## Learning Targets

### Fluency
- **4_R_1_A:** Explain and demonstrate the work of a reader.
- **4_R_1_B:** Identify the purpose of the three components within the workshop model: crafting, composing, reflecting.
- **4_R_1_C:** Distinguish between the role of the teacher and student within the workshop model: crafting, composing, reflecting.
- **4_R_1_D:** Select a variety of appropriate text based on interest, purpose and reading level and a keep a record of reading. (4.R.1.D.a) (CCSS L.4.6)
- **4_R_1_E:** Understand and demonstrate the procedures and routines during Reader’s Workshop.
- **4_R_1_F:** Communicate about reading in a variety of ways. (4.R.1.D.b)
- **4_R_1_G:** Select appropriate personal goals as a reader to monitor progress.

### Vocabulary
- **4_R_3_A:** Determine the meaning of academic English words derived from Latin, Greek, or other linguistic roots, prefixes, and suffixes. (4.R.1.B.a) (CCSS RF.4.4.a)
- **4_R_3_B:** Use context to confirm or self correct word recognition and understanding. (4.R.1.B.a) (CCSS RF.4.4.a)
- **4_R_3_C:** Identifying the meaning of common idioms and figurative language. (4.R.1.B.b) (CCSS L.4.4.a L.4.4.b)
- **4_R_3_E:** Use conversational, general academic, and domain specific words and phrases. (4.R.1.B.f) (CCSS L.4.4.a)

### Comprehension
- **4_R_4_A:** Draw conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text [LITERATURE]. (4.R.1.A.a 4.R.1.A.b) (CCSS RL.4.1.1)
- **4_R_4_B:** Monitor comprehension and making corrections and adjustments when understanding breaks down [LITERATURE]. (4.R.1.A.c) (CCSS RF.4.4c)
- **4_R_4_C:** Ask and respond to relevant questions to deepen understanding [LITERATURE].
- **4_R_4_D:** Seek clarification and support answers with evidence from text [LITERATURE].

### Making Connections
- **4_R_5_A:** Make and explain text to text connections [INFORMATIONAL TEXT]. (4.R.1.C.a) (CCSS RI.4.9)
- **4_R_5_B:** Make and explain text to world connections [LITERATURE] (text ideas and the world by demonstrating an awareness that literature reflects a culture and historic time frame) (4.R.1.C.b)

### Reading Fiction
- **4_R_6_A:** Summarize and sequence the events/plot, explain how past events impact future events, and identify the theme. (4.R.2.A.a) (CCSS RL.4.2.)
- **4_R_6_B:** Describe the personality traits of characters from their thoughts, words, and actions. (4.R.2.A.b) (CCSS RL.4.3)
- **4_R_6_C:** Describe the interaction of characters including their relationships and how they change. (4.R.2.A.c) (CCSS RL.4.3)
- **4_R_6_D:** Compare and contrast the adventures or exploits of characters and their roles. (4.R.2.A.d) (CCSS RL.4.9)
- **4_R_6_E:** Compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of a story is first or third person. (4.R.2.A.e) (CCSS RL.4.6)

### Poetry
- **4_R_7_A:** Explain structural elements of poetry. (4.R.2.B.a) (CCSS RL.4.5)

### Drama
- **4_R_8_A:** Interpret and explain factual information presented graphically. (4.R.3.A.8) (RI.4.7)

### Text Features
- **4_R_9_A:** Use multiple text features to locate information and gain an overview of the contents of text. (4.R.3.A.a) (CCSS RI.3.5)
- **4_R_9_B:** Describe the sequence of events, ideas, concepts or steps needed to carry out a procedures. (4.R.3.A.b) (CCSS RI.3.3 RI.4.3)
- **4_R_9_C:** Interpret and explain factual information presented graphically. (4.R.3.A.8) (RI.4.7)

### Literary Techniques
- **4_R_10_A:** Explain similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography. (4.R.3.a)
- **4_R_10_B:** Analyze, make inferences, and draw conclusions about persuasive text and use evidence from the text to explain the author's purpose and support the analysis. (4.R.3.B.b) (CCSS RI.4.B RI.4.1)
- **4_R_10_C:** Explain how an author uses language to present information to influence what the reader thinks or does. (4.R.3.B.c) (CCSS RI.4.B RI.4.8)
4_R_4_M: Analyze how characters change from the beginning to the end of a play or film. (4.R.2.C.a) (CCSS RL.4.3)

4_R_4_N: Explain structural elements of dramatic literature. (4.R.2.C.b) (CCSS RL.4.5)

4_R_5_M: Distinguish fact from opinion in a text and explain how to verify what is a fact. (4.R.3.C.a)

4_R_5_N: Explain explicit and implicit relationships among ideas in texts. (4.R.3.C.b) (CCSS RI.4.3)

4_R_5_O: Explain author’s purpose. (4.R.3.C.c) (CCSS RI.4.8)

4_R_5_P: Compare and contrast a firsthand and secondhand account of the same event or topic. (4.R.3.C.d) (CCSS RI.4.6)

Digital and Media Literacy

4_R_5_Q: Explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior. (4.R.4.A.a)

4_R_5_R: Explain how various design techniques used in media influence the message. (4.R.4.A.b)

4_R_5_S: Compare various written conventions used for digital media. (4.R.4.A.c)

4_R_5_T: Explain text structures and graphics features of a web page and how they help readers to comprehend text. (4.R.4.A.d) (RI.4.7)
The student will apply the structure of the workshop model.

The student will compose an appropriate type of writing for a variety of purposes and audiences.

The student will apply the conventions of Standard English grammar and usage in writing.

The student will plan for research, gather and use relevant information from a variety of sources.

The student will speak and listen effectively in multiple contexts.

**Learning Targets**

**Spelling & Usage**

- **4_W_2_A:** Follow a writing process to plan writing, write a draft, strengthen writing by revising and editing, produce and publish writing. (W.4.1.A  W.4.1.B  W.4.1.C  W.4.1.D) (CCSS W.4.4  W.4.5)

  **Opinion/Argumentative**

- **4_W_2_B:** Write opinion texts that:
  - Introduce a topic or text being studied, using an introductory paragraph. (W.4.2.A.a) (CCSS W.4.1.a)
  - State an opinion or establish a position and provide reasons for the opinion/position supported by facts and details. (W.4.2.A.b) (CCSS W.4.1.a  W.4.1.b)
  - Use specific and accurate words that are related to the topic, audience and purpose. (W.4.2.A.c) (CCSS L.4.3.a)
  - Contain information using student's original language except when using direct quotation from a source. (W.4.2.A.d) (CCSS W.5.8)
  - Reference the name of the author(s) or name of the source used for details or facts included in the text. (W.4.2.A.e) (CCSS W.4.8)
  - Use transitions to connect opinion and reason. (W.4.2.A.f) (CCSS W.4.1.c)
  - Organize the supporting details/reasons into introductory, supporting, and concluding paragraphs. (W.4.2.A.g) (CCSS W.4.1.d)

  **Informative/Explanatory**

- **4_W_2_C:** Write informative/explanatory texts that:
  - Introduce a topic using a topic sentence in an introductory paragraph. (W.4.2.B.a) (CCSS W.4.2.a)
  - Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations. (W.4.2.B.b) (CCSS W.4.2.b)
  - Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose. (W.4.2.B.c) (CCSS W.4.2.d  L.4.3.a)
  - Contain information using student’s original language except when using direct quotations from a source. (W.4.2.B.d) (CCSS SL.4.2 W.5.8)
  - Use transitions to connect categories of information. (W.4.2.B.e) (CCSS W.4.2.c)
  - Use text features when useful. (W.4.2.B.f) (CCSS W.4.2.a)
  - Create a concluding paragraph related to the information. (W.4.2.B.g) (CCSS W.4.2.e)

**Sentences**

- **4_W_3_J:** Use sentence variety including simple and compound sentences to improve writing. (3.L.1.A)

**Punctuation**

- **4_W_3_G:** Capitalize dialogue correctly. (3.L.1.B.d)

**Spelling & Usage**

- **4_W_3_A:** Spell words with suffixes by dropping or leaving the final e. (L.1.1.B.f)

**Capitalization**

- **4_W_3_B:** Spell words ending in the long e. (L.1.1.B.e) (K.1.1.B.h)

**Parts of Speech**

- **4_W_3_C:** Independently spell and use grade level words correctly, including commonly confused words.

**Parts of Speech**

- **4_W_3_D:** Consult reference materials to check and correct spellings. (3.L.1.B.e)

**Using and Evaluating Sources**

- **4_W_3_E:** Evaluate the credibility of sources.

**Expression and Fluency**

- **4_W_3_F:** Eliminate helping verbs in writing to improve clarity and increase interest. (4.L.1.A.a)

**Using and Evaluating Sources**

- **4_W_3_G:** Recognize and correct vague and ambiguous pronouns.

**Parts of Speech**

- **4_W_3_H:** Use prepositions to improve clarity and specificity in writing. (4.L.1.A.f)

**Writing Process**

- **4_W_3_J:** Use a compare/contrast organizational pattern to organize information.

**Note Taking**

- **4_W_3_A:** Identify and utilize effective note taking strategies to summarize and paraphrase information. (W.4.4  W.4.5)

**Using and Evaluating Sources**

- **4_W_3_B:** Use approved sources to find appropriate information. (4.W.3.A.c, 4.W.3.A.d)

**Drawing Conclusions**

- **4_W_3_C:** Generate a list of keywords (including synonyms) for research with teacher guidance, evaluating their effectiveness. (4.W.3.A.d)

**Using and Evaluating Sources**

- **4_W_3_D:** Use effective presentation skills with available resources. (4.W.4.A.B) (CCSS SL.4.5)

**Using and Evaluating Sources**

- **4_W_3_E:** Incorporate descriptive and sequential details in a student designed or teacher-assigned topic. (4.W.4.A.C) (CCSS SL.4.4)

**Organizing Information**

- **4_W_3_F:** Give a formal presentation to classmates, using a variety of media. (4.SL.4.A.D) (CCSS SL.4.4 SL.4.5)

**Using and Evaluating Sources**

- **4_W_3_G:** Speak with expression and fluency. (4.SL.4.A.C) (CCSS SL.4.6)

**Using and Evaluating Sources**

- **4_W_3_H:** Adjust formal/informal language according to context and topic. (4.SL.4.A.B) (CCSS4.6.

**Questioning and Topic Development**

- **4_W_3_B:** Form opinions and use evidence from text to support a conclusion.

**Organizing Information**

- **4_W_3_C:** Use a compare/contrast organizational pattern to organize information.

**Citing Sources**

- **4_W_3_D:** Identify what plagiarism is and how to avoid it. (4.W.3.A.g)

**Using and Evaluating Sources**

- **4_W_3_E:** Cite title and author for all print sources and article title, website and date accessed for electronic sources used. (4.W.3.A.h)
<table>
<thead>
<tr>
<th>Narratives/Literary</th>
<th>Presentation</th>
<th>Reflection During and After</th>
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<tbody>
<tr>
<td>4_W_2_D: Write fiction or non-fiction narratives and poems that:</td>
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<tr>
<td>4_W_2_D1: establish a setting and situation/topic and introduce a narrator and/or characters. (4.W.2.C.a) (CCSS W.4.3.a)</td>
<td>RM_4_K: Organize and present facts and draw conclusions to answer questions in a variety of ways. (4.W.3.A.i)</td>
<td>RM_4_L: Identify and evaluate the important features for a good product, assessing and revising own work with guidance. (4.W.3.A.i)</td>
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<td>4_W_2_D2: use narrative techniques, such as dialogue, motivation, and descriptions. (4.W.2.C.b) (CCSS W.4.3.b)</td>
<td></td>
<td>RM_4_M: Identify own strengths and set goals for improvement. (4.W.3.A.i)</td>
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<tr>
<td>4_W_2_D3: organize an event sequence that unfolds naturally to establish a beginning/middle/end. (4.W.2.C.c) (CCSS W.4.3.e)</td>
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<tr>
<td>4_W_2_D4: use a variety of transitions to manage the sequence of events. (4.W.2.C.d) (CCSS W.4.3.c)</td>
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<tr>
<td>4_W_2_D5: use specific, relevant, and accurate words that are suited to the topic, audience, and purpose. (4.W.2.C.e) (CCSS W.4.3.d L.4.3.a)</td>
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