

# **ELEMENTARY LANGUAGE ARTS CURRICULUM**

## *With Access Points*

### **Fourth Grade**

Revised June, 2008  
Updated June, 2010

#### Language Arts Committee

##### Crawfordville Elementary

Staci Greener  
Catherine Cutchen  
Cori Revell  
Kim Bartnick  
Diane Driggers  
Lynne Smith  
Kim Dutton / Angie Walker

##### Medart Elementary

Barbara Versiga  
Margaret Davis  
Susanne Porter  
Belinda McElroy  
Beth Brown  
Jodie Martin  
Sharon Kemp

##### Shadeville Elementary

Donna Kendrick  
Amy Seidler  
Theresa Hernandez  
Rhonda Traweek  
Tammi Light  
Claudia Crotta  
Dee Ann Hughes

##### Superintendent

David Miller

##### Wakulla County School Board

Becky Cook

Jerry Evans

Greg Thomas

Mike Scott

Ray Gray

##### District Staff

Beth O'Donnell – Assistant Superintendent of Instruction

Beth Mims – Executive Director of Curriculum

Cynthia Shrestha – Elementary Reading Coach

Terry Price – Elementary Reading Coach

**INTRODUCTION**

The Wakulla County Elementary Language Arts Curriculum is organized and based upon the 2006 edition of the Florida Sunshine State Standards for Language Arts. The numbering system for the benchmarks is read as follows:

<b>LA.</b>	<b>4.</b>	<b>1.</b>	<b>1.</b>	<b>1</b>
<b>Subject</b>	<b>Grade</b>	<b>Strand</b>	<b>Standard</b>	<b>Benchmark</b>

Benchmarks and expectations are specific to each grade level. Where there are overlapping or repeated benchmarks it is understood that the skill will be taught and practiced with grade-level appropriate text.

Assessment information is provided at the point of use throughout this document. FCAT information is taken directly from the Test Specifications document and should be used by the teacher to thoroughly understand the scope and requirements of the benchmark.

The following Appendices are referenced throughout the document and are found at the end of the document:

- Appendix A – FCAT Test Specification Information
- Appendix B – 220 High Frequency Words
- Appendix C – Elaboration and Extension in Writing
- Appendix D – Zaner Bloser Continuous Stroke Method for forming manuscript letters
- Appendix E – Steps to Mastery of Vocabulary
- Appendix F – The Writing Portfolio
- Appendix G-- FCAT Reading Reporting Categories and Content Focus Chart

Other resources are located on the District Web Site – <http://www.wakullaschooldistrict.org> under the Curriculum Tab. They include, but are not limited to,

- A keyboarding chart – This can be downloaded and used to help students develop appropriate fingering on the keyboard.
- The FCAT Content Clusters
- The Crosswalk between the 2001 Language Arts Standards and the 2006 Language Arts Standards for the tested benchmarks. This information is located at point of use in this document.
- Links to a variety of reading strategies and resources

**DOCUMENTATION EXPECTATION:**

The date columns are provided to allow teachers to document when a benchmark is taught. The teacher is not expected to enter a date each time the concept is mentioned since instruction in many of the concepts is ongoing. The expectation is that the teacher will note when s/he feels the benchmark is fully covered and/or assessed. Appropriate markings might be “9/10 and ongoing” or 10/11-10/15. The date(s) noted should align with planbook documentation. It is hoped that this will help the teacher pace instruction during subsequent years.

**Language Arts Curriculum  
Fourth Grade**

**STRAND: Reading Process**

<b>Phonics/Word Analysis</b>		<b>Standard:</b> The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.					
<b>Benchmark: The student will:</b>		<b>Assessment / Correlation Information</b>	<b>Resources/Notes</b>	<b>10/11</b>	<b>11/12</b>	<b>11/13</b>	<b>11/14</b>
LA.4.1.4.1	<ul style="list-style-type: none"> <li>▪ Recognize knowledge of spelling patterns;</li> </ul>	<u>Harcourt Storytown</u> See the following sections throughout text: <ul style="list-style-type: none"> <li>▪ Decoding</li> <li>▪ Spelling</li> </ul>	<b>Resource:</b> <ul style="list-style-type: none"> <li>▪ <a href="http://www.k111.k12.il.us/lafayette/fourblocks/spelling_patterns.htm">http://www.k111.k12.il.us/lafayette/fourblocks/spelling_patterns.htm</a></li> <li>▪ <a href="http://foolswisdom.com/users/sbett/spelling-patterns.htm">http://foolswisdom.com/users/sbett/spelling-patterns.htm</a></li> </ul>				
LA.4.1.4.2	<ul style="list-style-type: none"> <li>▪ Use structural analysis;</li> </ul>	<u>Harcourt Storytown</u> See the following sections throughout text: <ul style="list-style-type: none"> <li>▪ Decoding/Word Attack</li> </ul>	<b>Note:</b> Splitting words into parts to discover the meaning of unknown words is called structural analysis. This includes looking at prefixes, suffixes, etc. It also includes decoding compound words. Example: un/help/ful				
LA.4.1.4.3	<ul style="list-style-type: none"> <li>▪ Use language structure to read multisyllabic words in text.</li> </ul>	<u>Harcourt Storytown</u> See the following sections throughout text: <ul style="list-style-type: none"> <li>▪ Decoding/Word Attack</li> </ul>					
<b>ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES</b>							
<b>Independent:</b> The student will: <ul style="list-style-type: none"> <li>▪ Manipulate individual phonemes in CVC, CCVC, and CVCC words through addition, deletion, and substitution;</li> <li>▪ Identify and segment initial, final, and medial phonemes in words with common spelling patterns;</li> <li>▪ Decode words with common consonant and vowel digraphs;</li> <li>▪ Decode words with r-controlled vowels;</li> <li>▪ Recognize high frequency sight words;</li> <li>▪ Recognize regular plurals;</li> <li>▪ Use self-correction when subsequent reading indicates an earlier misreading.</li> </ul>		<b>Supported:</b> The student will: <ul style="list-style-type: none"> <li>▪ Produce the most common sounds associated with all letters of the alphabet;</li> <li>▪ Blend and segment individual phonemes in selected CVC words;</li> <li>▪ Decode phonetically regular words;</li> <li>▪ Use self-correction when subsequent reading indicates an earlier misreading.</li> </ul>			<b>Participatory:</b> The student will: <ul style="list-style-type: none"> <li>▪ Respond to pictures or symbols paired with spoken words in one or more daily activities.</li> </ul>		

**STRAND: Reading Process**

<b>Fluency</b>		<b>Standard:</b> The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.					
<b>Benchmark: The student will:</b>		<b>Assessment / Correlation Information</b>	<b>Resources/Notes</b>	10/11	11/12	11/13	11/14
LA.4.1.5.1	<ul style="list-style-type: none"> <li>▪ Demonstrate the ability to read grade level texts;</li> </ul>	<p><u>Harcourt Storytown</u> Example: p.T66, Theme 1</p> <ul style="list-style-type: none"> <li>▪ Fluency Lesson</li> </ul> <p>See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ “Connections”</li> <li>▪ Literacy Center</li> </ul>	<p><b>Note:</b> This is specifically referring to oral reading.</p>				
LA.4.1.5.2	<ul style="list-style-type: none"> <li>▪ Adjust reading rates based on purpose, text difficulty, form, and style.                             <ul style="list-style-type: none"> <li>• <b>Note:</b> The end of the year target rate for oral reading fluency is: Low Risk (LR) 118+ CWPM. This is considered at grade level.</li> <li>• <b>Note:</b> Teachers should help students develop prosody (reading with expression) as well as working on oral reading rate. The goal is not just to read faster but to read quickly enough that the rate does not impede comprehension.</li> </ul> </li> </ul>	<p><u>Harcourt Storytown</u> Example: p.T206, Theme 1</p> <p>See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Fluency Lessons</li> </ul>	<p><a href="http://www.fcrr.org/pmrn/help.htm">http://www.fcrr.org/pmrn/help.htm</a> <b>Activity:</b></p> <ol style="list-style-type: none"> <li>1) Choral Reading;</li> <li>2) Reader’s Theatre;</li> <li>3) Echo Reading;</li> <li>4) Assisted Reading</li> </ol>				
<b>ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES</b>							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> <li>▪ Read text with high frequency sight words and phonetically regular words with accuracy.</li> </ul>		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Read text with high frequency sight words and phonetically regular one-syllable words with accuracy.</li> </ul>		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Respond accurately and consistently to pictures or symbols of persons, objects, or events in familiar stories and daily activities; and</li> <li>▪ Identify pictures or symbols paired with words to indicate the next step in a familiar daily activity.</li> </ul>			

**STRAND: Reading Process**

<b>Vocabulary Development</b>		<b>Standard:</b> The student uses multiple strategies to develop grade appropriate vocabulary.				
<b>Benchmark: The student will:</b>		<b>Assessment / Correlation Information</b>	<b>Resources/Notes</b>			
			10/11	11/12	11/13	11/14
LA.4.1.6.1	<ul style="list-style-type: none"> <li>▪ Use new vocabulary that is introduced and taught directly;</li> </ul>	<p><u>Harcourt Storytown</u> Example: p.T35 &amp; 67, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Build/Enrich Robust Vocabulary</li> </ul>	<p><b>Note:</b> All vocabulary benchmarks should be addressed in Social Studies, Science and Math as well as in Reading and Language. Active word walls are a requirement in all classrooms to provide students with multiple practice and exposure to needed vocabulary. <b>Resource:</b> Steps for teaching vocabulary to mastery – Appendix E. Also see the requirements for vocabulary mastery outlined in the Science Curriculum.</p>			
LA.4.1.6.2	<ul style="list-style-type: none"> <li>▪ Listen to, read, and discuss familiar and conceptually challenging text;</li> </ul>	<p><u>Harcourt Storytown</u> Example: Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Listening Comp.</li> <li>▪ Read Aloud</li> </ul>				
LA.4.1.6.3	<ul style="list-style-type: none"> <li>▪ Use context clues to determine meanings of unfamiliar words;</li> </ul>	<p><b>FCAT – MC Reporting Category :Vocabulary</b> (See Appendix A)</p> <p><u>Harcourt Storytown</u> Example: Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Build Robust Vocabulary Student Pages</li> </ul>				
LA.4.1.6.4	<ul style="list-style-type: none"> <li>▪ Categorize key vocabulary and identify salient features;                             <ul style="list-style-type: none"> <li>• <u>Salient</u> = Noticeable or Striking</li> </ul> </li> </ul>	<p><u>Harcourt Storytown</u> Example: Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Build/Enrich Robust Vocabulary</li> </ul>				

<b>Vocabulary Development</b>		<b>Standard:</b> The student uses multiple strategies to develop grade appropriate vocabulary.					
<b>Benchmark: The student will:</b>		<b>Assessment / Correlation Information</b>	<b>Resources/Notes</b>	10/11	11/12	11/13	11/14
LA.4.1.6.5	<ul style="list-style-type: none"> <li>Relate new vocabulary to familiar words;</li> </ul>	<p><u>Harcourt Storytown</u> Example: Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>Enrich Robust Vocabulary</li> </ul>					
LA.4.1.6.6	<ul style="list-style-type: none"> <li>Identify “shades of meaning” in related words (e.g., blaring, loud);</li> </ul>	<p><b>FCAT – MC Reporting Category :Vocabulary</b> (See Appendix A)</p>	<p><b>Resource:</b></p> <ul style="list-style-type: none"> <li>Word Choice – <u>6 Traits Writer’s Companion</u></li> </ul>				
LA.4.1.6.7	<ul style="list-style-type: none"> <li>Use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words; (e.g., <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>dis-</i>, <i>mis-</i>, <i>in-</i>, <i>non-</i>), suffixes (e.g., <i>-er</i>, <i>-est</i>, <i>-ful</i>, <i>-less</i>, <i>-able</i>, <i>-ly</i>, <i>-or</i>, <i>-ness</i>),</li> </ul>	<p><b>FCAT – MC Reporting Category :Vocabulary</b> (See Appendix A)</p> <p><u>Harcourt Storytown</u> Example: p.T58 - 59, Theme 2 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>Spelling Practice</li> </ul>					
LA.4.1.6.8	<ul style="list-style-type: none"> <li>Use knowledge of antonyms, synonyms, homophones, and homographs to determine meaning of words;</li> </ul>	<p><b>FCAT – MC Reporting Category :Vocabulary</b> (See Appendix A)</p> <p><u>Harcourt Storytown</u> Example: p. T62 - 63, Theme 1</p> <ul style="list-style-type: none"> <li>Syn &amp; Ant</li> </ul> <p>Example: p. T204 – 205, Theme 1</p> <ul style="list-style-type: none"> <li>Homophones / Graphs</li> </ul>	Practice using analogies				
LA.4.1.6.9	<ul style="list-style-type: none"> <li>Determine the correct meaning of words with multiple meanings in context;</li> </ul>	<p><b>FCAT – MC Reporting Category :Vocabulary</b> (See Appendix A)</p>					

<b>Vocabulary Development</b>		<b>Standard:</b> The student uses multiple strategies to develop grade appropriate vocabulary.					
<b>Benchmark: The student will:</b>		<b>Assessment / Correlation Information</b>	<b>Resources/Notes</b>	<b>10/11</b>	<b>11/12</b>	<b>11/13</b>	<b>11/14</b>
		Harcourt <i>Storytown</i> Example: p.T26, Theme 2 See the following sections throughout text: ▪ Literacy Centers					
LA.4.1.6.10	▪ Determine meanings of words and alternate word choices by using a dictionary, thesaurus, and digital tools.	Harcourt <i>Storytown</i> Example: p.T64, Theme 1	<b>Examples:</b> Digital tools may include, but are not limited to, word processing software; Franklin Speller; Internet; Merrian-Webster.com				
<b>ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES</b>							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> <li>▪ Use new vocabulary that is introduced and taught directly;</li> <li>▪ Listen to, read, and discuss stories and informational text;</li> <li>▪ Use context clues and illustrations to determine the meaning of unknown words;</li> <li>▪ Categorize key vocabulary;</li> <li>▪ Relate new vocabulary to familiar words;</li> <li>▪ Use knowledge of individual words to predict meaning of unknown compound words;</li> <li>▪ Identify common synonyms and antonyms;</li> <li>▪ Determine the correct meaning of a word with multiple meanings in context;</li> <li>▪ Determine the meaning of unknown words using a picture dictionary and digital tools.</li> </ul>		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Use new vocabulary that is introduced and taught directly;</li> <li>▪ Listen to, read, and talk about stories and informational text;</li> <li>▪ Categorize pictures;</li> <li>▪ Relate new vocabulary to familiar words;</li> <li>▪ Identify common antonyms using pictures;</li> <li>▪ Identify the meaning of words that show spatial and temporal relationships (e.g., up/down, before/after);</li> <li>▪ Use information from print or visual reference materials to determine the meaning of unknown words.</li> </ul>			<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Respond to new vocabulary that is introduced and taught directly;</li> <li>▪ Listen and respond to stories and informational text;</li> <li>▪ Identify persons, objects, and actions by name in daily activities;</li> <li>▪ Select objects, pictures, or symbols paired with words that related to familiar stories or activities.</li> </ul>		

**STRAND: Reading Process**

<b>Reading Comprehension</b>		<b>Standard:</b> The student uses a variety of strategies to comprehend grade level text.					
<b>Benchmark: The student will:</b>		<b>Assessment / Correlation Information</b>	<b>Resources/Notes</b>	<b>10/11</b>	<b>11/12</b>	<b>11/13</b>	<b>11/14</b>
LA.4.1.7.1	<ul style="list-style-type: none"> <li>Identify the purpose of text features (e.g. format, graphics, sequence, diagrams, illustrations, charts, maps);</li> </ul>	<p>Harcourt <i>Storytown</i>                      Example: p.T307, Theme 2                      See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>Review Units</li> </ul>					
LA.4.1.7.2	<ul style="list-style-type: none"> <li>Identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text;</li> </ul>	<p><b>FCAT – MC</b>  <b>Reporting Category 2: Reading Applications</b> (See Appendix A)                      Harcourt <i>Storytown</i>                      Example: p.T196 - 197, Theme 2</p>	<p><b>Note:</b> Perspective = point of view. Teacher questions should include questions that ask students to determine the author's perspective and/or point of view.</p>				
LA.4.1.7.3	<ul style="list-style-type: none"> <li>Determine explicit ideas and information in grade-level text, including but not limited to, main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing;</li> </ul>	<p><b>FCAT – MC,</b>  <b>Reporting Category 2: Reading Applications</b> (See Appendix A)                      Harcourt <i>Storytown</i>                      Example: p.T172 - 173, Theme 2                      See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>Comprehension Strategy</li> </ul>					
LA.4.1.7.4	<ul style="list-style-type: none"> <li>Identify cause-and-effect relationships in text;</li> </ul>	<p><b>FCAT – MC,</b>  <b>Reporting Category 2: Reading Applications</b> (See Appendix A)                      Harcourt <i>Storytown</i>                      Example: p.T58 - 59, Theme 3</p>					
LA.4.1.7.5	<ul style="list-style-type: none"> <li>Identify the text structure and author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text;</li> </ul>	<p><b>FCAT – MC</b>  <b>Reporting Category 2: Reading Applications</b> (See Appendix A)                      Harcourt <i>Storytown</i>                      Example: p.T200, Theme 1                      See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>After Reading</li> </ul>	<p><b>Note:</b> Teachers should be sure to discuss differences in text organizational structure and how the author uses it to help impart meaning.</p>				
LA.4.1.7.6	<ul style="list-style-type: none"> <li>Identify themes or topics across a variety of fiction and non-fiction selections;</li> </ul>	<p><b>FCAT – MC</b>  <b>Reporting Category 2: Reading Applications</b> (See Appendix A)                      Harcourt <i>Storytown</i>                      Example: p.T166 - 167, Theme 4</p>					



<b>Reading Comprehension</b>		<b>Standard:</b> The student uses a variety of strategies to comprehend grade level text.					
<b>Benchmark: The student will:</b>		<b>Assessment / Correlation Information</b>	<b>Resources/Notes</b>	10/11	11/12	11/13	11/14
LA.4.1.7.7	<ul style="list-style-type: none"> <li>▪ Compare and contrast elements in multiple texts (e.g., setting, characters, problems);</li> </ul>	<p><b>FCAT – MC Reporting Category 2: Reading Applications</b> (See Appendix A)</p> <p><u>Harcourt Storytown</u> Example: p.T136 – 137, Theme 1</p>	<p><b>Resource:</b> Venn Diagram <b>Example:</b> Plot Line (<a href="http://www.readwritethink.org/lesson_images/lesson223/plot_mountain.pdf">http://www.readwritethink.org/lesson_images/lesson223/plot_mountain.pdf</a> )</p>				
LA.4.1.7.8	<ul style="list-style-type: none"> <li>▪ Use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to                             <ul style="list-style-type: none"> <li>• rereading,</li> <li>• checking context clues,</li> <li>• predicting,</li> <li>• summarizing,</li> <li>• questioning, and</li> <li>• clarifying by checking other sources.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Running Record</li> </ul> <p><u>Harcourt Storytown</u> Example: p.T32 - 33, Theme 2</p>					
<b>ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES</b>							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> <li>▪ Preview text features (e.g., illustrations, title, headings, captions) and use prior knowledge to make predictions of content and purpose of text;</li> <li>▪ Identify the author’s purpose (e.g., tell a story and give information) in text;</li> <li>▪ Identify explicit information in text, including but not limited to main idea or topic, supporting details (e.g., who, what, where, when, how), and sequence of events;</li> <li>▪ Identify cause and effect relationships in pictures and text;</li> <li>▪ Identify explicit text structures (e.g., similarities and differences, sequence of events) in stories and informational text;</li> <li>▪ Identify the essential message or topic in text,;</li> <li>▪ Use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting the topic and what happens next, connecting to life experiences, and checking own understanding when reminded.</li> </ul>		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Preview text features (e.g., illustrations, title) and make use prior knowledge to make predictions of content of stories and informational text;</li> <li>▪ Identify text that tells a story;</li> <li>▪ Determine main idea and supporting details, including but not limited to, who, what, where, and when in read-aloud stories and informational text;</li> <li>▪ Identify differences in characters and actions in text;</li> <li>▪ Use strategies to repair comprehension, including but not limited to, rereading, connecting stories to life experiences, and checking own understanding when reminded.</li> </ul>		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Identify pictures of characters or objects in read-aloud stories or informational text;</li> <li>▪ Respond accurately and consistently to pictures of characters or objects in familiar read-aloud stories and informational text used in daily activities;</li> <li>▪ Use pictures or symbols to respond to predictable cause/effect events in daily activities;</li> <li>▪ Use pictures or symbols to respond to predictable cause/effect events in daily activities;</li> <li>▪ Respond to voice tone or volume that reflects the intent of verbal messages;</li> <li>▪ Seek assistance to clarify meaning of pictures, symbols, or words in classroom activities with prompting.</li> </ul>			

**STRAND: Literary Analysis**

<b>Fiction</b>		<b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.					
<b>Benchmark: The student will:</b>		<b>Assessment / Correlation Information</b>	<b>Resources/Notes</b>	<b>10/11</b>	<b>11/12</b>	<b>11/13</b>	<b>11/14</b>
LA.4.2.1.1	<ul style="list-style-type: none"> <li>Read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama and media;</li> </ul>	<u>Harcourt Storytown</u> <ul style="list-style-type: none"> <li>Variety of genres represented in all themes</li> </ul>					
LA.4.2.1.2	<ul style="list-style-type: none"> <li>Identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction;</li> </ul>	<b>FCAT – MC Reporting Category 3: Literary Analysis Fiction/Non-Fiction (See Appendix A)</b>  <u>Harcourt Storytown</u> Example: p.T138 – 139, Theme 2	<b>Resource:</b> <ul style="list-style-type: none"> <li>Plot Line, Story Map (See LA.4.1.7.7)</li> </ul>				
LA.4.2.1.3	<ul style="list-style-type: none"> <li>Identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language);</li> </ul>	<u>Harcourt Storytown</u> See the following sections throughout text: <ul style="list-style-type: none"> <li>Listening Comprehension – Before Reading Throughout</li> </ul>	<b>Resource:</b> <ul style="list-style-type: none"> <li>Connection to Writing Instruction – Use the “Word Choice” section of the <i>Six Traits of Writing Notebook</i>.</li> </ul>				
LA.4.2.1.4	<ul style="list-style-type: none"> <li>Identify an author’s theme, and use details from the text to explain how the author developed that theme;</li> </ul>	<b>FCAT – MC Reporting Category 3: Literary Analysis Fiction/Non-Fiction (See Appendix A)</b>  <u>Harcourt Storytown</u> Example: p.T186, Theme 4 See the following sections throughout text: <ul style="list-style-type: none"> <li>Theme Questions</li> </ul>					

<b>Fiction</b>		<b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.					
<b>Benchmark: The student will:</b>		<b>Assessment / Correlation Information</b>	<b>Resources/Notes</b>	10/11	11/12	11/13	11/14
LA.4.2.1.5	<ul style="list-style-type: none"> <li>▪ Respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);</li> </ul>	<p><u>Harcourt Storytown</u>                      Example: p.T58 - 59, Theme 1                      See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Connections</li> </ul>					
LA.4.2.1.6	<ul style="list-style-type: none"> <li>▪ Write a book report, a review, or a critique that identifies the main idea, character(s), setting, sequence of events, conflict, crisis and resolution;</li> </ul>	<p><u>Harcourt Storytown</u>                      Example: p.C8, All Themes                      See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Correlations</li> </ul>					
LA.4.2.1.7	<ul style="list-style-type: none"> <li>▪ Identify and explain an author’s use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects;</li> </ul>	<p><b>FCAT – MC</b>  <b>Reporting Category 3: Literary Analysis Fiction/Non-Fiction</b> (See Appendix A)</p> <p><u>Harcourt Storytown</u>                      Example: p.T170 - 171, Theme 6                      See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Author’s Craft Question</li> </ul>					
LA.4.2.1.8	<ul style="list-style-type: none"> <li>▪ Recognize that vocabulary and language patterns have changed in literary texts from the past to the present;</li> </ul>	<p><u>Harcourt Storytown</u>                      Example: p.T41, Theme 2                      See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Analyze Writer’s Craft</li> </ul>					

<b>Fiction</b>		<b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.					
<b>Benchmark: The student will:</b>		<b>Assessment / Correlation Information</b>	<b>Resources/Notes</b>	10/11	11/12	11/13	11/14
LA.4.2.1.9	<ul style="list-style-type: none"> <li>▪ Select a balance of age-and-ability-appropriate fiction materials to read (e.g., novels, mysteries, mythology, poetry), based on teacher recommendations, to continue building a core foundation of knowledge.</li> </ul>	<u>Harcourt Storytown</u> Example: p.T26, Theme 1 See the following sections throughout text: <ul style="list-style-type: none"> <li>▪ Literacy Center Kit</li> </ul>	<b>Resource:</b> <ul style="list-style-type: none"> <li>• The District Reading List</li> </ul>				
<b>ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES</b>							
<i>Independent:</i> The student will <ul style="list-style-type: none"> <li>▪ Distinguish among common forms of literature (e.g., stories, poetry);</li> <li>▪ Identify characters, settings, problem/solution in a variety of fiction;</li> <li>▪ Identify general feelings and ideas communicated in poetry;</li> <li>▪ Identify the main idea or topic of a literature selection;</li> <li>▪ Respond to literature selection by describing how the story connects to life experiences;</li> <li>▪ Write a brief report or review that identifies characters, settings, sequence of events, main idea(s), or problem/solution in a literature selection;</li> <li>▪ Recognize the meaning of common idioms (e.g., cross your fingers) and figurative language (e.g., the sun smiled when the day began);</li> <li>▪ Identify language used to describe past and present events in stories and non-fiction; and</li> <li>▪ Select a variety of fiction materials to listen to or read, based on interest and teacher recommendations, to continue building a core foundations of knowledge.</li> </ul>		<i>Supported:</i> The student will: <ul style="list-style-type: none"> <li>▪ Identify common forms of literature (e.g., stories, rhyming poetry);</li> <li>▪ Identify characters, settings, actions, and events in read-aloud fiction;</li> <li>▪ Identify words that describe people, objects, and actions in poetry;</li> <li>▪ Identify the topic of a familiar literature selection;</li> <li>▪ Contribute to a group response connecting characters, actions, settings, or events in read-aloud literature to life experiences by creating pictures and dictation;</li> <li>▪ Create a picture story with dictated sentences that identifies a character, event, or setting from a read-aloud story;</li> <li>▪ Recognize that events in a story can take place in the past or present; and</li> <li>▪ Select a variety of fiction materials to listen to, based on interest and teacher recommendations, to continue building a core foundation of knowledge.</li> </ul>		<i>Participatory:</i> The student will: <ul style="list-style-type: none"> <li>▪ Identify characters or objects in read-aloud prose and poetry;</li> <li>▪ Respond to words that describe actions or feelings in familiar read-aloud literature;</li> <li>▪ Use pictures, symbols, or words to identify characters, objects, or actions from a familiar read-aloud story; and</li> <li>▪ Express a preference for familiar read-aloud stories or poems, based on interest and teacher recommendations, to continue building a core foundation of knowledge.</li> </ul>			

**STRAND: Literary Analysis**

<b>Non-Fiction</b>		<b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of non-fiction, informational, and expository texts to demonstrate an understanding of the information presented.					
<b>Benchmark: The student will:</b>		<b>Assessment / Correlation Information</b>	<b>Resources/Notes</b>	<b>10/11</b>	<b>11/12</b>	<b>11/13</b>	<b>11/14</b>
LA.4.2.2.1	<ul style="list-style-type: none"> <li>Locate, explain, and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations, indices, book jacket);</li> </ul>	<p><b>FCAT – MC Reporting Category 3: Literary Analysis Fiction/Non-Fiction See Appendix A</b></p> <p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>Text Features Questions</li> </ul>	<p><b>Activity:</b> Text Walk: Similar to picture walks, text walks involve going through a text before reading it and looking at all of the headings, inserts and words that are italicized or bolded in order to activate prior knowledge and attend to important information.</p> <p>Make sure that your students know that the pictures, diagrams, and other inserts in a text include important information and should be read before anything else on that page.</p>				
LA.4.2.2.2	<ul style="list-style-type: none"> <li>Use information from the text to answer questions related to explicitly stated main ideas or relevant details;</li> </ul>						
LA.4.2.2.3	<ul style="list-style-type: none"> <li>Organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing;</li> </ul>	<p><u>Harcourt Storytown</u> Example: p.T32 – 33, Theme 1 Example: p.T172 - 173, Theme 2</p>	<p><b>Resource:</b> Graphic Organizers</p> <ul style="list-style-type: none"> <li><a href="http://www.eduplace.com/graphicorganizer/">http://www.eduplace.com/graphicorganizer/</a></li> <li><a href="http://www.eduplace.com/kids/hme/k_5/graphorg/">http://www.eduplace.com/kids/hme/k_5/graphorg/</a></li> </ul>				

<b>Non-Fiction</b>		<b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of non-fiction, informational, and expository texts to demonstrate an understanding of the information presented.					
<b>Benchmark: The student will:</b>		<b>Assessment / Correlation Information</b>	<b>Resources/Notes</b>	<b>10/11</b>	<b>11/12</b>	<b>11/13</b>	<b>11/14</b>
LA.4.2.2.4	<ul style="list-style-type: none"> <li>▪ Identify and explain the functions and characteristics of a variety of types of text (e.g., reference, children’s news magazines, newspaper, practical/functional texts);                             <ul style="list-style-type: none"> <li>• Practical/functional texts would include, but not be limited to: recipes, how-to books, instruction manuals, etc.</li> </ul> </li> </ul>	<u>Harcourt Storytown</u> Example: p.T256, Theme 2					
LA.4.2.2.5	<ul style="list-style-type: none"> <li>▪ Select a balance of age-and ability-appropriate non-fiction materials to read (e.g., biographies and topical areas, such as animals, science, history) based on teacher recommendations, to continue building a core foundation of knowledge.</li> </ul>	<u>Harcourt Storytown</u> See the following sections throughout text: <ul style="list-style-type: none"> <li>▪ Literacy Center</li> <li>▪ Reading Log</li> <li>▪ Activities</li> </ul>	<b>Resource:</b> The District Reading List				
<b>ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES</b>							
<i>Independent:</i> The student will <ul style="list-style-type: none"> <li>▪ Obtain information from text features (e.g., illustrations, title, headings, captions);</li> <li>▪ Use explicit information from non-fiction text to answer questions related to explicitly stated main idea and supporting details (e.g., who, what, where, when, how);</li> <li>▪ Identify main ideas or topics in non-fiction text;</li> <li>▪ Identify a variety of non-fiction text (e.g., simple reference materials, picture dictionary);</li> <li>▪ Select a variety of non-fiction materials on different topics to listen to or read, based on interest and teacher recommendations, to continue building a core foundation of knowledge.</li> </ul>		<i>Supported:</i> The student will: <ul style="list-style-type: none"> <li>▪ Obtain information from text features (e.g., illustrations, title);</li> <li>▪ Use explicit information from read-aloud non-fiction text to answer questions related to explicitly stated main idea and supporting details (e.g. who, what, where, when);</li> <li>▪ Identify topics in non-fiction read-aloud text;</li> <li>▪ Identify familiar non-fiction pictures, symbols or read-aloud text (e.g., photographs, signs, logos);</li> <li>▪ Select a variety of non-fiction materials to listen to, based on interest and teacher recommendations, to continue building a core foundation of knowledge.</li> </ul>		<i>Participatory:</i> The student will: <ul style="list-style-type: none"> <li>▪ Identify referent objects, pictures, or symbols used in daily classroom activities;</li> <li>▪ Respond purposefully to referent objects, pictures or symbols and informational text used in daily activities;</li> <li>▪ Respond to differences in referent objects, pictures or symbols paired with words used in daily activities;</li> <li>▪ Express a preference for familiar read-aloud non-fiction, based on interest and teacher recommendations, to continue building a core foundation of knowledge.</li> </ul>			

**STRAND: Writing Process**

<b>Pre-Writing</b>		<b>Standard:</b> The student will use prewriting strategies to generate ideas and formulate a plan.					
<b>Benchmark: The student will prewrite by:</b>		<b>Assessment / Correlation Information</b>	<b>Resources/Notes</b>	<b>10/11</b>	<b>11/12</b>	<b>11/13</b>	<b>11/14</b>
LA.4.3.1.1	<ul style="list-style-type: none"> <li>Generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests;</li> </ul>	<ul style="list-style-type: none"> <li>Wakulla Writes</li> <li>Writing Portfolio (See Appendix F)</li> </ul> <p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>Writing Trait</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Six Traits of Writing Notebook –Ideas</li> <li>Writer's Companion Resource Book</li> <li>WritingFix.com</li> </ul>				
LA.4.3.1.2	<ul style="list-style-type: none"> <li>Determining the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) and the intended audience of a writing piece;</li> </ul>	<ul style="list-style-type: none"> <li>Wakulla Writes</li> <li>Writing Portfolio (See Appendix F)</li> </ul> <p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>Writing Trait</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Six Traits of Writing Notebook -Ideas, Voice</li> <li>Writer's Companion Resource Book</li> <li>WritingFix.com</li> </ul>				
LA.4.3.1.3	<ul style="list-style-type: none"> <li>Organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log) to make a plan for writing that prioritizes ideas and addresses the main idea and logical sequence.</li> </ul>	<ul style="list-style-type: none"> <li>Wakulla Writes</li> <li>Writing Portfolio (See Appendix F)</li> </ul> <p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>Writing Trait</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Six Traits of Writing Notebook –Organization</li> <li>Writer's Companion Resource Book</li> <li>WritingFix.com</li> </ul>				
<b>ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES</b>							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> <li>Generating ideas related to desired topics for writing through activities (e.g., responding to prompts, viewing pictures, listening to text, taking part in group discussion);</li> <li>Determining the purpose (e.g., inform tell a story) and intended audience for writing;</li> <li>Organizing ideas using a simple web or list.</li> </ul>		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> <li>Generating ideas for pictures that tell a story about persons, objects, or events through activities (e.g. responding to prompts, questions, exploring objects, viewing pictures);</li> <li>Identifying the purpose of writing (e.g., tell a story, give information).</li> </ul>			<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> <li>Associate preferences or information about familiar activities with pictures, symbols, or words.</li> </ul>		

**STRAND: Writing Process**

<b>Drafting</b>		<b>Standard:</b> The student will write a draft appropriate to the topic, audience, and purpose.					
<b>Benchmark:</b> The student will draft writing by:		<b>Assessment / Correlation Information</b>	<b>Resources/Notes</b>	10/11	11/12	11/13	11/14
LA.4.3.2.1	<ul style="list-style-type: none"> <li>▪ Using a pre-writing plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions;                             <ul style="list-style-type: none"> <li>• <b>Elaboration</b> – development of supporting details should include elaboration (see Appendix C)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Wakulla Writes</li> <li>▪ Writing Portfolio (See Appendix F)</li> <li>▪ FCAT Writing</li> </ul> <p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Writing Trait</li> </ul>	<p><b>Resource:</b></p> <ul style="list-style-type: none"> <li>• Six Traits of Writing Notebook –Ideas</li> <li>• Writer’s Companion Resource Book</li> <li>• WritingFix.com</li> </ul>				
LA.4.3.2.2	<ul style="list-style-type: none"> <li>▪ Organizing information into a logical sequence and combining or deleting sentences to enhance clarity, and using appropriate transitions;</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wakulla Writes</li> <li>▪ Writing Portfolio (See Appendix F)</li> <li>▪ FCAT Writing</li> </ul> <p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Writing Trait</li> </ul>	<p><b>Resource:</b></p> <ul style="list-style-type: none"> <li>• Six Traits of Writing Notebook –Organization</li> <li>• Writer’s Companion Resource Book</li> <li>• WritingFix.com</li> </ul>				
LA.4.3.2.3	<ul style="list-style-type: none"> <li>▪ Creating interesting leads through the use of quotations, questions, or descriptions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wakulla Writes</li> <li>▪ Writing Portfolio (See Appendix F)</li> <li>▪ FCAT Writing</li> </ul> <p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Writing Trait</li> </ul>	<p><b>Resource:</b></p> <ul style="list-style-type: none"> <li>• Six Traits of Writing Notebook –Organization</li> <li>• Writer’s Companion Resource Book</li> <li>• WritingFix.com</li> </ul>				
<b>ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES</b>							
<p><i>Independent:</i> The student will draft writing by:</p> <ul style="list-style-type: none"> <li>▪ Describing a topic based on ideas developed in a plan;</li> <li>▪ Organizing the ideas according to the purpose of the writing.</li> </ul>		<p><i>Supported:</i> The student will draft writing by:</p> <ul style="list-style-type: none"> <li>▪ Creating a picture and dictating sentences that tell a story or describe the picture;</li> <li>▪ Communicating ideas according to the purpose.</li> </ul>			<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Make an initial attempt to communicate preferences or information about familiar activities using pictures, symbols, or words.</li> </ul>		



**STRAND: Writing Process**

<b>Revising</b>		<b>Standard:</b> The student will revise and refine the draft for clarity and effectiveness.					
<b>Benchmark: The student will revise by:</b>		<b>Assessment / Correlation Information</b>	<b>Resources/Notes</b>	10/11	11/12	11/13	11/14
LA.4.3.3.1	<ul style="list-style-type: none"> <li>▪ Evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation;</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wakulla Writes</li> <li>▪ Writing Portfolio (See Appendix F)</li> </ul> <p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Writing Trait</li> </ul>	<p><b>Resource:</b></p> <ul style="list-style-type: none"> <li>• Six Traits of Writing Notebook –Ideas</li> <li>• Writer’s Companion Resource Book</li> <li>• WritingFix.com</li> </ul>				
LA.4.3.3.2	<ul style="list-style-type: none"> <li>▪ Creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis), and the use of appropriate transitional devices’</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wakulla Writes</li> <li>▪ Writing Portfolio (See Appendix F)</li> </ul> <p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Writing Trait</li> </ul>	<p><b>Resource:</b></p> <ul style="list-style-type: none"> <li>• Six Traits of Writing Notebook – Ideas</li> <li>• Writer’s Companion Resource Book</li> <li>• WritingFix.com</li> </ul>				
LA.4.3.3.3	<ul style="list-style-type: none"> <li>▪ Creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus);                             <ul style="list-style-type: none"> <li>• See Appendix C for information on extensions and elaborations.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Wakulla Writes</li> <li>▪ Writing Portfolio (See Appendix F)</li> </ul> <p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Writing Trait</li> </ul>	<p><b>Resource:</b></p> <ul style="list-style-type: none"> <li>• Six Traits of Writing Notebook –Word Choice, Sentence Fluency</li> <li>• Writer’s Companion Resource Book</li> <li>• WritingFix.com</li> </ul>				

<b>Revising</b>		<b>Standard:</b> The student will revise and refine the draft for clarity and effectiveness.					
<b>Benchmark: The student will revise by:</b>		<b>Assessment / Correlation Information</b>	<b>Resources/Notes</b>	<b>10/11</b>	<b>11/12</b>	<b>11/13</b>	<b>11/14</b>
LA.4.3.3.4	<ul style="list-style-type: none"> <li>▪ Applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wakulla Writes</li> <li>▪ Writing Portfolio (See Appendix F)</li> </ul> <p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Writing Trait</li> </ul>	<p><b>Resource:</b></p> <ul style="list-style-type: none"> <li>• Six Traits of Writing Notebook</li> <li>• Writer’s Companion Resource Book</li> <li>• WritingFix.com</li> </ul>				
<b>ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES</b>							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> <li>▪ Reviewing the draft for clarity of content, organization, and use of descriptive words;</li> <li>▪ Using complete sentences to express ideas;</li> <li>▪ Adding or changing words to clarify meaning;</li> <li>▪ Using tools, strategies, and resources to improve the draft (e.g., teacher or peer review, dictionary).</li> </ul>		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Reviewing the picture and dictation;</li> <li>▪ Copying dictated phrases or sentences;</li> <li>▪ Making changes to the picture and dictation to add or modify details with prompting;</li> <li>▪ Copying dictated phrases or sentences.</li> </ul>			<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Adjust language by selecting different pictures, symbols, or words when necessary to communicate information or preference about familiar activities.</li> </ul>		

**STRAND: Writing Process**

<b>Editing for Language Conventions</b>		<b>Standard:</b> The student will edit and correct the draft for standard language conventions.					
<b>Benchmark:</b> The student edits writing for grammar and language conventions, including the correct use of:		<b>Assessment / Correlation Information</b>	<b>Resources/Notes</b>	10/11	11/12	11/13	11/14
LA.4.3.4.1	<ul style="list-style-type: none"> <li>Spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in – y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Wakulla Writes</li> <li>Writing Portfolio (See Appendix F)</li> </ul> <p><u>Harcourt Storytown</u> Example: p.T68 - 69, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>Spelling</li> <li>Spelling Practice Book</li> </ul>	<p><b>Resource:</b></p> <ul style="list-style-type: none"> <li>Six Traits of Writing Notebook - Conventions</li> </ul>				
LA.4.3.4.2	<ul style="list-style-type: none"> <li>Capitalization for proper nouns, including titles used with someone’s name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.);</li> </ul>	<ul style="list-style-type: none"> <li>Wakulla Writes</li> <li>Writing Portfolio (See Appendix F)</li> <li>FCAT Writing</li> </ul> <p><u>Harcourt Storytown</u> Example: p.T72 – 73, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>Grammar</li> <li>Grammar Practice Book</li> </ul>					
LA.4.3.4.3	<ul style="list-style-type: none"> <li>Punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular and plural possessives;</li> </ul>	<ul style="list-style-type: none"> <li>Wakulla Writes</li> <li>Writing Portfolio (See Appendix F)</li> <li>FCAT Writing</li> </ul> <p><u>Harcourt Storytown</u> Example: p.T72 – 73, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>Grammar</li> <li>Grammar Practice Book</li> </ul>					
LA.4.3.4.4	<ul style="list-style-type: none"> <li>Present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions;</li> </ul>	<ul style="list-style-type: none"> <li>Wakulla Writes</li> <li>Writing Portfolio (See Appendix F)</li> <li>FCAT Writing</li> </ul> <p><u>Harcourt Storytown</u></p>					

<b>Editing for Language Conventions</b>		<b>Standard:</b> The student will edit and correct the draft for standard language conventions.					
<b>Benchmark:</b> The student edits writing for grammar and language conventions, including the correct use of:		<b>Assessment / Correlation Information</b>	<b>Resources/Notes</b>	<b>10/11</b>	<b>11/12</b>	<b>11/13</b>	<b>11/14</b>
		Example: p.T72 – 73, Theme 1 See the following sections throughout text: <ul style="list-style-type: none"> <li>▪ Grammar</li> <li>▪ Grammar Practice Book</li> </ul>					
LA.4.3.4.5	<ul style="list-style-type: none"> <li>▪ Subject/verb and noun/pronoun agreement in simple and compound sentences;</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wakulla Writes</li> <li>▪ Writing Portfolio (See Appendix F)</li> <li>▪ FCAT Writing</li> </ul> <p><u>Harcourt Storytown</u>                      Example: p.T72 – 73, Theme 1                      See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Grammar</li> <li>▪ Grammar Practice Book</li> </ul>					
LA.4.3.4.6	<ul style="list-style-type: none"> <li>▪ End punctuation for declarative, interrogative, imperative, and exclamatory sentences.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wakulla Writes</li> <li>▪ Writing Portfolio (See Appendix F)</li> <li>▪ FCAT Writing</li> </ul> <p><u>Harcourt Storytown</u>                      Example: p.T72 – 73, Theme 1                      See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Grammar</li> <li>▪ Grammar Practice Book</li> </ul>					
<b>ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES</b>							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> <li>▪ Left-to-right progression and sequencing;</li> <li>▪ Spelling of phonetically regular and high frequency words using a word bank or other resource as necessary;</li> <li>▪ Capitalization of proper names and the pronoun “I;”</li> <li>▪ End punctuation (period);</li> <li>▪ Complete sentences.</li> </ul>		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Left-to-right progression, sequencing and word spacing;</li> <li>▪ A model to check spelling of words;</li> <li>▪ Capitalization of own first and last name and initial word in sentences.</li> </ul>			<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Adjust language by selecting different pictures, symbols, or words when necessary to communicate information or preferences about familiar activities.</li> </ul>		

**STRAND: Writing Process**

<b>Publishing</b>		<b>Standard:</b> The student will write a final product for the intended audience.					
<b>Benchmark: The student will:</b>		<b>Assessment / Correlation Information</b>	<b>Resources/Notes</b>	<b>10/11</b>	<b>11/12</b>	<b>11/13</b>	<b>11/14</b>
LA.4.3.5.1	<ul style="list-style-type: none"> <li>Prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);</li> </ul>	<ul style="list-style-type: none"> <li>Writing Portfolio (See Appendix F)</li> </ul> <p><u>Harcourt Storytown</u> Example: p.T92 - 93, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>Evaluate / Publish</li> </ul>					
LA.4.3.5.2	<ul style="list-style-type: none"> <li>Use elements of spacing and design to enhance the appearance of the document and add graphics where appropriate;</li> </ul>	<ul style="list-style-type: none"> <li>Writing Portfolio (See Appendix F)</li> </ul> <p><u>Harcourt Storytown</u> Example: p.T92 - 93, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>Evaluate / Publish</li> </ul>					
LA.4.3.5.3	<ul style="list-style-type: none"> <li>Share the writing with the intended audience.</li> </ul>	<ul style="list-style-type: none"> <li>Writing Portfolio (See Appendix F)</li> </ul> <p><u>Harcourt Storytown</u> Example: p.T92 - 93, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>Evaluate / Publish</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>Author's Chair</li> </ul>				
<b>ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES</b>							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> <li>Produce writing that is clear, legible, and appropriate for the purpose;</li> <li>Share the writing with the intended audience.</li> </ul>		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> <li>Produce pictures with legible and understandable stories or descriptions;</li> <li>Share the picture stories with others.</li> </ul>		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> <li>Effectively communicate information or preferences about familiar activities using pictures, symbols, or words.</li> </ul>			

**STRAND: Writing Applications**

<b>Creative</b>		<b>Standard:</b> The student develops and demonstrates creative writing.					
<b>Benchmark: The student will:</b>		<b>Assessment / Correlation Information</b>	<b>Resources/Notes</b>	10/11	11/12	11/13	11/14
LA.4.4.1.1	<ul style="list-style-type: none"> <li>▪ Write narratives based on real or imagined ideas, events, or observations that include characters, setting, plot, sensory details, a logical sequence of events, and a context to enable the reader to imagine the world of the event or experience,                             <ul style="list-style-type: none"> <li>• See Appendix C for information on elaboration.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Wakulla Writes</li> <li>▪ Writing Portfolio (See Appendix F)</li> <li>▪ FCAT Writing</li> </ul> <p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Writing Traits</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Six Traits of Writing Notebook –Ideas</li> <li>• Writer’s Companion Resource Book</li> </ul>				
LA.4.4.1.2	<ul style="list-style-type: none"> <li>▪ Write a variety of expressive forms (e.g., short story, poetry, skit, song lyrics) that employ figurative language (e.g., simile, metaphor, onomatopoeia, and personification), rhythm, dialogue, characterization, plot, and/or appropriate format.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writing Portfolio (See Appendix F)</li> </ul> <p><u>Harcourt Storytown</u> Example: p.T92 - 93, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Evaluate / Publish</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Six Traits of Writing Notebook</li> <li>• Writer’s Companion Resource Book</li> </ul>				
<b>ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES</b>							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> <li>▪ Write narratives that includes a main idea, characters, and sequence of events;</li> <li>▪ Write poems based on simple rhythm and rhyme patterns.</li> </ul>		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Produce narratives by creating pictures that tell a story about familiar persons, objects, or events with dictated phrases or sentences;</li> <li>▪ Complete lines in poetry following patterns for rhythm and rhyme.</li> </ul>		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Communicate information that tells about familiar persons, objects, and activities;</li> <li>▪ Respond to patterns of language in read-aloud poems, rhymes, and songs.</li> </ul>			

**STRAND: Writing Applications**

<b>Informative</b>		<b>Standard:</b> The student develops and demonstrates technical writing that provides information related to real-world tasks.					
<b>Benchmark: The student will:</b>		<b>Assessment / Correlation Information</b>	<b>Resources/Notes</b>	10/11	11/12	11/13	11/14
LA.4.4.2.1	<ul style="list-style-type: none"> <li>Write in a variety of informational/expository forms (e.g., summaries, procedures, recipes, instructions, graphs/tables, experiments, rubrics, how-to manuals);                             <ul style="list-style-type: none"> <li>See Appendix C for information on elaboration.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Wakulla Writes</li> <li>Writing Portfolio (See Appendix F)</li> </ul> <p><u>Harcourt Storytown</u> Example: p.T92 - 93, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>Evaluate / Publish</li> </ul>	<p><b>Resource:</b></p> <ul style="list-style-type: none"> <li>Six Traits of Writing Notebook</li> </ul> <p><b>Connection:</b> Social Studies, Science, Health, Math</p>				
LA.4.4.2.2	<ul style="list-style-type: none"> <li>Record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate;</li> </ul>	<ul style="list-style-type: none"> <li>Writing Portfolio (See Appendix F)</li> </ul> <p><u>Harcourt Storytown</u> Example: p.T84, Theme 6 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>Evaluate / Publish</li> </ul>					
LA.4.4.2.3	<ul style="list-style-type: none"> <li>Write informational/expository essays that contain introductory, body, and concluding paragraphs;</li> </ul>	<ul style="list-style-type: none"> <li>Writing Portfolio (See Appendix F)</li> </ul> <p><u>Harcourt Storytown</u> Example: p.T80 - 97, Theme 6 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>Evaluate / Publish</li> </ul>					
LA.4.4.2.4	<ul style="list-style-type: none"> <li>Write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations) that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature;</li> </ul>	<ul style="list-style-type: none"> <li>Writing Portfolio (See Appendix F)</li> </ul> <p><u>Harcourt Storytown</u> Example: p.T208 - 209, Theme 3 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>Writing Trait: Letter</li> </ul>					

<b>Informative</b>		<b>Standard:</b> The student develops and demonstrates technical writing that provides information related to real-world tasks.							
<b>Benchmark: The student will:</b>		<b>Assessment / Correlation Information</b>		<b>Resources/Notes</b>		<b>10/11</b>	<b>11/12</b>	<b>11/13</b>	<b>11/14</b>
LA.4.4.2.5	<ul style="list-style-type: none"> <li>▪ Write simple directions to familiar locations using cardinal directions, landmarks, and distances, and create an accompanying map.</li> <li>• <b>Note:</b> This skill may be taught in Social Studies and Math.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writing Portfolio (See Appendix F)</li> </ul> <p><u>Harcourt Storytown</u> Example: p.T13, Theme 6</p>							
<b>ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES</b>									
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> <li>▪ Write in an expository form (e.g., daily journal, log);</li> <li>▪ Record information (e.g., lists, labels, charts) related to a topic;</li> <li>▪ Write expository text that contains relevant information;</li> <li>▪ Compose a friendly letter, invitation, and thank-you notes using a model;</li> <li>▪ Write functional text (e.g., two-step instructions and directions, labels, recipes).</li> </ul>		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Record expository information by creating pictures and dictating labels, lists, or observations;</li> <li>▪ Compose informal invitations, messages, and thank-you notes using a model;</li> <li>▪ Produce functional text (e.g., one-step directions for daily activities) by creating pictures and dictating sentences.</li> </ul>		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Communicate about persons, objects or actions using pictures, symbols, or words;</li> <li>▪ Communicate information about daily activities;</li> <li>▪ Use gestures and expressions to greet others;</li> <li>▪ Express preferences or choices.</li> </ul>					



**STRAND: Writing Applications**

<b>Persuasive</b>		<b>Standard:</b> The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.					
<b>Benchmark: The student will write persuasive text (e.g., essay, written communication) that:</b>		<b>Assessment / Correlation Information</b>	<b>Resources/Notes</b>	<b>10/11</b>	<b>11/12</b>	<b>11/13</b>	<b>11/14</b>
LA.4.4.3.1	<ul style="list-style-type: none"> <li>Establish and develop a controlling* idea, supporting arguments for the validity of the proposed idea with detailed evidence;                             <ul style="list-style-type: none"> <li>*<i>Controlling Idea</i> – this refers to the focus or thesis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Wakulla Writes</li> <li>Writing Portfolio (See Appendix F)</li> </ul> <p><u>Harcourt Storytown</u> Example: p.T82 – 83 &amp; 210 - 211, Theme 4</p>	<p><b>Resource:</b></p> <ul style="list-style-type: none"> <li>Six Traits of Writing Notebook - Ideas</li> </ul>				
LA.4.4.3.2	<ul style="list-style-type: none"> <li>Includes persuasive techniques (e.g., word choice, repetition, emotional appeal).</li> </ul>	<ul style="list-style-type: none"> <li>Wakulla Writes</li> <li>Writing Portfolio (See Appendix F)</li> </ul> <p><u>Harcourt Storytown</u> Example: p.T82 – 83 &amp; 210 - 211, Theme 4</p>	<p><b>Resource:</b></p> <ul style="list-style-type: none"> <li>Six Traits of Writing Notebook</li> <li><a href="http://www.readwritethink.org/materials/persuasio.nmap/">http://www.readwritethink.org/materials/persuasio.nmap/</a> - This is an online tool that students can use for planning persuasive writing.</li> <li><a href="http://geocities.com/doburg2003/graphic_organizer.htm">http://geocities.com/doburg2003/graphic_organizer.htm</a> - This is a template for laying out a persuasive paper.</li> </ul> <p><b>Connection:</b> Social Studies, Science</p>				
<b>ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES</b>							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> <li>Select a favorite topic and list reasons why the topic is important</li> </ul>		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> <li>Create a picture of a favorite item (e.g. food, pet, toy, person) and dictate words or phrases that tell what he or she likes about it.</li> </ul>		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> <li>Communicate preferences for familiar persons, objects, or actions in a variety of daily activities.</li> </ul>			

**STRAND: Writing Applications**

<b>Penmanship</b>		<b>Standard:</b> The student engages in the writing process and writes to communicate ideas and experiences.					
<b>Benchmark: The student will:</b>		<b>Assessment / Correlation Information</b>	<b>Resources/Notes</b>	<b>10/11</b>	<b>11/12</b>	<b>11/13</b>	<b>11/14</b>
LA.4.5.1.1	<ul style="list-style-type: none"> <li>▪ Demonstrate legible cursive writing skills.                             <ul style="list-style-type: none"> <li>• Instruction should focus on building fluent cursive writing skills while maintaining manuscript. The Zaner Bloser model is used.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Wakulla Writes</li> <li>▪ Writing Portfolio</li> </ul> <p><u>ZanerBloser Teacher's Edition</u></p>					
<b>ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES</b>							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> <li>▪ Write words and sentences with proper spacing and sequencing.</li> </ul>		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Write words using upper case and lower case letters, proper spacing, and sequencing.</li> </ul>		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Use pictures, symbols, or words to communicate meaning.</li> </ul>			

**STRAND: Writing Applications**

<b>Listening and Speaking</b>		<b>Standard: The student effectively applies listening and speaking strategies.</b>					
<b>Benchmark: The student will:</b>		<b>Assessment / Correlation Information</b>	<b>Resources/Notes</b>	<b>10/11</b>	<b>11/12</b>	<b>11/13</b>	<b>11/14</b>
LA.4.5.2.1	<ul style="list-style-type: none"> <li>Listen to information presented orally and show an understanding of key points;</li> </ul>	<p><u>Harcourt Storytown</u>                      Example: p.T74, Theme 1                      See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>Listening Comp</li> <li>Speaking/Listening</li> </ul>					
LA.4.5.2.2	<ul style="list-style-type: none"> <li>Plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion;</li> </ul>	<p><u>Harcourt Storytown</u>                      Example: p.T74, Theme 1                      See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>Speaking/Listening</li> </ul>					
LA.4.5.2.3	<ul style="list-style-type: none"> <li>Listen attentively to speakers and take notes as needed to ensure accuracy of information;</li> </ul>	<p><u>Harcourt Storytown</u>                      Example: p.T74, Theme 1                      See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>Speaking/Listening</li> </ul>					
LA.4.5.2.4	<ul style="list-style-type: none"> <li>Ask questions of speakers, using appropriate tone and eye contact;</li> </ul>	<p><u>Harcourt Storytown</u>                      Example: p.T74, Theme 1                      See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>Speaking/Listening</li> </ul>					
LA.4.5.2.5	<ul style="list-style-type: none"> <li>Make formal and informal oral presentations for a variety of purposes, audiences, and occasions, demonstrating appropriate language choices, body language, eye contact, gestures, and appropriate use of available technologies.</li> </ul>	<p><u>Harcourt Storytown</u>                      Example: p.T333, Theme 1                      See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>Project Presentations</li> </ul> <p>Example: p.T74, Theme 1                      See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>Speaking/Listening</li> </ul>					
<b>ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES</b>							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> <li>Listen to information presented orally and identify key points;</li> <li>Listen attentively to familiar speakers and note key points;</li> <li>Ask literal questions and respond to speakers; and</li> <li>Make informal oral presentations about personal experiences and familiar topics using appropriate oral language choices for the purpose and occasion.</li> </ul>		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> <li>Listen to information presented orally and answer who, what, where, and when questions about key points;</li> <li>Listen attentively to familiar speakers and comment about information presented;</li> <li>Ask questions and respond to familiar speakers;</li> <li>Describe personal experiences using appropriate oral language choices for the situation.</li> </ul>		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> <li>Listen and respond to information presented orally;</li> <li>Listen and respond purposefully to familiar persons;</li> <li>Communicate information in daily classroom activities and routines.</li> </ul>			

**STRAND: Information and Media Literacy**

<b>Informational Text</b>		<b>Standard:</b> The student comprehends the wide array of informational text that is part of our day to day experience.					
<b>Benchmark: The student will:</b>		<b>Assessment / Correlation Information</b>	<b>Resources/Notes</b>	10/11	11/12	11/13	11/14
LA.4.6.1.1	<ul style="list-style-type: none"> <li>▪ Read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).</li> </ul>	<p><b>FCAT – MC</b>  <b>Reporting Category 4: Informational Text/Research Process</b>                      (See Appendix A)</p> <p><u>Harcourt Storytown</u>                      See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>▪ Informational Text</li> </ul>					
<b>ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES</b>							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> <li>▪ Read informational text with graphics to gather information, follow three-step directions, answer questions, and perform tasks.</li> </ul>		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Use information in read-aloud informational text with pictures to follow one-step directions, answer literal questions, and perform tasks.</li> </ul>		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Identify pictures or symbols paired with words to carry out tasks in daily activities.</li> </ul>			

**STRAND: Information and Media Literacy**

<b>Research Process</b>		<b>Standard:</b> The student uses a systematic process for the collection, processing, and presentation of information.					
<b>Benchmark: The student will:</b>		<b>Assessment / Correlation Information</b>	<b>Resources/ Notes</b>	10/11	11/12	11/13	11/14
LA.4.6.2.1	<ul style="list-style-type: none"> <li>▪ Select a topic for inquiry, refine a predetermined search plan;</li> </ul>	<p><u>Harcourt Storytown</u> Example: p.T146 - 147, Theme 3</p>	<p><b>Connection:</b> Social Studies, Science, Health, Art Reports</p>				
LA.4.6.2.2	<ul style="list-style-type: none"> <li>▪ Apply evaluative criteria (e.g. readability, currency, accuracy) for selecting and using a variety of appropriate resources; gather and record information, noting the difference between opinions and facts;</li> </ul>	<p><b>FCAT – MC Reporting Category 3: Literary Analysis Fiction/Non-Fiction</b> (See Appendix A)</p> <p><u>Harcourt Storytown</u> Example: p.T30 - 31, Theme 4</p>					
LA.4.6.2.3	<ul style="list-style-type: none"> <li>▪ Communicate information in a report that includes main idea(s) and relevant details, with visual supports;</li> </ul>	<p><u>Harcourt Storytown</u> Example: p.T80 - 97, Theme 6</p>					
LA.4.6.2.4	<ul style="list-style-type: none"> <li>▪ Record basic bibliographic data and present quotes using ethical practices (e.g. avoids plagiarism).                             <ul style="list-style-type: none"> <li>• This could be covered through a science fair or social studies report. Teachers can also note how bibliographies are used in class readings.</li> <li>• <b>Resource:</b> <a href="http://www.cyberbee.com/cb_copyright.swf">http://www.cyberbee.com/cb_copyright.swf</a> - This is an interactive site that covers copyright issues for elementary students.</li> </ul> </li> </ul>	<p><u>Harcourt Storytown</u> Example: p.T80 - 97, Theme 6</p>					
<b>ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES</b>							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> <li>▪ Select a topic and ask questions to guide a search;</li> <li>▪ Locate information in simple reference materials (e.g., non-fiction books, pictures, dictionaries, software);</li> <li>▪ Communicate response to search questions in written or visual format (e.g., picture stories, descriptions) with a title, main idea and relevant details;</li> <li>▪ Identify the titles of references or other sources used in a search.</li> </ul>		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Select a topic and ask questions for a search and use teacher-recommended pictures, symbols, and read-aloud text for information;</li> <li>▪ View or listen to information to answer search questions;</li> <li>▪ Communicate responses to search questions using dictated statements and pictures;</li> <li>▪ Identify the materials used to answer search questions.</li> </ul>		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> <li>▪ Select a familiar object to explore;</li> <li>▪ Explore the features and interact with the functions of the selected object;</li> <li>▪ Communicate about the selected object using pictures, symbols, or words;</li> <li>▪ Identify familiar books or print materials.</li> </ul>			

**STRAND: Information and Media Literacy**

<b>Media Literacy</b>		<b>Standard:</b> The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.					
<b>Benchmark: The student will:</b>		<b>Assessment / Correlation Information</b>	<b>Resources/Notes</b>	10/11	11/12	11/13	11/14
LA.4.6.3.1	<ul style="list-style-type: none"> <li>Examine how ideas are presented in a variety of print and nonprint media and recognize differences between logical reasoning and propaganda;</li> </ul>	<u>Harcourt Storytown</u> See the following sections throughout index: <ul style="list-style-type: none"> <li>Media Literacy</li> </ul>	<b>Connection:</b> Social Studies, Science, Health, Art Reports				
LA.4.6.3.2	<ul style="list-style-type: none"> <li>Recognize and identify production elements (e.g. graphics, sound effects, music) used to create media messages and create a media message for a specific purpose.</li> </ul>	<u>Harcourt Storytown</u> See the following sections throughout index: <ul style="list-style-type: none"> <li>Media Literacy</li> </ul>					
<b>ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES</b>							
<i>Independent:</i> The student will <ul style="list-style-type: none"> <li>Recognize similarities and differences in the way information is presented in a variety of print;</li> <li>Identify production elements (e.g., graphics, color, sound) used to enhance communication in media.</li> </ul>		<i>Supported:</i> The student will: <ul style="list-style-type: none"> <li>Identify information communicated in print;</li> <li>Recognize basic production elements (e.g., color, sound) used in media.</li> </ul>		<i>Participatory:</i> The student will: <ul style="list-style-type: none"> <li>Respond to familiar print or graphic materials; and</li> <li>Respond to basic production elements in media messages (e.g., motion, color, sound).</li> </ul>			

**STRAND: Information and Media Literacy**

<b>Technology</b>		<b>Standard:</b> The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.					
<b>Benchmark: The student will:</b>		<b>Assessment / Correlation Information</b>	<b>Resources/Notes</b>	10/11	11/12	11/13	11/14
LA.4.6.4.1	<ul style="list-style-type: none"> <li>Use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations);</li> </ul>	<p><u>Harcourt Storytown</u> Example: p.T277, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>Teacher Activities</li> </ul>					
LA.4.6.4.2	<ul style="list-style-type: none"> <li>Determine and use appropriate digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) for publishing and presenting a topic.</li> </ul>	<p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> <li>Teacher Activities</li> </ul>	<p><b>Example:</b> Use of PowerPoint or other presentation software for report; production of school news; production of a class video.</p>				
<b>ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES</b>							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> <li>Use appropriate available technologies to enhance communication;</li> <li>Use digital tools (e.g., writing, drawing software) for publishing information or a story.</li> </ul>		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> <li>Use an appropriate available technology to enhance communication;</li> <li>Use digital tools (e.g., writing, drawing software) to produce pictures, letters, or words.</li> </ul>		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> <li>Use an appropriate available technology to enhance communication;</li> <li>Use technology to communicate information or preferences.</li> </ul>			

**APPENDIX A**  
***Specific FCAT Test Specification Information***

**Reporting Category 1—Vocabulary**

**LA.4.1.6.3**

**Benchmark** The student will use context clues to determine meanings of unfamiliar words.

**Benchmark Clarification** The student, using context clues, will identify the meaning of an unfamiliar word.

**Content Focus** Context Clues

**Content Limits** Grade-level appropriate texts will be used to assess words unfamiliar to most students. Excerpted text will contain clear and sufficient context for determining the meaning of the assessed word. The unfamiliar word will be no more than two grade levels above the assessed grade.

**Text Attributes** Texts will be literary or informational. Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts. Text will contain a word unfamiliar to most students, and sufficient context must be present for students to determine the meaning of the word.

**Distractor Attributes** Distractors may include, but are not limited to, the following:

- Incorrect meanings of the assessed word;
- Meanings of the assessed word that are correct but are not appropriate for the context surrounding the word;
- Contextual meanings drawn from the text but unrelated to the assessed word or question; and
- plausible but incorrect distractors based on the text.

**Sample Items** **Context Clues**

Read this sentence from the story.

**Miss Bilberry was so tired that she slept all afternoon in her hammock, which she strung between two swaying palms, exactly as before.**

What does the word *strung* mean in this context?

- A. \*She hung it up.
- B. She sat in it and rocked.
- C. She made it out of rope.
- D. She lay down on it and slept.

**Context Clues**

Read these sentences from “Sing Like a Pro.”

**If you’re singing in the school chorus, don’t try to sing louder than the person next to you. You will only strain your voice.**

What does the word *strain* mean?

- A. \*hurt
- B. improve
- C. strengthen
- D. tire



**Reporting Category 1—Vocabulary**

**LA.4.1.6.7**

<b>Benchmark</b>	The student will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words.
<b>Benchmark Clarification</b>	The student will identify familiar base words with prefixes and/or suffixes to determine the meanings of complex words in a text. Simple analysis and/or direct inference may be required.
<b>Content Focus</b>	Base Words, Affixes
<b>Content Limits</b>	Grade-level appropriate texts will contain vocabulary for assessing prefixes (e.g., <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>dis-</i> , <i>mis-</i> , <i>in-</i> , <i>non-</i> ), suffixes (e.g., <i>-er</i> , <i>-est</i> , <i>-ful</i> , <i>-less</i> , <i>-able</i> , <i>-ly</i> , <i>-or</i> , <i>-ness</i> ), and base words. Assessed words will be on grade level. Contractions will not be assessed. Excerpted text will contain the assessed word to provide clear and sufficient context.
<b>Text Attributes</b>	Texts will be literary or informational. Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts. Text will contain appropriate words to assess knowledge of base words or affixes.
<b>Distractor Attributes</b>	Distractors may include, but are not limited to, the following: <ul style="list-style-type: none"><li>• incorrect meanings of words</li><li>• correct meaning of words that do not fit the context</li><li>• words with construct similar to correct response(e.g., same prefix);</li><li>• plausible but incorrect distracters based on the text.</li></ul>
<b>Sample Items</b>	<p><b>Affixes</b></p> <p>Read this sentence from the article.</p> <p style="text-align: center;"><b>When Miss Bilberry caught up they all unpacked the boxes and emptied the bags.</b></p> <p>If “packed” means to put items in a container, what does “<i>unpacked</i>” mean?</p> <ul style="list-style-type: none"><li>A. *to take items out of a container</li><li>B. to put items in a container again</li><li>C. to give away items from a container</li><li>D. to put items in a container beforehand</li></ul> <p><b>Base Words</b></p> <p>Read this sentence from the story.</p> <p style="text-align: center;"><b>It must reach every person in the theater, <i>without</i> a microphone, even when she’s singing softly.</b></p> <p>Which word has the same base word as <i>microphone</i>?</p> <ul style="list-style-type: none"><li>A. microscope</li><li>B. microwave</li><li>C. *telephone</li><li>D. telescope</li></ul>

**Reporting Category 1—Vocabulary**

**LA.4.1.6.8**

<b>Benchmark</b>	The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words.
<b>Benchmark Clarification</b>	The student will use antonyms and synonyms to determine the meaning of a word within a text. Simple analysis and/or direct inference may be required to comprehend the meaning of the word.
<b>Content Focus</b>	Antonyms, Synonyms
<b>Content Limits</b>	Grade-level appropriate texts will use antonyms and synonyms to determine the meaning of a word within a text. Homophones and homographs will not be assessed. Contractions will not be assessed. The terms <i>synonym</i> and <i>antonym</i> will not be used in the stem construction. Wording will be similar to <i>means almost the same as</i> or <i>has the opposite meaning of</i> . Excerpted text will contain the assessed word to provide clear and sufficient context.
<b>Text Attributes</b>	Texts will be literary or informational. Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts. Text will contain appropriate words to assess knowledge of synonyms and antonyms at grade level.
<b>Distractor Attributes</b>	Distractors may include, but are not limited to, the following: <ul style="list-style-type: none"><li>• incorrect meanings of words</li><li>• meanings of the assessed words that are correct but are not appropriate for the context;</li><li>• words constructed similarly to the correct response (e.g., same prefix)</li><li>• words and details drawn from the text but unrelated to the assessed word or question; and</li><li>• plausible but incorrect distracters based on the text.</li></ul> Note: Items assessing antonyms will NOT include synonyms as distracters; conversely, items assessing synonyms will not include antonyms as distractors.
<b>Sample Items</b>	<p><b>Synonyms</b> Which pair of words from the passage has almost the SAME meaning? A. played, waved    B. signed, snarled    C. bothered, climbed    D. *emptied, unpacked</p> <p><b>Antonyms</b> Read this sentence from the story. <b>Miss Bilberry lived in a pale yellow house at the base of the great blue mountains with a dog named Cecilie, a cat called Chester, and two birds called Chitty and Chatty.</b> A. *dark    B. fancy    C. pretty    D. tiny</p>

**Reporting Category 1—Vocabulary**

**LA.3.1.6.9**

**Benchmark**

The student will determine the correct meaning of words with multiple meanings in context. *Also assesses LA.3.1.6.6 The student will identify “shades of meaning” in related words (e.g., blaring, loud).*

**Benchmark Clarification**

The student will analyze words that have multiple meanings and determine the correct meanings of the words as used in the text. For shades of meaning, the student will analyze the word to determine small, subtle differences in meaning between related words (e.g., *glance, glare, and peek* all refer to the concept of looking, but each one has a different meaning).

**Content Focus**

Multiple Meanings, Analyze Words in Text

**Content Limits**

Grade-level appropriate texts will be used to assess words with multiple meanings or shades of meaning. The words will be assessed using words below grade level, or on grade level. Excerpted text will contain clear and sufficient context to determine the meaning of the assessed word.

**Text Attributes**

Texts will be literary or informational.

Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts. Text will contain words with multiple meanings or shades of meaning and must provide clear and sufficient context for the student to determine the correct meaning.

**Distractor Attributes**

Distractors may include, but are not limited to, the following:

- Correct meanings of the assessed word but inappropriate to the text;
- Meanings drawn from the text but unrelated to the meaning of the assessed word or question;
- Incorrect connotation of a word based on the use of the word in the text (used only to assess shades of meaning);
- Words constructed similarly to the correct response (e.g., same affix); and
- plausible but incorrect distractors based on the text.

**Sample Items**

**Multiple Meanings**

Read this sentence from the article.

**Talented singers have the power to affect us in many ways—emotionally, physically, and mentally.**

Which sentence uses the word *power* the same way it is used in the sentence above?

- A. \*My teddy bear has the power to comfort me.
- B. Our government has the power to make laws.
- C. My mom did not have the power to finish the race.
- D. Our lights blinked off when our block lost the power.

**Analyze Words in Text**

Read this sentence from the story.

**Each morning when the sun shone in her window, Miss Bilberry leapt out of bed.**

Why does the author use the word *leapt* in the sentence above?

- A. \*to show how happy Miss Bilberry is
- B. to show how jealous Miss Bilberry is
- C. to show how peaceful Miss Bilberry is
- D. to show how stubborn Miss Bilberry is

**Multiple Meanings**

Read this sentence from the article.

**“Put your heart into your singing and enjoy it,” says Carol, “because singing is a great joy.”**

What is the meaning of the word *great* as it is used in the sentence above?

- A. countless
- B. huge
- C. important
- D. \* satisfying

**Reporting Category 2—Reading Application**

**LA.4.1.7.2**

<b>Benchmark</b>	The student will identify the author’s purpose (e.g., to inform, entertain, or explain) in text and how an author’s perspective influences text.
<b>Benchmark Clarification</b>	The student will identify the author’s purpose or perspective. The student will analyze the impact of the author’s purpose or perspective within or across texts.
<b>Content Focus</b>	Author’s Purpose; Author’s Perspective
<b>Content Limits</b>	Grade-level appropriate texts used in assessing author’s purpose will contain an identifiable author’s purpose for writing, including, but not limited to, informing, telling a story, conveying a particular mood, entertaining, or explaining. The author’s perspective will be recognizable within and across texts.
<b>Text Attributes</b>	Texts will be literary or informational. Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts. Texts may include, but are not limited to, persuasive articles, diaries, and informational articles.
<b>Distractor Attributes</b>	Distractors may include, but are not limited to, the following: <ul style="list-style-type: none"><li>• facts and details that do not support the author’s purpose or represent the author’s perspective;</li><li>• incorrect interpretations of the author’s purpose or perspective;</li><li>• incorrect analysis or evaluation of the impact of the author’s purpose or perspective on the text; and</li><li>• plausible but incorrect distractors based on the text.</li></ul> NOTE: Distractors will NOT be a list of general categories (e.g., to inform, to persuade) but will include specific examples related to the text.
<b>Sample Items</b>	<b>Author’s Purpose</b> At the end of the passage, why does the author repeat her description of the house? <ol style="list-style-type: none"><li>to show why Chester was angry about living in the new house</li><li>to let readers know that Miss Bilberry would probably move again</li><li>to show why Miss Bilberry was happy when they left the old house</li><li>*to let readers know that Chester realizes the truth about the new house</li></ol> <b>Author’s Purpose or Author’s Perspective</b> (This short response item is provided only for instructional purposes. All test items will be multiple choice (MC).) Explain what the author thinks is MOST important for singing opera. Use details and information from the passage to support your answer.

**Reporting Category 2—Reading Application**

**LA.4.1.7.3**

<b>Benchmark</b>	The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing.
<b>Benchmark Clarification</b>	The student will determine the main idea (stated or implied), locate relevant details and facts, draw logical conclusions, or make appropriate inferences within or across grade-level appropriate texts. In addition, students will identify chronological order (sequencing of events).
<b>Content Focus</b>	Main Idea (stated or implied), Relevant Details, Conclusions/Inferences, Chronological Order
<b>Content Limits</b>	Grade-level appropriate texts will include an identifiable main idea (stated or strongly implied) and relevant details from which students may draw logical conclusions or make inferences. In addition, a text may include a clear, identifiable chronological order (sequence of events). Paraphrasing will not be assessed. Multiple-choice items may assess a student’s ability to identify a correct summary statement.
<b>Text Attributes</b>	Texts will be literary or informational. Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts. Texts will include a main idea (stated or strongly implied), relevant details, and an identifiable chronological order that will enable students to draw logical conclusions and make appropriate inferences.
<b>Distractor Attributes</b>	Distractors may include, but are not limited to, the following: <ul style="list-style-type: none"><li>• Details that do not support the main idea;</li><li>• Incorrect interpretations of the main idea;</li><li>• Incorrect inferences or conclusions based on details found in the text;</li><li>• Incorrect summary statements</li><li>• Events that are drawn from the text and presented out of order, and</li><li>• plausible but incorrect distractors based on the text.</li></ul> Note: Multiple choice items will NOT assess a student’s ability to identify details of least importance when assessing a summary or main idea statement.
<b>Sample Items</b>	<b>Relevant Details</b> Which is a way to improve your breathing for singing? A. Take the air in quickly. B. Bring the air in noisily. C. *Let the air come out slowly. D. Push the air out powerfully.

**Chronological Order**

What happens AFTER everyone loads the cart with supplies but BEFORE everyone gets lost?

- A. Everyone helps pack boxes
- B. Miss Bilberry announces the move.
- C. \*Everyone waves good-bye to the house.
- D. Miss Bilberry thinks about her happiness.

**Main Idea** (This short response item is provided only for instructional purposes. All test items will be multiple choice (MC).)

Why does Carol Vaness enjoy being an opera singer? Use details and information from the article to explain your answer.

**Chronological Order** (This extended response item is provided only for instructional purposes. All test items will be multiple choice (MC).)

Silver ants have a special way to hunt. Use information and details from the article to explain:

- Each step of the silver ants' hunt, and
- The reasons why silver ants hunt the way they do.

**Reporting Category 2—Reading Application**

**LA.4.1.7.4**

<b>Benchmark</b>	The student will identify cause-and-effect relationships in text.
<b>Benchmark Clarification</b>	The student will identify cause-and-effect relationships within text. Additionally, the student may need to discern a causal relationship implied in the text through the assimilation of facts and details provided.
<b>Content Focus</b>	Cause and Effect
<b>Content Limits</b>	Grade-level appropriate texts used in assessing cause-and-effect relationships will contain identifiable causal relationships embedded in the text and/or contain sufficient facts and details to assist students in discerning implied causal relationships. In cause-and-effect items using literary text, situations between characters will be attributed to benchmark LA.4.2.1.2 and the content focus of character development and/or character point of view.
<b>Text Attributes</b>	Texts will be literary or informational. Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts. Texts will include an identifiable cause-and-effect relationship that may be stated or implied.
<b>Distractor Attributes</b>	Distractors may include, but are not limited to, the following: <ul style="list-style-type: none"><li>• incorrect causal relationships based on text;</li><li>• incorrect rationales and /or interpretations of implied causal relationships; and</li><li>• plausible but incorrect responses based on the text</li></ul>
<b>Sample Items</b>	<b>Cause and Effect</b> Why did Carol Vaness MOST likely decide to become a music teacher? A. so she could give piano lessons B. so she could take singing lessons C. *because she always wanted to be around music D. because she always wanted to sing in the opera



**Reporting Category 2—Reading Application**

**LA.4.1.7.5**

<b>Benchmark</b>	The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text.
<b>Benchmark Clarification</b>	The student will identify the text structures/organizational patterns and determine how they impact meaning within text.
<b>Content Focus</b>	Text Structures/Organizational Patterns (e.g., comparison/contrast, cause/effect, sequence of events)
<b>Content Limits</b>	Text structures found within grade-level appropriate texts will be identifiable and may include, but are not limited to, comparison/contrast, cause/effect, and sequence of events (chronological order). Lists will not be assessed as a text structure/organizational pattern. Text features will not be assessed in this benchmark but will be assessed in LA.4.6.1.1 for informational text and LA.4.2.2.1 for literary text.
<b>Text Attributes</b>	Texts will be literary or informational. Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts. Texts will contain an identifiable organizational pattern. Text structures will be clearly evident as indicated by signal words and phrases.
<b>Distractor Attributes</b>	Distractors may include, but are not limited to, the following: <ul style="list-style-type: none"><li>• Incorrect interpretations of text structures/organizational patterns;</li><li>• Incorrect relationships (e.g., cause/effect, comparison/contrast) within the organizational pattern;</li><li>• Incorrect details drawn from text;</li><li>• Incorrect sequence of events (chronological order); and</li><li>• plausible but incorrect responses based on the text</li></ul> Note: Distractors will include a brief elaboration on how the organizational pattern impacts meaning in the text and will NOT be a list of general categories (e.g., sequence of events [chronological order], compare/contrast, cause/effect)/
<b>Sample Items</b>	<b>Text Structure/Organizational Patterns</b> The author organized the section “Sing Like a Pro” to <ul style="list-style-type: none"><li>A. give steps for breathing properly.</li><li>B. *advise how anyone can sing better.</li><li>C. explain why Carol became a singer.</li><li>D. Describe how Carol improved her voice.</li></ul>

**Text Structures/Organizational Patterns**

How does the author help readers to BETTER understand how to play the license plate games?

- A. by listing name suggestions
- B. \*by giving the order of playing
- C. by comparing areas of the country
- D. by giving the consequence of a mistake

**Text Structures/Organizational Patterns** (This short response item is provided only for instructional purposes. All test items will be multiple choice (MC).)

Explain what the author does to make the information in “Play a Game” easier to understand. Use details and information from the passage to support your answer.

## Reporting Category 2—Reading Application

### LA.4.1.7.6

<b>Benchmark</b>	The student will identify themes or topics across a variety of fiction and nonfiction selections.
<b>Benchmark Clarification</b>	The student will identify themes (e.g., save our earth, never give up) or topics (e.g., recycling, citizenship, freedom) that may be stated or implied within a text. Note: In Grade 3, students are required to work within only one text.
<b>Content Focus</b>	Themes or Topics (Grades 4/5 within and across texts)
<b>Content Limits</b>	Grade-level appropriate texts used to assess themes and/or topics must have a clear and identifiable topic and theme.
<b>Text Attributes</b>	Texts will be literary or informational. Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts. Texts will include a readily identifiable theme or topic.
<b>Distractor Attributes</b>	Distractors may include, but are not limited to, the following: <ul style="list-style-type: none"><li>• Facts and details that may contribute to but do not significantly support the theme or topic;</li><li>• Facts, details, or ideas drawn from the text but unrelated to the test item;</li><li>• Incorrect interpretation of the theme or topic;</li><li>• A summary statement that is unrelated to the overall theme; and</li><li>• plausible but incorrect responses based on the text.</li></ul> Note: Theme is neither the story’s plot (what happens) nor the story’s topic expressed in a word (e.g., childhood, friendship). A theme must be stated in a complete sentence or phrase (e.g., <i>the rewards of old age</i> , or <i>Old age can be a time of great satisfaction</i> ).
<b>Sample Items</b>	<b>Themes</b> What is the theme of this passage? A. Everyone has a special talent. B. *Be happy with what you have. C. Include others in your decisions. D. Follow friends wherever they go. <b>Themes</b> (This short response item is provided only for instructional purposes. All test items will be multiple choice (MC).) Explain the topic of this passage. Use details and information from the passage to support your answer. <b>Themes/ Topics</b> (This extended response item is provided only for instructional purposes. All test items will be multiple choice (MC).) What information does the author use to support the main topic of this article? Use details and information from the article to support your answer.

**Reporting Category 2—Reading Application**

**LA.4.1.7.7**

<b>Benchmark</b>	The student will compare and contrast elements, settings, characters, and problems in two texts.
<b>Benchmark Clarification</b>	The student will identify similarities between elements within or across text or will identify differences between elements within or across texts.
<b>Content Focus</b>	Compare (similarities: Grade 4/5 within and across texts); Contrast (differences: Grade 4/5 within and across texts)
<b>Content Limits</b>	Grade-level appropriate texts will include elements that can be compared or contrasted and may include, but are not limited to, character, setting, subject, author’s purpose, author’s perspective, and main idea. In compare-and-contrast items using literary text, situations involving one or more characters changing over time will be assessed under LA.3.2.1.2 and the content focus of character development. When constructing a test question, <i>similarities</i> or <i>differences</i> is the preferred wording for this benchmark. Similarities and differences will NOT be assessed together in a single item
<b>Text Attributes</b>	Texts will be literary or informational. Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts. Texts will include elements that compare and/or contrast. To assess this benchmark across texts, items will be based upon two related texts containing elements that can be compared or contrasted. To assess this benchmark within a text, items will be based upon elements that can be compared or contrasted.
<b>Distractor Attributes</b>	Distractors may include, but are not limited to, the following: <ul style="list-style-type: none"><li>• Incorrect comparison;</li><li>• Incorrect contrast;</li><li>• Similarities or differences that are drawn from the text but unrelated to the test question;</li><li>• Facts and details drawn from the text but unrelated to the test question; and</li><li>• plausible but incorrect responses based on the text.</li></ul> Note: In constructing a comparison item distractors will NOT contrast elements. In a contrast item, distractors will NOT compare elements.
<b>Sample Items</b>	<b>Compare</b> How is Miss Bilberry’s life at the new house SIMILAR to what it was before? <ol style="list-style-type: none"><li>A. Her pets are content.</li><li>B. She still wants to move.</li><li>C. *Her surroundings are the same.</li><li>D. She still wishes for companions.</li></ol>

**Contrast** (This short response item is provided only for instructional purposes. All test items will be multiple choice (MC).)

How is the information in “Learning to Sing” DIFFERENT from the information in “Sing Like a Pro”?  
Use details and information from both passages to support your answer.

**Contrast** (This extended response item is provided only for instructional purposes. All test items will be multiple choice (MC).)

How are Saharan silver ants DIFFERENT from other desert creatures? Use details and information from the article, “Living on the Edge of Danger” to support your answer.

**Reporting Category 3—Literary Analysis – Fiction/Nonfiction**

**LA.4.2.1.2**

<b>Benchmark</b>	The student will identify and explain the elements of plot structure, including exposition, setting character development, problem/resolution, and theme in a variety of fiction.
<b>Benchmark Clarification</b>	The student will identify and interpret elements of plot development within or across texts. The student will also identify and interpret other literary elements, such as setting, character development, and character point of view within and across texts. In addition, the student will identify how plot events in the text contribute in problem/resolution.
<b>Content Focus</b>	Character Development; Character Point of View; Setting; Plot Development; Problem/Resolution
<b>Content Limits</b>	Texts will be grade-level appropriate and contain identifiable literary elements (e.g., character development/character point of view, setting, plot development, problem/resolution). Students will not be tested on exposition or theme. (Theme is tested under LA.5.1.7.6)
<b>Text Attributes</b>	Texts will be literary and may include, but are not limited to, fiction, nonfiction (e.g., biographies, diary entries), poetry, and drama. Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts. To assess this benchmark, items will be based on <ul style="list-style-type: none"><li>• Two texts with related literary elements: or</li><li>• One text that contains a variety of literary elements.</li></ul>
<b>Distractor Attributes</b>	Distractors may include, but are not limited to, the following: <ul style="list-style-type: none"><li>• Details that may contribute to but do not significantly support plot, character development, and problem/resolution;</li><li>• Facts, details, or ideas drawn from the text but unrelated to the test item;</li><li>• Inaccurate interpretations of character, point of view, plot development, setting, or problem/resolution; and</li><li>• plausible but incorrect responses based on the text.</li></ul>
<b>Sample Items</b>	<b>Plot Development</b> What happens when Miss Bilberry and her animals get lost in the tall flowers? <ul style="list-style-type: none"><li>A. They learn that Miss Bilberry is a good tree climber.</li><li>B. *They get confused and travel in the wrong direction.</li><li>C. They see the beautiful gardens around the mountains.</li><li>D. They decide to turn around and go back to their home.</li></ul>

**Problem/Resolution** (This short response item is provided only for instructional purposes. All test items will be multiple choice (MC).)

Explain why Chester, the cat, is so happy with his new home. Use details and information from the story to support your answer.

**Character Point of View** (This extended response item is provided only for instructional purposes. All test items will be multiple choice (MC).)

What is it about the new house that bothers Miss Bilberry? Use details and information from the story to support your answer.

**Reporting Category 3—Literary Analysis – Fiction/Nonfiction**

**LA.4.2.1.7**

**Benchmark**

The student will identify and explain an author’s use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects.

**Benchmark Clarification**

The student will identify and interpret the author’s use of descriptive or figurative language and will determine how the author’s use of language impacts meaning in grade-appropriate text.

**Content Focus**

Descriptive Language (e.g., mood, imagery); Figurative Language (e.g., simile, metaphor, personification)

**Content Limits**

Grade-level appropriate texts will contain clear examples of descriptive language (e.g., mood, imagery) and figurative language (e.g., simile, metaphor, personification).

Common idioms and symbolism will not be assessed.

**Text Attributes**

Texts will be literary and may include, but are not limited to fiction, nonfiction (e.g., biographies, diary entries), poetry, and drama.

Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.

**Distractor Attributes**

Distractors may include, but are not limited to,

- Examples of descriptive language or figurative language drawn from the text but unrelated to the test item;
- Inaccurate interpretations of descriptive language or figurative language; and
- plausible but incorrect responses based on the text.

Note: If two descriptive language distractors are used, they must be balanced with two figurative language distractors. The correct answer determines the content focus for the items.

Distractors may also include all descriptive language examples or all figurative language examples.

When assessing the author’s mood (e.g., happy, sad, angry) in a text, whenever possible, distractors will NOT be a list of words, but will include specific examples related to the text.

**Sample Items**

**Descriptive Language**

Read these words from “Learning to Sing.”

**“Put your heart into your singing and enjoy it,”**

What does it mean to *put your heart into your singing*?

- A. to sing loudly
- B. to sing sweetly
- C. to sing with power
- D. \*to sing with emotion



**Descriptive Language**

Read this sentence from the passage.

**He like their quiet life in the pale yellow house with its broad-leaved tree, its two swaying palms, and its cool veranda.**

What mood does the author create by using the phrase *swaying palms*?

- A. bitter
- B. grateful
- C. \*peaceful
- D. Sad

**Descriptive Language** (This short response item is provided only for instructional purposes. All test items will be multiple choice (MC).)

Explain how the author creates a mood of weariness as the characters walk from the old house to the new house. Use details and information from the passage to support your answer.

**Reporting Category 3—Literary Analysis-Fiction/Nonfiction**

**LA.4.2.2.1**

**Benchmark**

The student will locate, explain, and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations).

**Benchmark Clarification Content Focus**

The student will identify and determine meaning from a variety of text features.

Text Features (e.g., titles, subtitles, headings, subheadings, charts, graphs, diagrams, illustrations, captions, maps, keys/legends, stanzas, and text boxes)

**Content Limits**

Text features will be assessed within grade-level appropriate texts that may include, but are not limited to, fiction, nonfiction (e.g., biographies, diary entries), poetry, and drama. Texts will include a single, identifiable text feature or a variety of text features. Tables of contents, glossaries, indices, and key/guide words will not be assessed.

**Text Attributes**

Texts will be literary and may include, but are not limited to, fiction, nonfiction (e.g., biographies, diary entries), poetry, or drama. Stimuli found in texts may include titles, headings, subheadings, charts, graphs, diagrams, illustrations, captions, maps, keys/legends, stanzas, and text boxes.

**Distractor Attributes**

Distractors may include, but are not limited to, the following:

- Facts and details or other information drawn from text features but unrelated to the test item;
- Incorrect analysis and interpretation of text features;
- Incorrect or irrelevant information drawn from text features; and
- plausible but incorrect responses based on the text.

Note: Items will NOT ask the student for literal references, such as

- *On what page would you find...?*
- *In which chapter would you find...?; or*
- *In what kind of reference book would you find information about...?*

Note: When assessing a text feature, (e.g., subheadings/captions), options can be developed from other areas of the text but should be parallel and balanced.

**Sample Items**

**Text Features**

What information are you MOST likely to find in the section titled “Sing Like a Pro”?

- A. stories about famous singers
- B. facts about singing in the opera
- C. \*instructions on how to sing better
- D. details on different types of singing

**Reporting Category 4: Informational Text/Research Process**

**LA.4.6.1.1**

**Benchmark**

The student will read informational text (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).

**Benchmark**

The student will identify and determine meaning from a variety of text features.

**Clarification**

**Content Focus**

Locate, Interpret, Organize Information; Text Features (e.g., titles, subtitles, headings, subheadings, charts, graphs, diagrams, illustrations, captions, maps, keys/legends, text boxes)

**Content Limits**

Text features will be assessed within grade-level appropriate texts that may include, but are not limited to, functional reading materials (e.g., consumer documents, how-to articles, brochures, fliers, websites, other real-world documents).

Texts will include a single, identifiable text feature or a variety of text features.

Making a report, conducting interviews, preparing to take a test, and performing a task will not be assessed.

**Text Attributes**

Texts will be informational. Stimuli found in texts may include titles, headings, subheadings, charts, graphs, diagrams, illustrations, captions, maps, keys/legends, and text boxes.

Texts may include, but are not limited to, functional reading materials (e.g., consumer documents, how-to articles, brochures, fliers, websites, other real-world documents).

**Distractor Attributes**

Distractors may include, but are not limited to, the following:

- Facts and details or other information drawn from text features but unrelated to the test item;
- Incorrect analysis and interpretation of text features;
- Incorrect or irrelevant information drawn from text features; and
- plausible but incorrect responses based on the text.

Note: Items will NOT ask the student for literal references, such as

- *On what page would you find...?*
- *In which chapter would you find...?; or*
- *In what kind of reference book would you find information about...?*

**Sample Items**

**Text Features**

How does the footnote for the word abdomen help the readers better understand the information in the passage?

- A. It explains how the reader should breathe.
- B. \*It tells the readers where to put their hands.
- C. It describes how a certain part of the body works.
- D. It describes the sounds made when breathing out.

**Text Features**

What is the purpose of the check marks used in the section “Make Them LAUGH”?

- A. to show excitement
- B. \*to mark suggestions
- C. to help people guess
- D. to make people laugh

**APPENDIX B**  
**220 High Frequency Words**  
**Source: Dolch**

Listed in order of decreasing frequency

the	out	big	put	walk	black	use	upon
to	as	went	too	two	white	fast	these
and	be	are	got	or	ten	say	sing
he	have	come	take	before	does	light	together
a	go	if	where	eat	bring	pick	please
I	we	now	every	again	goes	hurt	thank
you	am	long	pretty	play	write	pull	wish
it	then	no	jump	who	always	cut	many
of	little	came	green	been	drink	kind	shall
in	down	ask	four	may	once	both	laugh
was	do	very	away	stop	soon	sit	
said	can	an	old	off	made	which	
his	could	over	by	never	run	fall	
that	when	yours	their	seven	gave	carry	
she	did	its	here	eight	open	small	
for	what	ride	saw	cold	has	under	
on	so	into	call	today	find	read	
they	see	just	after	fly	only	why	
but	not	blue	well	myself	us	own	
had	were	red	think	round	three	found	
at	get	from	ran	tell	our	wash	
him	them	good	let	much	better	slow	
with	like	any	help	keep	hold	hot	
up	one	about	make	give	buy	because	
all	this	around	going	work	funny	far	
look	my	want	sleep	first	warm	live	
is	would	don't	brown	try	ate	draw	
her	me	how	yellow	new	full	clean	
there	will	know	five	must	those	grow	
some	yes	right	six	start	done	best	

## APPENDIX C

### *Elaborations and Extensions in Writing*

When scoring writing and helping students understand how to improve writing we can look at three very concrete aspects in regards to IDEAS. In the student’s writing you will see:

- **Bare ideas** – this is the topic or basic statement of the writing. Example: *Last week we went to the beach.*
- **Extensions** – this is a listing of ideas that are related to the bare idea. Extensions, however, do not provide vivid details. Examples: *We sat on the sand. We saw many birds. We waded in the water.*
- **Elaboration** – this provides details about the extension. An elaboration occurs any time the author steps into the writing and ‘explodes the moment’. Example: *When we waded in the water I stepped on a crab. It pinched my toe with its claw. I ran screaming back up on the beach.*

If a student is able to write bare ideas and extensions and has basic organization (beginning, middle, and end) the logical place to work with the student to improve his/her writing is to teach elaboration. In FCAT Writing a paper that has extensions and clear organization would score a “3.0”. In order to move to a “4.0” the student would have to have at least one elaboration.

DO	DON'T
<ul style="list-style-type: none"><li>• Explain and model the difference between elaboration and extensions with students. Read examples from good literature and from student papers. Show them how to elaborate.</li></ul>	<ul style="list-style-type: none"><li>• Just tell students to elaborate.</li></ul>
<ul style="list-style-type: none"><li>• Have students revise papers to add elaboration.</li></ul>	<ul style="list-style-type: none"><li>• Tell students there must be three paragraphs, and each paragraph must have an elaboration.</li></ul>
<ul style="list-style-type: none"><li>• Have students limit the number of points and/or paragraphs and focus on the quality of their elaboration on fewer points.</li></ul>	<ul style="list-style-type: none"><li>• Require a five-paragraph essay.</li></ul>
<ul style="list-style-type: none"><li>• Have students write for many purposes, audiences, and situations in draft format.</li></ul>	<ul style="list-style-type: none"><li>• Require that every piece of writing be taken to publication.</li></ul>
<ul style="list-style-type: none"><li>• Have students maintain a writing portfolio.</li></ul>	<ul style="list-style-type: none"><li>• Put only ‘perfect’ work in the portfolio. It should include many, many different types of writing at a variety of stages in the writing process.</li></ul>

# Appendix D

## Manuscript Letters

a b c d e f g h i j k l m n

o p q r s t u v w x y z

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

All letters begin at the top and as much as possible are made without picking up the pencil (one continuous stroke). Exceptions to the continuous stroke rule are letters that must be crossed or dotted and the letters k, x, y, K, Q, X, and Y. For further help with the strokes consult the Zaner-Bloser Kindergarten Handwriting Text.



## Appendix E – Steps to Mastery of Vocabulary

**Step 1: Provide a description, explanation, or example of the new term.** This should be student friendly while maintaining the integrity of the word's meaning. Work at building experience with the word. Use the student's senses as much as possible.

**Step 2: Ask students to restate the description, explanation, or example in their own words.** You are not asking the students to simply repeat what you have said. You are asking that they construct their own descriptions and develop their own examples. These may not be comprehensive at first but must be monitored to assure that there are no major errors.

**Step 3: Ask students to construct a picture, symbol, or graphic representing the term or phrase.** This forces students to think of the term in a totally different way. This must be modeled. Students will often prefer to just copy your definition because it is easier, but this defeats the purpose. You may allow students to work together at first. Students may draw an actual picture of the words, a symbol for the word, an example of the word, or a graphic representing the word. Students may also dramatize using cartoon figures and bubbles.

**Step 4: Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.** Some sample activities include, but are not limited to,

- Marking a prefix or suffix that will help them remember the meaning
- Identifying synonyms or antonyms
- Drawing an additional picture or graphic
- Listing related words
- Writing brief cautions or reminders of common confusions
- Comparing and contrasting terms

**Step 5: Periodically ask students to discuss terms with one another.** Students can

- Compare their descriptions of the term
- Describe/explain their pictures to each other
- Identify areas of disagreement or confusion
- Choose a word to teach to another student
- Make up riddles to describe the word for another student to guess

**Step 6: Involve students periodically in games that allow them to play with terms.** Jeopardy and Pictionary formats can be used. Some samples are provided on the next page.

**IMPORTANT: Students must have MULTIPLE experiences with a word in order for it to go into long term memory. Teachers should post words on the class word wall. Teachers should also revisit and hold students accountable for words from previous years as appropriate to the content.**

- adapted from **Building Academic Vocabulary** by Robert Marzano and Debra Pikerling

## Appendix F – The Writing Portfolio

Ongoing assessment is key in the writing classroom. Having students maintain a Writing Portfolio allows both teacher and student to view and analyze writing progress.

### THE WRITING PORTFOLIO AND ASSESSMENT

Formative: As a part of the instructional process, formative assessment provides information that helps teachers adjust instruction to meet student needs throughout the grading period.

Summative: Benchmark assessments that occur periodically to determine where a student is in relation to the standard. This is a snapshot of the student's learning at a specific point in time.

### DETERMINE THE PURPOSE OF THE WRITING PORTFOLIO

Is it for progress monitoring your students so that you can adjust your instruction to meet their needs (formative)? Is it to compile representative works in order to show student achievement (summative)? Is it for a combination of these things?

### WHAT IS IMPORTANT?

It is important for the student to evaluate according to the Six Traits his/her own work in the portfolio and determine areas of need and areas of growth. It is important to have a variety of writing in a variety of stages in the portfolio. It is important for the portfolio to be active (often looked at, assessed, added to, and revised by student and teacher) rather than static (a lot of paper to which no one refers until it goes home at the end of the year). A portfolio is not just a storage folder.

### Management of the Writing Portfolio:

- **Who 'owns' the portfolio?** The student owns the portfolio. However, it is usually best if the portfolio remains in the writing classroom. Portfolios should be kept in an established place so that students are able to access them as needed.
- **Who determines what is placed in the portfolio?** Both the teacher and the student make decisions about what is kept in the portfolio. It should include a variety of writing genres in a variety of stages. Drafts as well as published pieces should be kept to show student growth and showcase performance. Not every piece of writing needs to be kept. All pieces should be dated. Some examples of writing might be:
  - Reflective Writing piece (letter to reviewer)
  - Personal Expressive Writing (memoir, etc.)
  - Literary Writing (poetry, plays, etc.)
  - Expository and Persuasive Writing (speech, editorial, etc.)
  - Pieces from two or three other categories
  - Scored writing from demand prompts
- **How often is the portfolio viewed?** The portfolio should be actively included in writing assessment. Students should pull draft pieces from the portfolio when working on revision. The writing in the portfolio should be the pieces in which the students have invested a part of themselves resulting in ownership of the writing. Teachers should use the pieces in the portfolio to conference with students about areas of growth. Teachers can use the portfolio to note areas of needs that they will work on with students, but from the student standpoint it should be a showcase of growth.

### Resource(s):

- [http://www.upcsinstitute.org/DMSFiles/Powerful\\_Portfolio\\_Handout.doc](http://www.upcsinstitute.org/DMSFiles/Powerful_Portfolio_Handout.doc)
- [http://www.education.ky.gov/users/otl/KYWritingHnbk/Spring\\_2007\\_Handbook\\_Update\\_pages\\_Parts\\_I\\_and\\_II\\_all\\_grades.pdf](http://www.education.ky.gov/users/otl/KYWritingHnbk/Spring_2007_Handbook_Update_pages_Parts_I_and_II_all_grades.pdf)
- <http://www.mandygregory.com/ManagementIdeasforWritersWorkshop.htm>
- <http://denaharrison.com>

**APPENDIX G:  
FCAT READING REPORTING CATEGORIES AND CONTENT FOCUS CHART  
FCAT READING BENCHMARKS  
GRADES 3-5**

<b>Reporting Category 1: Vocabulary</b>		<b>Content Focus</b>
<p><b>Grade 3 LA.3.1.6.3</b> <b>Grade 4 LA.4.1.6.3</b> <b>Grade 5 LA.5.1.6.3</b></p>	<p>The student will use context clues to determine meanings of unfamiliar words.</p>	<ul style="list-style-type: none"> <li>• Context clues</li> </ul>
<p><b>Grade 3 LA.3.1.6.7</b> <b>Grade 4 LA.4.1.6.7</b> <b>Grade 5 LA.5.1.6.7</b></p>	<p>The student will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words.</p> <p>The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words.</p> <p>The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words. <i>All assesses LA. 5.1.6.11 – The student will use meaning of familiar roots and affixes derived from Greek And Latin to determine meanings of unfamiliar complex words.</i></p>	<ul style="list-style-type: none"> <li>• Base Words</li> <li>• Affixes</li> <li>• Roots (grade 5)</li> </ul>
<p><b>Grade 3 LA.3.1.6.8</b> <b>Grade 4 LA.4.1.6.8</b> <b>Grade 5 LA.5.1.6.8</b></p>	<p>The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of unfamiliar complex words.</p>	<ul style="list-style-type: none"> <li>• Antonyms</li> <li>• Synonyms</li> </ul>
<p><b>Grade 3 LA.3.1.6.9</b> <b>Grade 4 LA.4.1.6.9</b> <b>Grade 5 LA.5.1.6.9</b></p>	<p>The student will determine the correct meaning of words with multiple meanings in context. <i>Also assesses LA.3.1.6.6 – The student will identify “shades of meaning” in related words (e.g., blaring, loud)</i></p> <p>The student will determine the correct meaning of words with multiple meanings in context. <i>Also assesses LA,4.1.6.6 – The student will identify “shades of meaning” in related words (e.g., blaring, loud)</i></p> <p>The student will determine the correct meaning of words with multiple meanings in context. <i>Also assesses LA,5.1.6.6 – The student will identify “shades of meaning” in related words (e.g., blaring, loud)</i></p>	<ul style="list-style-type: none"> <li>• Multiple Meanings</li> <li>• Analyze Words in Text</li> </ul>

<b>Reporting Category 2: Reading Application</b>		<b>Content Focus</b>
<b>Grade 3 LA.3.1.7.2</b> <b>Grade 4 LA.4.1.7.2</b> <b>Grade 5 LA.5.1.7.2</b>	<p>The student will identify the author’s purpose (e.g., to inform, entertain, explain) in text and how an author’s perspective influences text.</p> <p>The student will identify the author’s purpose (e.g., to persuade, inform, entertain, explain) and how an author’s perspective influences text.</p>	<ul style="list-style-type: none"> <li>• Author’s Purpose</li> <li>• Author’s Perspective</li> </ul>
<b>Grade 3 LA.3.1.7.3</b> <b>Grade 4 LA.4.1.7.3</b> <b>Grade 5 LA.5.1.7.3</b>	<p>The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order or events.</p> <p>The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message, inferences, chronological order of events, summarizing, and paraphrasing.</p> <p>The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.</p>	<ul style="list-style-type: none"> <li>• Main Idea (state or implied)</li> <li>• Relevant Details</li> <li>• Conclusions/Inferences</li> <li>• Chronological Order</li> </ul>
<b>Grade 3 LA.3.1.7.4</b> <b>Grade 4 LA.4.1.7.4</b> <b>Grade 5 LA.5.1.7.4</b>	<p>The student will identify cause-and-effect relationships in text.</p>	<ul style="list-style-type: none"> <li>• Cause and Effect</li> </ul>
<b>Grade 3 LA.3.1.7.5</b> <b>Grade 4 LA.4.1.7.5</b> <b>Grade 5 LA.5.1.7.5</b>	<p>The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text.</p>	<ul style="list-style-type: none"> <li>• Text Structures/Organizational Patterns (e.g., comparison/contrast, cause/effect, sequence of events)</li> </ul>
<b>Grade 3 LA.3.1.7.6</b> <b>Grade 4 LA.4.1.7.6</b> <b>Grade 5 LA.5.1.7.6</b>	<p>The student will identify themes or topics across a variety of fiction and nonfiction selections</p>	<ul style="list-style-type: none"> <li>• Themes/Topics (Grade 3 within one text; Grades 4-5 within/across texts)</li> </ul>
<b>Grade 3 LA.3.1.7.7</b> <b>Grade 4 LA.4.1.7.7</b> <b>Grade 5 LA.5.1.7.7</b>	<p>The student will compare and contrast elements, settings, characters, and problems in two texts.</p> <p>The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems).</p> <p>The student will compare and contrast elements in multiple texts</p>	<ul style="list-style-type: none"> <li>• Compare (similarities: Grade 3 within one text; Grades 4-5 within/across texts)</li> <li>• Contrast (differences: Grade 3 within one text; Grades 4-5 within/across texts)</li> </ul>

<b>Reporting Category 3: Literary Analysis—Fiction/Nonfiction</b>		<b>Content Focus</b>
<b>Grade 3 LA.3.2.1.2</b>	The student will identify and explain the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction.	<ul style="list-style-type: none"> <li>• Character Development</li> <li>• Character Point of view</li> <li>• Setting</li> <li>• Plot Development</li> <li>• Problem/Resolution</li> </ul>
<b>Grade 4 LA.4.2.1.2</b>	The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction.	
<b>Grade 5 LA.5.2.1.2</b>	The student will locate and analyze the elements of plot structure, including exposition, setting character development, rising/falling action, problem-resolution, and theme in a variety of fiction	
<b>Grade 3 LA.3.2.1.7</b> <b>Grade 4 LA.4.2.1.7</b> <b>Grade 5 LA.5.2.1.7</b>	The student will identify and explain an author’s use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects	<ul style="list-style-type: none"> <li>• Descriptive Language (e.g., mood, imagery)</li> <li>• Figurative Language (e.g., simile, metaphor, personification)</li> </ul>
<b>Grade 3 LA.3.2.2.1</b>	The student will identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations).	<ul style="list-style-type: none"> <li>• Text Features (e.g., titles, subtitles, headings, text boxes, subheadings, charts, graphs, diagrams, illustrations, captions, maps, keys/legends, stanzas)</li> </ul>
<b>Grade 4 LA.4.2.2.1</b>	The student will locate, explain, and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations).	
<b>Grade 5 LA.5.2.2.1</b>	The student will locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations).	
<b>Reporting Category 4: Informational Text/Research Process</b>		<b>Content Focus</b>
<b>Grade 3 LA.3.6.1.1</b>	The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.	<ul style="list-style-type: none"> <li>• Locate, Interpret, Organize Information</li> <li>• Text Features (e.g., titles, subtitles, headings, text boxes, subheadings, charts, graphs, diagrams, illustrations, captions, maps, key/legends)</li> </ul>
<b>Grade 4 LA.4.6.1.1</b>	The student will read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).	
<b>Grade 5 LA.5.6.1.1</b>	The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions.	
<b>Grade 5 LA.5.6.2.2</b>	The student will reading and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information.	<ul style="list-style-type: none"> <li>• Determine the Validity and Reliability of Information (within/across texts)</li> </ul>