



4 th GRADE ENGLISH LANGUAGE ARTS	
Cardinal Newman Standards: Catholic Identity Integration	
<ul style="list-style-type: none"> • CS.ELA.K6.GS2: Analyze works of fiction and non-fiction to uncover authentic Truth. <i>(CCSSI.ELA.RL4.2; RL4.4; RL4.5; RL4.9; RI4.2; RI4.3; RI4.4; RI4.6; RI4.8; RI4.9)</i> • CS.ELA.K6.IS4: Explain how Christian and Western symbols and symbolism communicate the battle between good and evil and make reality visible. <i>(CCSSI.ELA.RL4.1; RL4.2; RL4.5; RL4.7; RL4.9; RI4.1; RI4.3; W4.1a-d; W4.2a-e; W4.9)</i> • CS.ELA.K6.IS12: Use imagination to create dialogue between the readers and the characters in a story. <i>(CCSSI.ELA.RL4.3; RL4.4; RI4.8; W4.3a-e; W4.4; W4.5; SL4.4; SL4.6; L4.1; L4.2; L4.3; L4.5)</i> • CS.ELA.K6.WS3: Use grammar as a means of signifying concepts and the relationship to reason. <i>(CCSSI.ELA.W4.1a-d; W4.2a-e; W4.4; W4.5; W4.8; W4.9; L4.1; L4.2; L4.3)</i> • CS.ELA.K6.DS5: Share how literature ignites the creative imagination in healthy ways. <i>(CCSSI.ELA.RL4.3; RL4.7; RL4.9; W4.1a-d; W4.2a-e; W4.5; W4.8; W4.9; SL4.1a-d, SL4.4)</i> 	
Priority Skills	Supporting Skills
<ul style="list-style-type: none"> • Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. • Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • Explain how an author uses reasons and evidence to support particular points in a text. • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. • Determine the meaning of general academic (Tier 2) and domain-specific (Tier 3) words or phrases in grade-level texts. • Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others 	<ul style="list-style-type: none"> • Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. • Explain major differences between poems, drama and prose, and refer to the structural elements of poems and drama when speaking or writing about a text. • 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 tasks, purposes, and audiences. • 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 • Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources. • Use knowledge of language and its conventions when writing, speaking, reading, or listening.



Priority Skills (cont.)	Supporting Skills
<ul style="list-style-type: none"> Review key ideas expressed during collaborative exercises and explain their own ideas and understanding in light of the discussion. 	<p><i>(see previous page)</i></p>
<p>Essential Questions</p>	
<ul style="list-style-type: none"> How can I convey Gospel truths in new and imaginative ways while emulating the works of great authors and poets? How do writers use symbolism, figurative language, persuasive writing, and other techniques to capture our attention and share their point of view? What strategies can I use to effectively and consistently decode unfamiliar words? In what ways can I use the details within a text to determine an author’s purpose, explain that purpose to others, and evaluate whether that purpose aligns with the authentic truth of our faith? 	
<p>Vital Vocabulary</p>	
<ul style="list-style-type: none"> Analyze, Cause/Effect, Collaboration, Convey, Determine, Fluency, Inference, Intonation, Metaphor, Narrative, Paraphrase, Plot, Reference, Setting, Simile, Summary, Symbolism, Transition (words) <ul style="list-style-type: none"> Tier 2 Vocabulary at teacher’s discretion from suggested novels list (Cardinal Newman Standards, Appendix C) 	