

LANGUAGE

GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
		<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use relative pronouns (e.g., who, which, that, whoever), relative adverbs (e.g., where, when, why), and modal auxiliaries (e.g., can, may, must); form and use progressive verb tenses (e.g., I was walking, I am walking, I will be walking) and prepositional phrases; correctly use homonyms; order adjectives within sentences (e.g., a small red bag rather than a red small bag); produce complete sentences, correcting inappropriate fragments and run-ons (L.4.1)</p>

READING - READING FOUNDATIONS

GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
	How can we honor God when we read, reflect, and respond to a variety of texts?	We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.

		<p>Use letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words both in and out of context (RF.4.3)</p> <p>Read on-level text with purpose and understanding; read on-level prose and poetry orally with accuracy, appropriate rate, and expression (RF.4.4a-b)</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.4.4c)</p> <p>Use silent reading strategies</p>
--	--	--

READING - INFORMATIONAL TEXT

GRADE	CONTENT	SKILLS (CCSS/ELA ALIGNMENT)
	How can we honor God when we read, reflect, and respond to a variety of texts?	We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.
Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retellings, Response Cards, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory		
4		<p>Refer to details and examples when explaining what the text says explicitly and when drawing inferences (RI.4.1)</p> <p>Determine the main idea of a text and explain how it is supported by key details; summarize the text (RI.4.2)</p> <p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why (RI.4.3)</p>
		<p>Determine the meaning of content-specific words and phrases in context (RI.3.4)</p> <p>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text (RI.4.5)</p> <p>Compare and contrast a firsthand and secondhand account of the same event or topic, describing the differences in focus and the information provided (RI.4.6)</p>
		<p>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, interactive technologies) and explain how the information contributes to an understanding of the text (RI.4.7)</p> <p>Explain how an author uses reasons and evidence to support particular ideas (RI.4.8)</p> <p>Integrate information from two texts on the same topic in order to write or speak about the subject (RI.4.9)</p> <p>Select informational text that affirms the teachings in God's Word</p>
		<p>Read and comprehend informational texts (e.g., history/social studies, science, technical texts) of appropriate complexity independently and proficiently (RI.4.10)</p> <p>Self-monitor reading strategies and make modifications as needed</p> <p>Read literary nonfiction for personal growth and spiritual development</p>

READING - LITERATURE

GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
	How can we honor God when we read, reflect, and respond to a variety of texts?	We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.
	Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retellings, Response Cards, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory	
		Refer to details and examples when explaining what the text says explicitly and when drawing inferences (RL.4.1)
		Identify a theme of a story, drama, or poem; summarize the text (RL.4.2)
		Describe in depth a character (e.g., thoughts, words, actions), setting, or event in a story or drama, drawing on specific details in the text (RL.4.3)
		Determine the meaning of words and phrases in context, including idioms (RL.4.4)
		Explain major differences among poems, dramas, and stories by referring to the structural elements of poems (e.g., verse, rhythm, meter), dramas (e.g., casts of characters, settings, dialogue, stage directions), and stories (e.g., plot, character, setting) when writing or speaking (RL.4.5)
		Compare and contrast the point of view between first- and third-person narrations in different stories (RL.4.6)
		Make connections between the text of a story or drama and a visual or oral presentation of the text (RL.4.7)
		Compare and contrast literature
		Read and comprehend stories, drama, and poetry of appropriate complexity, independently and proficiently (RL.4.10)
		Self-monitor reading strategies and make modifications as needed
		Read literature for pleasure, personal growth, and spiritual development

SPEAKING AND LISTENING

GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
	How does the ability to listen and speak effectively help us to better understand God, others, and ourselves?	The ability to listen and speak effectively in a variety of situations allows us to communicate information, ideas, and feelings to better understand God, others, and ourselves.
	Discussion, Observations, Checklists, Rubrics, Questions, Recordings, Think-Pair-Share, Podcast, Multimedia Presentations, Socratic Circles, Debate, Literature Circles, Speeches/Sermons, Readers Theater, Drama and Skits, Poetry Readings, Show and Tell	
		Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace (SL.4.4) Use digital media for presentations when appropriate (SL.4.5)

WRITING

GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
How can we honor God when we write for a variety of purposes and audiences?	We honor God when we choose to write in ways that affirm the teachings in His Word.	
Conferencing, Four Corners, Summary Writing, Observations, Checklists, Rubrics, Writer's Notebook, Portfolio, Write-Pair-Share, Journals, RAFT (Role, Audience, Form, Topic)		
		<p>Write opinion pieces on topics or texts that include: an introduction, a point of view with reasons and organized information, linking words and phrases (e.g., for instance, in order to, in addition), and a conclusion (W.4.1)</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information that include: an introduction, supporting details (e.g., facts, definitions, quotations, examples) grouped in paragraphs and sections, precise language and content-specific vocabulary, ideas linked within categories using words and phrases (e.g., another, for example, also, because), formatting (e.g., heading), illustrations and multimedia when useful, and a conclusion (W.4.2)</p> <p>Write narratives to develop real or imagined experiences or events that include: effective techniques (e.g., dialogue, description), sensory details, transitions, clear event sequences, a situation, a narrator and/or characters, and a conclusion (W.4.3)</p> <p>Produce writing that honors God and affirms the principles in His Word</p>
		<p>Produce clear and coherent writing in which the development and organization (e.g., chronological, cause and effect, similarities and differences) are appropriate to task, purpose, and audience (W.4.4)</p> <p>With adult and peer support, develop and strengthen writing by planning, revising, and editing (W.4.5)</p> <p>With support, use technology, including the internet, to produce and publish writing (using grade-appropriate keyboarding skills) as well as to interact and collaborate (W.4.6)</p> <p>Apply common conventions of handwriting (e.g., margins, headings, legible manuscript and cursive writing)</p>
		<p>Conduct short research projects that build knowledge through investigation of different aspects of a topic (W.4.7)</p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and list sources (W.4.8)</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research (W.4.9)</p>
		<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (W.4.10)</p>