = Connections

4th Grade English Language Arts Prioritized Curriculum



Goals and Objectives	Priority	Time	Outcome	Essential Questions	Suggested Reading and Writing Activities	Resources	Assessments
Goal 1: The learner will apply enabling strategies and skills to read and write.					Objectives are developed through shared reading and writing, guided reading and writing and teacher modeling (including read alouds).		
1.01 Use word identification strategies appropriately and automatically when encountering unknown words (graphophonic, syntactic, semantic).	E	On-going	G	How do I figure out what an unfamiliar word means?	Teach context clues, base words, and decoding skills	<ul style="list-style-type: none"> ■ Blast off – Lesson 1 ■ Spelling book 	<ul style="list-style-type: none"> ■ Quizzes ■ Blast off practice selection for Lesson 1 ■ Wordly wise
1.02 Infer word meanings from taught roots, prefixes, and suffixes to decode words in text to assist comprehension.	E	On-going	G I	How can I use prefixes and root words to figure out words I don't know?	Practice using common prefixes and suffixes.	<ul style="list-style-type: none"> ■ Blast off – Lesson 2 ■ Spelling book ■ Teacher made games and activities ■ Reading Book Harcourt collections workbook 	<ul style="list-style-type: none"> ■ Teacher made tests ■ Wordly wise ■ Spelling tests ■ Blast off Lesson 2 practice selection
1.03 Identify key words and discover their meanings and relationships through a variety of strategies.	E	On-going	G I	What are the key words?	<ul style="list-style-type: none"> ■ Use contextual clues ■ Main Idea worksheets ■ Teacher made activities to focus on key words 	<ul style="list-style-type: none"> ■ Blast off – Lesson 1 – tip 9 & Lesson 6 ■ Reading book Harcourt collections vocabulary workshop 	<ul style="list-style-type: none"> ■ Teacher made tests ■ Basal reading tests ■ AR tests
1.04 Increase reading and writing vocabulary through: <ul style="list-style-type: none"> ■ wide reading. ■ word study. ■ knowledge of homophones, synonyms, antonyms, homonyms. ■ writing process elements. ■ writing as a tool for learning. ■ seminars. ■ book clubs. ■ discussions. ■ examining the author's craft. 	E	On-going	G I	How can I improve my reading and writing vocabulary?	<ul style="list-style-type: none"> ■ Teach synonyms, antonyms, homonyms, and homophones. ■ Teach writing process elements. ■ Use thinking map ■ Literature Circles 	<ul style="list-style-type: none"> ■ Spelling book (unit 5) ■ Blast off – Lesson 1 ■ Reading book ■ Harcourt ■ DPI website 	<ul style="list-style-type: none"> ■ Teacher made tests ■ Basal reading tests ■ AR tests ■ Written narratives

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4th Grade English Language Arts Prioritized Curriculum



Goals and Objectives	Priority	Time	Outcome	Essential Questions	Suggested Reading and Writing Activities	Resources	Assessments
1.05 Use word reference materials (E.g., glossary, dictionary, thesaurus) to identify and comprehend unknown words.	C	On-going	G	How do I use glossaries, dictionaries, etc. to pronounce, spell, and understand words?	<ul style="list-style-type: none"> ■ DRTA – (Directed Reading and Thinking Activity) ■ Dictionary and glossary practice activities ■ Paired shares from focus-learning 	<ul style="list-style-type: none"> ■ Wordly Wise ■ Blast off 	Teacher-made test
1.06 Read independently daily from self-selected materials (consistent with the student's independent reading level) to: <ul style="list-style-type: none"> ■ increase fluency. ■ build background knowledge. ■ expand vocabulary. 	C	On-going		How can I improve my reading ability?	<ul style="list-style-type: none"> ■ K-W-L Charts ■ Graphic organizers ■ Independent reading time ■ Read to obtain AR reading goals with rewards ■ Dioramas 	<ul style="list-style-type: none"> ■ Classroom Library ■ School and Public Library ■ AR suggested goal chart 	<ul style="list-style-type: none"> ■ AR tests ■ Teacher observation ■ Individual projects

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4th Grade English Language Arts Prioritized Curriculum



Goals and Objectives	Priority	Time	Outcome	Essential Questions	Suggested Reading and Writing Activities	Resources	Assessments
Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.					Objectives are developed through shared reading and writing, guided reading and writing and teacher modeling (including read alouds).		
2.01 Use metacognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., reread the text, consult other sources, ask for help, paraphrase, question).	E	On-going	G I S	What strategies can I use to understand what I read?	<ul style="list-style-type: none"> ■ Teach reading strategies: reread text, skim, summarizing, ask for help, paraphrasing and questioning. ■ Graphic organizer ■ Literature Circles ■ Paideio ■ Paired –shared ■ Build background knowledge 	<ul style="list-style-type: none"> ■ Blast off ■ Class novels ■ NCDPI testlets 	<ul style="list-style-type: none"> ■ AR Tests ■ Tests on novels ■ Narrative retelling ■ Rubrics to assess graphic organizers
2.02 Interact with the text before, during, and after reading, listening, and viewing by: <ul style="list-style-type: none"> ■ setting a purpose using prior knowledge. ■ making predictions. ■ formulating questions. ■ locating relevant information. ■ making connections with previous experiences, information, and ideas. 	I	Weekly – all year	N S G	How can I set a purpose for the book I choose to read?	<ul style="list-style-type: none"> ■ K-W-L Chart ■ Prediction Charts ■ Hook-n-Link from focus learning ■ Numbered Heads - #1 tells his purpose then #2 	<ul style="list-style-type: none"> ■ Reading Basal ■ Classroom and School Library ■ Newspapers and magazines 	<ul style="list-style-type: none"> ■ Student made Rubric ■ Conferences
2.03 Read a variety of texts, including: <ul style="list-style-type: none"> ■ fiction (legends, novels, folklore, science fiction). ■ nonfiction (autobiographies, informational books, diaries, journals). ■ poetry (concrete, haiku). ■ drama (skits, plays). 	I	On-going	G I N S	What different genres can I read to improve my reading comprehension?	<ul style="list-style-type: none"> ■ Literature Circles ■ Reader's theater ■ Genre Chart - Phase II Writing 	<ul style="list-style-type: none"> ■ Classroom and School Library ■ Teacher provided materials ■ Guest speakers: Storytellers, etc. ■ Blast off ■ Reading Basal 	<ul style="list-style-type: none"> ■ Completed Genre Chart – Phase II Writing ■ AR Tests

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Goals and Objectives	Priority	Time	Outcome	Essential Questions	Suggested Reading and Writing Activities	Resources	Assessments
2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the: <ul style="list-style-type: none"> ■ plot. ■ theme. ■ main idea and supporting details. ■ author's choice of words. 	E	On-going	I S N G	What strategies do I use to find: <ul style="list-style-type: none"> ■ plot? ■ theme? ■ main idea & supporting details? ■ author's choice of words? 	<ul style="list-style-type: none"> ■ Graphic Organizers ■ Develop story maps ■ Story-o-gram in Writing Phase I 	<ul style="list-style-type: none"> ■ Focus Learning Literary section ■ Phase I Writing ■ Write From the Beginning mini-lessons 	<ul style="list-style-type: none"> ■ EOG strategic questions ■ Graphic Organizer Rubrics ■ AR Tests
2.05 Make inferences, draw conclusions, make generalizations, and support by referencing the text.	E	Daily	I N	How do I use the text to... <ul style="list-style-type: none"> ■ make inferences? ■ draw conclusions? ■ make generalizations? 	<ul style="list-style-type: none"> ■ Literature Circles ■ Class Discussion ■ Read aloud ■ Independent reading ■ Prediction Charts 	<ul style="list-style-type: none"> ■ Blast off ■ S.T.A.R.S. & C.A.R.S. ■ Competitive Edge ■ Coach 	<ul style="list-style-type: none"> ■ Blast off practice sections ■ Write for Beginning Rubrics ■ AR Tests
2.06 Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas.	C	On-going	G I	How do I summarize what I read?	<ul style="list-style-type: none"> ■ Response journals ■ Sequencing activities ■ Use 1st, next, & last to organize what they remember. ■ Flow maps 	<ul style="list-style-type: none"> ■ Focus Learning materials ■ Blast off 	<ul style="list-style-type: none"> ■ Ticket out the Door and Important Things ■ Strategy from Focused Learning ■ Conferences
2.07 Determine usefulness of information and ideas consistent with purpose	C	Weekly	I N	How do I decide which information I use from a text?	<ul style="list-style-type: none"> ■ Use strategies for understanding meaning ■ Use thinking maps to determine usefulness of information 	<ul style="list-style-type: none"> ■ Blast off ■ Focused Learning 	<ul style="list-style-type: none"> ■ Teacher made tests ■ Conferences
2.08 Verify the meaning or accuracy of the author's statement(s) by referencing the text of other resources.	I	Occasio	S N	How can I validate the accuracy of an author's statement?	<ul style="list-style-type: none"> ■ Use think alouds ■ Graphic Organizers 	Use Reference Resources to check information (Encyclopedias, Atlases, Field guides, Dictionaries)	Teacher made Rubrics
2.09 Listen actively by: <ul style="list-style-type: none"> ■ asking question. ■ paraphrasing what was said. ■ interpreting speaker's verbal and nonverbal messages. ■ interpreting speaker's purposes and/or intent. 	I	Daily	I	How can I comprehend the author's message?	<ul style="list-style-type: none"> ■ Paraphrasing ■ Q-A-R ■ Construct graphic organizers 	<ul style="list-style-type: none"> ■ Blast off – lesson 14 ■ Focused Learning 	<ul style="list-style-type: none"> ■ Conferences ■ Teacher made Rubrics

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4th Grade English Language Arts Prioritized Curriculum



Goals and Objectives	Priority	Time	Outcome	Essential Questions	Suggested Reading and Writing Activities	Resources	Assessments
Goal 3: The learner will make connections with text through the use of oral language, written language, and media and technology.					Objectives are developed through shared reading and writing, guided reading and writing and teacher modeling (including read alouds).		
3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> ■ analyzing the impact of authors' word choice and context. ■ examining the reasons for characters' action ■ identifying and examining characters' motives ■ considering a situation or problem from different character's point of view. 	E	Daily	N	How do I respond to text after identifying a character's motives?	Learning Logs to write summaries and reflections that include: <ul style="list-style-type: none"> ■ impact of author's word choice ■ reasons for character's actions ■ different point of view ■ examine character's motives 	<ul style="list-style-type: none"> ■ Blast off ■ Focused Learning 	<ul style="list-style-type: none"> ■ NC Writing Rubric for open-ended and narrative writing ■ Conferences
3.02 Analyze characters, events, and plots from different selections and cite supporting evidence.	E	Daily	N S	How do I analyze the story elements of a text?	<ul style="list-style-type: none"> ■ Compare/contrast activities ■ Venn Diagrams ■ Cause and Effect 	<ul style="list-style-type: none"> ■ Thinking Maps ■ Graphic Organizers in Focused Learning 	<ul style="list-style-type: none"> ■ Oral questioning ■ Narrative Retelling Rubric ■ Conferences
3.03 Consider the ways language and visuals bring characters to life, enhance plot development, and produce a response.	C	Daily	I N	How did the author use language and pictures to enhance the plot of a story?	<ul style="list-style-type: none"> ■ Use narrative writing strategies ■ Provide writing prompts ■ Character maps and story frames 	<ul style="list-style-type: none"> ■ Write From the Beginning ■ Focused Learning ■ Blast off ■ Magazines ■ Picture books 	<ul style="list-style-type: none"> ■ Teacher observations ■ Completed graphic organizers ■ Writing products
3.04 Make informed judgments about television and film/video productions.	C	Occasional	I N	How does film/video relate to literature?	<ul style="list-style-type: none"> ■ Students illustrate scenes from a story then compare to movie ■ Compare/contrast book with movie 	<ul style="list-style-type: none"> ■ Media Center ■ Videos of books and corresponding books ■ Graphic Organizers 	<ul style="list-style-type: none"> ■ Completed organizers ■ Classroom discussion ■ Observation

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Goals and Objectives	Priority	Time	Outcome	Essential Questions	Suggested Reading and Writing Activities	Resources	Assessments
3.05 Integrate information from two or more sources to expand understanding of text.	C	On-going	NS	How can I better understand the text by using different sources?	<ul style="list-style-type: none"> ■ Students write newspaper articles based on books read ■ Let students critique book read ■ Use Paired-Shared 	<ul style="list-style-type: none"> ■ Newspapers ■ Magazines ■ Focused Learning Graphic Organizers 	<ul style="list-style-type: none"> ■ Student products ■ Completed organizers
3.06 Conduct research for assigned projects or self-selected projects (with assistance) from a variety of sources through the use of technological and informal tools (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).	C	Occasional		What sources can I use to research a project?	Supply topic for students to research using different sources, i.e., people, Internet, encyclopedia, etc.	<ul style="list-style-type: none"> ■ Computer ■ Reference books in School and Classroom Library ■ Members of community 	<ul style="list-style-type: none"> ■ Product Rubric ■ Project evaluation

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4th Grade English Language Arts Prioritized Curriculum



Goals and Objectives	Priority	Time	Outcome	Essential Questions	Suggested Reading and Writing Activities	Resources	Assessments
Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.					Objectives are developed through shared reading and writing, guided reading and writing and teacher modeling (including read alouds).		
4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression demonstrating an awareness of volume and pace.	C	Daily	G	What should I do to make reading aloud more interesting to an audience?	<ul style="list-style-type: none"> ■ Readers theater ■ Shared reading ■ Popcorn reading ■ Choral reading ■ Tape record reading 	<ul style="list-style-type: none"> ■ Tape recorders ■ Basal Reader ■ Modeling ■ Classroom Library 	<ul style="list-style-type: none"> ■ Audience reaction ■ Student self-evaluation of tape recorder reading
4.02 Use oral and written language to: <ul style="list-style-type: none"> ■ present information and ideas in a clear, concise manner. ■ discuss. ■ interview. ■ solve problems ■ make decisions. 	I	On-going	G	How can I use oral and/or written language to: <ul style="list-style-type: none"> ■ present information clearly? ■ discuss? ■ interview? ■ solve problem? ■ make decisions? 	<ul style="list-style-type: none"> ■ Teach student the NC Writing Rubric and to score papers ■ Group and individual presentations 	<ul style="list-style-type: none"> ■ Phase III Writing ■ Think Maps ■ Write From the Beginning ■ Modeling oral presentation techniques 	<ul style="list-style-type: none"> ■ Writing Rubric ■ Completed project
4.03 Make oral and written presentations using visual aids with an awareness of purpose and audience.	C	Occasional		How do I use drawing and pictures to help me make oral or written report?	Read variety of picture books and discuss impact of illustrations	<ul style="list-style-type: none"> ■ PowerPoint ■ Picture books from library ■ <u>Yo! Yes?</u> By Chris Raschka 	Project presentation
4.04 Share self-selected texts from a variety of genres (e.g., poetry, letters, narratives, essays, presentations).	C	Occasional		What are some ways I can share my writing?	<ul style="list-style-type: none"> ■ Teach variety of genre (poetry, letters, essays) ■ Provide variety of prompts 	<ul style="list-style-type: none"> ■ Reading Anthologies ■ Reading Basal 	<ul style="list-style-type: none"> ■ Write From the Beginning Rubric ■ NC Writing Rubric
4.05 Use planning strategies to generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion).	E	Daily	G I	What strategy will I use to plan my story?	<ul style="list-style-type: none"> ■ Brainstorming ■ Mapping ■ Webbing ■ Discussion ■ Organizers ■ Thinking Maps 	<ul style="list-style-type: none"> ■ Focused Learning ■ Write From the Beginning ■ Thinking Maps ■ Phase I & II Writing 	Finished products

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4.06 Compose a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details by using preliminary plans.	E	Often – daily	G I	How do I transform my plan to a rough draft?	<ul style="list-style-type: none"> Model (often) generating a rough draft from a plan Practice generating details to support their topic Reverse – Mapping 	<ul style="list-style-type: none"> Write From the Beginning Phase I & II Writing 	Individual teacher/student conferencing
4.07 Compose fiction, nonfiction, poetry, and drama using self-selected and assigned topics and forms (e.g., personal and imaginative narratives, research reports, diaries, journals, logs, rules, instructions).	E	Daily	G I S N	How do I write in different genre using self-selected and assigned topics?	<ul style="list-style-type: none"> Use brainstorming strategies Publish writings and share with younger students Author's chair Provide variety of prompts Display writings throughout school 	<ul style="list-style-type: none"> Write From the Beginning Variety of genre materials 	<ul style="list-style-type: none"> NC Rubrics Conferences Audience reaction
4.08 Focus revision on a specific element such as: <ul style="list-style-type: none"> word choice. sequence of events and ideas. transitional words. sentence patterns. 	E	Daily	G I S N	How do I edit my paper?	<ul style="list-style-type: none"> Teach proofreading skills Read backwards Mumbling together M & M Punctuation 	<ul style="list-style-type: none"> Phase I Writing Materials – The Conventions Section Great Grammar Adventure (WRESA) 	<ul style="list-style-type: none"> Teacher made rubric to assess final product Worksheets and tests
4.09 Produce work that follows the conventions of particular genres (e.g., personal and imaginative narrative, research reports, learning logs, letters of request. Letters of complaint).	E	Daily	I G S N	How do I write to a particular genre?	<ul style="list-style-type: none"> Teach models different genre techniques Provide variety of prompts or topics selected from different genres 	<ul style="list-style-type: none"> Write From the Beginning Phase I & II Writing Local newspaper Reference materials 	<ul style="list-style-type: none"> Teacher made rubric for finished product Unassisted writings from prompts
4.10 Use technology as a tool to gather, organize, and present information.	C	Weekly	N	How do I use technology to help me compose a paper?	<ul style="list-style-type: none"> Use AlphaSmart to compose stories Use computer programs to practice the stages of writing 	<ul style="list-style-type: none"> Computer for: Microsoft Word Microsoft Works AlphaSmart Computer Lab 	Class presentations

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Goal 5: The learner will apply grammar and language conventions to communicate effectively.					Objectives are developed through shared reading and writing, guided reading and writing and teacher modeling (including read alouds).		
5.01 Use correct capitalization (e.g., names of languages, nationalities, musical compositions) and punctuation (e.g., commas in a series, commas in direct address, commas and quotation marks in dialogue, apostrophes in possessives).	E	Daily	G	How do I capitalize and punctuate correctly?	<ul style="list-style-type: none"> ■ D.O.L. (Daily Oral Language) ■ Present grammar mini-lessons ■ X-tra practice worksheets 	<ul style="list-style-type: none"> ■ Daily Oral Language ■ Language books 	<ul style="list-style-type: none"> ■ Student edited works ■ Graded worksheets
5.02 Demonstrate understanding in speaking and writing by appropriate usage of: <ul style="list-style-type: none"> ■ pronouns. ■ subject/verb agreement. ■ verb tense consistency. ■ subject consistency. 	E	On-going	G	How do I appropriately use... <ul style="list-style-type: none"> ■ pronouns? ■ subject/verb agreement? ■ verb tense? ■ subject consistency? 	<ul style="list-style-type: none"> ■ Edit with a partner ■ Proofreading strategies ■ Mini-lessons form Write From the Beginning 	<ul style="list-style-type: none"> ■ Write From the Beginning ■ D.O.L. ■ Phase I Writing ■ Great Grammar Adventure 	<ul style="list-style-type: none"> ■ Oral presentation ■ Rubric from Write From the Beginning
5.03 Elaborate information and ideas in writing and speaking by using: <ul style="list-style-type: none"> ■ simple and compound sentences. ■ regular and irregular verbs. ■ adverbs. ■ prepositions. ■ coordinating conjunctions. 	E	On-going	G I	In what ways can I elaborate my writing and speaking to make it clearer and more interesting?	Teach mini-lesson on: <ul style="list-style-type: none"> ■ simple/compound sentences ■ regular/irregular verbs ■ adverbs ■ prepositions ■ coordinating conjunctions 	<ul style="list-style-type: none"> ■ Language book ■ Teacher created materials ■ D.O.L. 	Student writing examples to assess correct word usage
5.04 Compose multiple paragraphs with: <ul style="list-style-type: none"> ■ topic sentences. ■ specific, relevant details. ■ logical progression and movement of ideas. ■ coherence. ■ elaboration. ■ concluding statement related to the topic. 	E	On-going	I	What can I use to compose multiple paragraphs that stay focused on the topic?	Mini-lessons on: <ul style="list-style-type: none"> ■ topic sentences ■ details ■ transition words ■ coherence ■ elaboration ■ conclusions 	<ul style="list-style-type: none"> ■ Write From the Beginning ■ Phase I & II Writing ■ Flow Maps 	NC Writing Rubric

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5.05 Use visual (orthography) and meaning-based strategies as primary sources for correct spelling.	I	Daily	G	What strategies can I use to spell a word correctly?	<ul style="list-style-type: none"> ■ Create a word wall ■ Spelling bees ■ Teach high frequency words and commonly misspelled words ■ Phonics worksheets for review 	<ul style="list-style-type: none"> ■ Spelling book ■ Pre-made word walls 	Assess writing samples in all content areas
5.06 Proofread and correct most misspellings independently with reference to resources (e.g., dictionaries, thesauri, glossaries, computer spell-checks, and other classroom sources).	C	Daily	G N	What resources do I have to proofread and correct my paper?	<ul style="list-style-type: none"> ■ Writing buddies ■ Practice independent and peer proofreading and editing 	<ul style="list-style-type: none"> ■ Teacher created grammar/writing rules folder ■ Computer spell-check ■ Dictionaries 	Samples of student's daily work
5.07 Use established criteria to edit for language conventions and format.	C	Daily	G S	How do I edit my paper?	<ul style="list-style-type: none"> ■ Writing buddies ■ Practice independent and peer proofreading and editing 	<ul style="list-style-type: none"> ■ Teacher created grammar/writing rules folder ■ Computer spell-check ■ Dictionaries 	Samples of student's daily work
5.08 Demonstrate evidence of language cohesion by: <ul style="list-style-type: none"> ■ logical sequence of fiction and nonfiction retells. ■ time order sequence of events. ■ sustaining conversations on a topic. 	I	On-going	I	How do I talk and write in an understandable and clear manner?	<ul style="list-style-type: none"> ■ Use graphic organizers to teach main idea and sequencing ■ Flow Charts ■ Sequencing activities ■ Transition words 	<ul style="list-style-type: none"> ■ Write form Beginning ■ Thinking Maps ■ Focused Learning 	<ul style="list-style-type: none"> ■ Rubric from Write From the Beginning ■ Student samples ■ Student oral presentation
5.09 Create readable documents through legible handwriting and/or word processing.	I	Daily	S	What skill can I use to publish my writing in a legible manner?	<ul style="list-style-type: none"> ■ Practice writing daily ■ Model handwriting strategies ■ Student made books 	<ul style="list-style-type: none"> ■ Handwriting books ■ AlphaSmart ■ Computer ■ Computer programs that addresses writing 	<ul style="list-style-type: none"> ■ Student writing products ■ Observation