

English as a Second Language Curriculum Pacing Guide



Grade Level: 4th Grade

Quarter: 2

TN State Literacy Standard	Correlating ESL Standard	Learning Targets	Essential Questions (Why are we learning this?)	Content Topics
<p>4.SL.CC.1 Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p>	<p>English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Come to discussions prepared. <input type="checkbox"/> Pre-read required material for a discussion. <input type="checkbox"/> Use my prepared reading and notes to participate in the discussion. <input type="checkbox"/> Follow class rules for discussion. <input type="checkbox"/> Ask specific questions to get more information or clarify what I don't understand. <input type="checkbox"/> Respond to other's questions with specific answers. <input type="checkbox"/> Connect my 	<ul style="list-style-type: none"> <input type="checkbox"/> How do we express thinking and ideas clearly? <input type="checkbox"/> Are rules important before beginning a discussion? Why? <input type="checkbox"/> How can we ask questions to check understanding? <input type="checkbox"/> How should we respond when others ask us questions? <input type="checkbox"/> How can we make a discussion a learning experience for everyone? 	<p>*Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.</p> <p>http://www.edutoolbox.org/?migratedsite=tncurriculumcenter.org</p>

		<p>comments to others' comments.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Think and reflect on others' ideas. 		
<p>4.SL.CC.2 Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats.</p>	<p>English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Restate text or others' ideas in my own words. <input type="checkbox"/> Figure out the most important ideas in different pieces of information and put it into words that make sense. 	<ul style="list-style-type: none"> <input type="checkbox"/> How can we make sure we understand what we are reading or hearing? <input type="checkbox"/> Why do we need to paraphrase? Why can't we just repeat what we read or hear? <input type="checkbox"/> What are some paraphrasing strategies that we know? 	
<p>4.SL.CC.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify a speaker's reasons and evidence. <input type="checkbox"/> Evaluate the speaker's reasons and evidence to see if they make sense or are fact or opinion. 	<ul style="list-style-type: none"> <input type="checkbox"/> How do we decide if a speaker's ideas are well-supported (good ideas and reasons)? 	

<p>4.SL.PK1.5 Add multimedia such as audio and visual elements to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Include audio recordings and visual displays to give the listener a clearer understanding. <input type="checkbox"/> Evaluate whether a recording or visual display will help the listener understand. <input type="checkbox"/> Choose the best source to develop my ideas. 	<ul style="list-style-type: none"> <input type="checkbox"/> Are audio recordings and visual displays helpful to the listener? <input type="checkbox"/> Are all recordings and displays helpful to the listener? <input type="checkbox"/> How do we make recordings or visual displays? <input type="checkbox"/> What is the purpose of adding recordings or visual displays? 	
<p>4.SL.PK1.6 Recognize that different situations call for formal vs. informal English, and use formal English when appropriate</p>	<p>English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain the difference between everyday and academic language. <input type="checkbox"/> Give reasons why using everyday or academic language would be more appropriate or powerful. <input type="checkbox"/> Include academic words and phrases that exactly express my ideas or facts. 	<ul style="list-style-type: none"> <input type="checkbox"/> When should I use academic language? <input type="checkbox"/> Are there times when using everyday language is more helpful to the listener? <ul style="list-style-type: none"> <input type="checkbox"/> What is the difference between everyday and academic language? <input type="checkbox"/> Why do we need to know the difference between the two types of language? 	

<p>4.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read unfamiliar words with fluency. <input type="checkbox"/> Use context clues to read with fluency. 	<ul style="list-style-type: none"> <input type="checkbox"/> How would a good reader figure out a word he or she doesn't know? 	
<p>4.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p>	<p>English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read for different purposes and understanding. <input type="checkbox"/> Read poetry with rhythm and expression. <input type="checkbox"/> Self-correct when I make a mistake while reading. 	<ul style="list-style-type: none"> <input type="checkbox"/> How would a good reader read a particular poem? <input type="checkbox"/> What strategies can I use to make sure that what I read makes sense? <input type="checkbox"/> How do good readers make decisions about why they are reading a particular passage or text? 	
<p>4.RL.KID.1 Refer to details</p>	<p>English Language</p>	<p>I Can:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> What clues does the author give me 	<p>Reading Street: All literature</p>

<p>and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.</p>	<p>Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> use evidence and clues from the text to draw inferences 	<p>to help me draw inferences?</p> <ul style="list-style-type: none"> <input type="checkbox"/> What evidence can I find to support my inferences? 	<p>The Stranger: Fantasy Cause and Effect How Night Came from the Sea: Pourquoi Tale</p>
<p>4.RI.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text</p>	<p>English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can: use evidence and clues from the text to draw inferences</p>	<ul style="list-style-type: none"> <input type="checkbox"/> What clues does the author give me to help me draw inferences? <input type="checkbox"/> What evidence can I find to support my inferences? 	<p>Reading Street: All nonfiction Adelina’s Whales: Photo Essay</p>
<p>4.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize a text.</p>	<p>English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners</p>	<p>I Can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use clue from the text and pictures to figure out the main idea. <input type="checkbox"/> Use clues from the text to summarize the text. <input type="checkbox"/> Choose the most 	<ul style="list-style-type: none"> <input type="checkbox"/> How does determining the main idea help with our reading comprehension? <input type="checkbox"/> Why do we need to share details when we discuss or figure 	<p>Reading Street So You Want to Be President?</p>

	<p>communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>important details to help summarize the text.</p>	<p>out the main idea?</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can I determine the main idea of a text even if it is not clearly stated? <input type="checkbox"/> How can I tell the most important ideas in this text? 	
<p>4.RL.KID.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Figure out the theme of a story, drama, or poem from details in the text. <input type="checkbox"/> Summarize the text and explain my thinking. 	<ul style="list-style-type: none"> <input type="checkbox"/> Why should we figure out the theme of a story? <input type="checkbox"/> How do we determine or figure out the theme? 	
<p>4.RI.KID.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.</p>	<p>English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts</p>	<p>I Can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain the main points in a non-fiction or expository text accurately. <input type="checkbox"/> Support my explanation by using specific details from the text. 	<ul style="list-style-type: none"> <input type="checkbox"/> How can we organize this new information? <input type="checkbox"/> Which tool would be best for organizing this information? <input type="checkbox"/> Would you use the same tool next time? Why or why not? 	

	necessary for academic success in the content area of Language Arts .	<input type="checkbox"/> Organize the events, procedures, or		
4.RL.KID.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions	<p>English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <input type="checkbox"/> Fully describe a character, setting, or event in the story using specific details such as the character's thoughts, words, or actions.	<input type="checkbox"/> What do you need to include to create a clear, detailed description of a character, setting, or event? <input type="checkbox"/> How do the character's thoughts, words, and actions contribute to your understanding of the character? <input type="checkbox"/> Why did the author use this particular setting?	
4.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.	<p>English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <input type="checkbox"/> Use context clues to help figure out the meaning of words and phrases I don't understand. <input type="checkbox"/> Identify word meaning that connects to mythology by using a variety of tools such as a dictionary or other online tool.	<input type="checkbox"/> Why is it important to figure out the meaning of unknown words and phrases in the text? <input type="checkbox"/> What is important about the words and phrases that come from mythology? <input type="checkbox"/> What was the purpose of this word or phrase? Why did the author choose this	

			instead of a different one?	
<p>4.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.</p>	<p>English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Figure out the meaning of academic words or phrases by using a variety of strategies. <input type="checkbox"/> Figure out the meaning of content words or phrases using a variety of strategies. 	<ul style="list-style-type: none"> <input type="checkbox"/> Why is it important to figure out unknown words? <input type="checkbox"/> Which strategies do you know to figure out unknown words in informational text? <input type="checkbox"/> Which strategy might help the most with informational text? 	TN Academic Vocabulary Lists
<p>4.RI.CS.5 Explain the major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text.</p>	<p>English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the differences in structure of poems, drama, and prose. <input type="checkbox"/> Describe the differences in the purpose of poems, drama, and prose. <input type="checkbox"/> Explain and use the structural elements of poems (verse, rhythm, meter). <input type="checkbox"/> Explain and use the structural elements of a drama (cast, setting, stage directions). 	<ul style="list-style-type: none"> <input type="checkbox"/> What are the major differences between poems, drama, and prose? <input type="checkbox"/> What are the structural poems? Drama, and prose? <input type="checkbox"/> Why do you think the author chose to write in this form? 	

<p>4.RI.CS.5 Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.</p>	<p>English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the organizational structure of the different kinds of expository text. <input type="checkbox"/> Locate specific signal words that will help me understand the text. <input type="checkbox"/> Explain why the author chose to use this structure to help me understand the text. 	<ul style="list-style-type: none"> <input type="checkbox"/> What is the text structure? <input type="checkbox"/> How does this text structure help you organize your thinking? <input type="checkbox"/> What are some signal words that you discovered in this text? <input type="checkbox"/> Why did the author choose this text structure? 	<p>Reading Street The Great Kapok Tree: Story Structure</p>
<p>4.RI.CS.6 Compare and contrast the point of view from which different stories are narrated.</p>	<p>English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare and contrast different narrators' points of view. <input type="checkbox"/> Explain how and why the narrators may have different points of view. <input type="checkbox"/> Explain the difference between the first and third person point of view. <input type="checkbox"/> Explain why the author chose to write using the first or third person point of view. 	<ul style="list-style-type: none"> <input type="checkbox"/> What is a narrator? <input type="checkbox"/> Why is it important to know who the narrator is? <input type="checkbox"/> How can I use clues to help me figure out the point of view of the characters? 	<p>Reading Street The Great Kapok Tree: Story Structure</p>
<p>4.RI.CS.6 Compare and contrast two accounts of</p>	<p>English Language Development Standard 1</p>	<p>I Can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain the 	<ul style="list-style-type: none"> <input type="checkbox"/> Why is it 	<p>Reading Street</p>

<p>the same event or topic; describe the differences in focus and the information provided.</p>	<p>English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>difference between a first-hand and second-hand account or story of the same event or topic.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare and contrast a first-hand and second-hand account or story of the same event or topic. 	<p>important to look at first-hand and second-hand accounts of the same event or story?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Which account is more accurate? Why? <input type="checkbox"/> Why do the first-hand and second-hand accounts sometimes differ? 	<p>The Great Kapok Tree: Story Structure</p>
<p>4.RL.IK1.7 Make connections between the print versions of a story or drama and a visual or oral presentation of the same text.</p>	<p>English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make connections between a text and the text’s visuals. <input type="checkbox"/> Identify where and why the versions are the same and different. 	<ul style="list-style-type: none"> <input type="checkbox"/> How can using information from the illustrations and words help me better understand what I read? <input type="checkbox"/> How can I use illustrations and text to show that I understand the characters, setting, or plot? <input type="checkbox"/> How does visualizing help me understand what I read? <input type="checkbox"/> Why would a text and a different version of the same text not be exactly the same? 	
<p>4.RI.IK1.7 Interpret information presented visually, orally, or quantitatively and explain</p>	<p>English Language Development Standard 1 English language learners communicate for Social</p>	<p>I Can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret information 	<ul style="list-style-type: none"> <input type="checkbox"/> Why does the writer include a chart, 	<p>Reading Street Eye of the Storm</p>

<p>how the information contributes to an understanding of the text in which it appears.</p>	<p>and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>presented in charts, graphs, timelines, or websites.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain why the author included a chart, graph, timeline or link to a website. <input type="checkbox"/> Explain how the visual or graphic information helps me understand the text near it. <input type="checkbox"/> Figure out if the included chart, graph, or timeline helps me understand. 	<p>graph, timeline, or website link explaining the information in words?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does the author's choice of the graph, chart, timeline, or website link always help you better understand new information? 	
<p>4.RI.IKI.8 Explain how an author uses reasons & evidence to support particular points in text.</p>	<p>English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain how the author uses reasons and evidence to support particular points in a text. <input type="checkbox"/> Give reasons why the author's reasons are based on evidence in the text. 	<ul style="list-style-type: none"> <input type="checkbox"/> Should we believe everything a writer tells us? <input type="checkbox"/> How can we use details in the text to figure out if the writer's reasons were strong or weak? 	<p>Reading Street Adelina's Whales: Photo Essay</p>
<p>4.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>a. Introduce a topic.</p>	<p>English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p>	<p>I Can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce a topic clearly. <input type="checkbox"/> Group related information in 	<ul style="list-style-type: none"> <input type="checkbox"/> What makes a hook or introductory paragraph good or bad? 	

<p>b. Group related information in paragraphs and sections.</p> <p>c. Include formatting, features, illustrations, and multimedia when needed to provide clarity to the reader.</p> <p>d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>e. Provide a conclusion related to the information or explanation presented.</p>	<p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>paragraphs and sections.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Add features that will help the reader understand. <input type="checkbox"/> Include details and examples to support the topic. <input type="checkbox"/> Link ideas together using transition words. <input type="checkbox"/> Use key vocabulary when speaking or writing. <input type="checkbox"/> Include a conclusion sentence or paragraph to summarize what I write or say. 	<ul style="list-style-type: none"> <input type="checkbox"/> How can organizing ideas help me become a better writer? <input type="checkbox"/> How does adding headings, pictures, and other features make my writing or speech better? <ul style="list-style-type: none"> <input type="checkbox"/> Which words should I choose to show how ideas are related? <input type="checkbox"/> Which words can I replace to make my meaning more precise? <input type="checkbox"/> How can I summarize what I say or write? 	
<p>4.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations in writing types are defined in standards 1-3.)</p>	<p>English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan my writing so that it is clear. <input type="checkbox"/> Organize my writing so that it matches the purpose. <input type="checkbox"/> Plan my writing for a particular audience. 	<ul style="list-style-type: none"> <input type="checkbox"/> What do we need to think about before we write? <input type="checkbox"/> How can we make sure that our writing is appropriate to the task? To the purpose? To the audience? 	
<p>4.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning,</p>	<p>English Language Development Standard 1 English language learners communicate for Social and Instructional purposes</p>	<p>I Can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan my writing before I start so that I know the purpose 	<ul style="list-style-type: none"> <input type="checkbox"/> What does a quality piece of writing look and sound like? 	

<p>revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)</p>	<p>within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>and task.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reread my work to see if it makes sense. <input type="checkbox"/> Reread my work to see if I can make the writing stronger with better word, phrase, or sentence choice. <input type="checkbox"/> Reread my writing and look for errors in punctuation and grammar. 	<ul style="list-style-type: none"> <input type="checkbox"/> What are some of the traits of strong writing? <input type="checkbox"/> How can I provide feedback for myself or others to strengthen our writing? <input type="checkbox"/> Are revising and editing the same thing? 	
<p>4.W.PDW.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.</p>	<p>English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Include technology as part of the writing process. <input type="checkbox"/> Use the internet as a resource for my writing. <input type="checkbox"/> Produce and publish a piece of writing using technology. <input type="checkbox"/> Practice my keyboarding skills to improve my fluency. 	<ul style="list-style-type: none"> <input type="checkbox"/> How can using technology help with our writing? <input type="checkbox"/> How can we work with other writers and readers using technology? <input type="checkbox"/> What keyboarding skills are needed to write accurately and efficiently? 	<p>http://www.kidscomputerlab.org/index.php/compute%20r-skills</p>
<p>4.W.RBPK.7 Conduct short research projects that build general knowledge through investigation of different aspects of a topic.</p>	<p>English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Set goals or a topic to research. <input type="checkbox"/> Use a variety of sources to research my topic. <input type="checkbox"/> Compare and contrast information from different resources to see what is most effective for my writing. 	<ul style="list-style-type: none"> <input type="checkbox"/> How does research help us build knowledge? <input type="checkbox"/> How does research help our writing? <input type="checkbox"/> How can I use organizational features of text to locate information efficiently? <input type="checkbox"/> Are all sources of information good to use? 	

<p>4.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources, take notes, categorize information, and provide a list of sources.</p>	<p>English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Locate relevant information from a variety of resources. <input type="checkbox"/> Compare and contrast information to see which is best for my writing. <input type="checkbox"/> Organize my information so that I can use it in my writing. <input type="checkbox"/> Cite (give credit) for the information I found. 	<ul style="list-style-type: none"> <input type="checkbox"/> How can we use what we know to write about topic? <input type="checkbox"/> What process can we use to figure out what we do know already? <input type="checkbox"/> How can we gather information? <input type="checkbox"/> What sources are available for writers? <input type="checkbox"/> Are there best ways to organize notes information? 	
<p>4.W.RBPK.9 Draw evidence from literary or informational texts, to support analysis, reflection, and research, applying grade 4 standards for reading</p>	<p>English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> take notes on informational text <input type="checkbox"/> organize my research <input type="checkbox"/> include facts and details that support my ideas 	<ul style="list-style-type: none"> <input type="checkbox"/> How do I decide which information is important? <input type="checkbox"/> When would I use a particular organizer? 	
<p>4.W.RW.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.</p>	<p>English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners</p>	<p>I Can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write short pieces. <input type="checkbox"/> Write longer pieces. <input type="checkbox"/> Plan out my writing process. <input type="checkbox"/> Connect the task, purpose, and the audience to the 	<ul style="list-style-type: none"> <input type="checkbox"/> What am I going to write about? <input type="checkbox"/> Why am I writing? <input type="checkbox"/> Who will read our writing? <input type="checkbox"/> Why is it important to know why you are 	

	communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts .	time I need to write	writing? <input type="checkbox"/> Do we write enough?	
4.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. b. Form and use progressive verb tenses. c. Use auxiliary verbs such as <i>can</i> , <i>may</i> , and <i>must</i> to clarify meaning. d. Form and use prepositional phrases. e. Produce complete sentences; recognize and correct inappropriate fragments and run-ons. f. Use correct capitalization.	English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts .	I Can: <input type="checkbox"/> use action and linking verbs <input type="checkbox"/> Explain the difference and use the progressive verb tense (For example, <i>I was walking; I am walking; I will be walking</i>). <input type="checkbox"/> use verb tenses correctly <input type="checkbox"/> Explain the purpose of a prepositional phrase. <input type="checkbox"/> Form and use prepositional phrases. <input type="checkbox"/> Produce complete sentences. <input type="checkbox"/> Recognize and correct inappropriate	<input type="checkbox"/> How can I check my verb tense as I write? <input type="checkbox"/> How do verbs give meaning to the sentence and my message? <input type="checkbox"/> What makes a good sentence?	Reading Street The Stranger: Action and linking verbs Adelina’s Whales: Helping verbs How Night Came from the Sea: Pourquoi Tale: Subject-Verb Agreement Eye of the Storm: Verb Tenses The Great Kapok Tree: Irregular verbs ESL Methods Verb Tense Studies
4.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and	English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting	I Can: <input type="checkbox"/> Use commas appropriately (lists, compound sentences). <input type="checkbox"/> Check my spelling	<input type="checkbox"/> How does correct punctuation help the reader? <input type="checkbox"/> Can punctuation choice change the meaning of my	Reading Street So You Want to Be President? Possessives

<p>usage, including capitalization and punctuation, when writing.</p> <p>g. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>h. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>i. Write several cohesive paragraphs on a topic.</p>	<p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>using classroom resources.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Choose words and phrases that will show exactly what I am thinking. <input type="checkbox"/> Choose punctuation that helps the reader understand. <input type="checkbox"/> Identify the purpose and audience (readers) so that I write in a way that best shares my thinking. 	<p>idea?</p> <ul style="list-style-type: none"> <input type="checkbox"/> What are some strategies to help spell correctly? <input type="checkbox"/> What is the purpose of a comma? <input type="checkbox"/> Is word choice important? <input type="checkbox"/> Where have we discovered strong word choice in your reading? <input type="checkbox"/> Why is important to know the purpose and audience before we write? <input type="checkbox"/> Does punctuation affect comprehension? write in the same way for every reader? 	
<p>4.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>i. Use context as a clue to the meaning of a word or phrase.</p> <p>ii. Use common, grade-appropriate Greek and Latin affixes and roots</p>	<p>English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content</p>	<p>I Can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use context clues to figure out the meaning of a word or phrase. <input type="checkbox"/> Identify and use Greek and Latin affixes and roots. <input type="checkbox"/> Use classroom resources to figure out how to correctly pronounce a word, 	<ul style="list-style-type: none"> <input type="checkbox"/> How are some words connected in meaning (Greek and Latin word parts)? <input type="checkbox"/> Why should we study Greek and Latin word parts? <input type="checkbox"/> What are some strategies we can use when we come to a new word or 	<p>Reading Street So You Want to Be President? The Stranger: context clues Adelina’s Whales: context clues How Night Came from the Sea: Pour quoi Tale: context clues Eye of the Storm: word structure The Great Kapok Tree:</p>

<p>as clues to the meaning of a word.</p> <p>iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>area of Language Arts.</p>	<p>what the word means, and how to use the word correctly in my speaking and writing.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use online resources understand new words or phrases. 	<p>phrase?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are all reference materials useful all the time? 	<p>word structure</p>
<p>4.FL.VA.7b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>i. Explain the meaning of simple similes and metaphors in context.</p> <p>ii. Recognize and explain the meaning of common idioms and proverbs.</p> <p>iii. Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.</p>	<p>English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I Can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explain the difference between simile and a metaphor <input type="checkbox"/> Describe how the author uses similes and metaphors to compare <input type="checkbox"/> Explain the difference between synonyms and antonyms. <input type="checkbox"/> Choose the synonym that gives the exact meaning of what I am trying to say. <input type="checkbox"/> Rate adjectives based on how intense they are (good, wonderful, outstanding). 	<ul style="list-style-type: none"> <input type="checkbox"/> Is word choice important? <input type="checkbox"/> Are some words more powerful than others? <input type="checkbox"/> How do writers and speakers choose words? <input type="checkbox"/> How are words related? <input type="checkbox"/> How do authors use similes and metaphors? 	
<p>4.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain</p>	<p>English Language Development Standard 1 English language learners communicate for Social</p>	<p>I Can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Select academic and specific vocabulary to exactly state what 	<ul style="list-style-type: none"> <input type="checkbox"/> Is it important to learn new vocabulary? 	<p>TN academic vocabulary lists</p>

<p>specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic</p>	<p>and Instructional purposes within the school setting</p> <p>English Language Development Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>I am thinking.</p> <ul style="list-style-type: none">□ Use signal words to express time and space (before, immediately, in the following paragraph).	<ul style="list-style-type: none">□ What strategies do we have to organize and own new vocabulary?□ Are some words more powerful than others?□ Why is it important to the reader to use vivid vocabulary?	
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Figure A: The English Language Development Standards

Standard		Abbreviation
English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language of Language Arts
English Language Development Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies