

FOURTH GRADE ELA STANDARDS

(Click on the link to see specific details for each standard)

Reading Standards for All Text Types

[R.4.1](#) Discover the truth, beauty and goodness in the world through literature and informational text by identifying details and examples to explain what the text says explicitly and when drawing inferences from the text.

[R.4.2](#) Determine the main idea, theme, virtue or moral depicted in a story, drama, poem, parable or scripture passage using details from the text and summarizing the text to understand it's purpose in God's creation.

[R.4.3](#) Describe in depth the character, setting, and events in a story, drama, scripture passage or parable, drawing on specific details in the text to find the truth, beauty, and goodness in God's creation.

[R.4.4](#) Determine the meaning of general academic and domain-specific words or phrases, scriptural words and faith-based terms, as they are used in a text.

[R.4.5](#) To understand God's diverse beauty in the world explain the major differences and the overall structural elements between poems, drama, scripture, Psalms, and prose when writing or speaking about a text.

[R.4.6](#) Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations, and firsthand and secondhand account of the same event or topic. Describe the differences in focus and the information provided to find if it is in accordance with God's truth.

[R.4.7](#) Make connections between the text of a story, drama, and a visual or oral presentation of the text to identify where each version reflects specific descriptions and directions in the text in accordance to God's truth.

[R.4.8](#) Explain how an author and the Catholic Church use reason and evidence to support particular points in a text, including scripture.

[R.4.9](#) Compare and contrast the treatment of similar themes, topics and patterns of events in stories, myths, scripture, and traditional literature from different cultures to discover God's beauty and truth in the world.

[R.4.10](#) By working to their highest God-given potential, students will, by the end of the year, read and comprehend literature, including stories, dramas, poetry, parables, Psalms and the

gospels in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards: Foundation Skills

[FS.4.3](#) To understand God’s truth and beauty in the world know and apply grade-level phonics and word analysis skills in decoding words.

FS4.3a. – Use combined knowledge of all letter-sound correspondence, syllabication patterns, and morphology (EXAMPLES: roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

[FS. 4.4](#) To understand God’s goodness and truth in the world, read with sufficient accuracy and fluency to support comprehension.

FS.4.4a Read on-level text with purpose and understanding.

FS.4.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

FS.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language Standards

[L. 4.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking to proclaim God’s word.

L.4.1a Use relative pronouns (EXAMPLES: who, whose, whom, which, that) and relative adverbs (EXAMPLES: where, when, why).

L.4.1b Form and use the progressive verb tenses (EXAMPLES: I was walking. I am walking. I will be walking).

L.4.1c Use modal auxiliaries (EXAMPLES: can, may, must) to convey various conditions.

L.4.1d Order adjectives within sentences according to conventional patterns (EXAMPLES: a small red bag rather than a red small bag).

L.4.1e Form and use prepositional phrases.

L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.4.1g Correctly use frequently confused words (EXAMPLES: to, too, two; there, their, they’re).

[L. 4.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing to proclaim the truth of the Lord.

L.4.2a Use correct capitalization.

L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.

L.4.2c Use a comma before a coordinating conjunction in a compound sentence.

L.4.2d Spell grade-appropriate words correctly, consulting references as needed.

L. 4.3 In order to proclaim God’s truth and goodness in the world, use knowledge of language and it’s conventions when writing, speaking, reading, or listening.

L.4.3a Choose words and phrases to convey ideas precisely.

L.4.3b Choose punctuation for effect.

L.4.3c Differentiate between contexts that call for formal English (EXAMPLE: presenting ideas) and situations where informal discourse is appropriate (EXAMPLE: small-group discussion).

L. 4.4 In order to discover God’s truth, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.4a Use context as a clue to the meaning of a word or phrase (EXAMPLES: definitions, examples, or restatements in text).

L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (EXAMPLES: telegraph, photograph, autograph).

L.4.4c Consult reference materials (EXAMPLES: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.

L. 4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings for as Christ did in His Parable teachings.

L.4.5a Explain the meaning of simple similes and metaphors in context (EXAMPLE :as pretty as a picture).

L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.

L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L. 4.6 To share God’s truth, beauty, and goodness use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being, and that are basic to a particular topic

Writing Standards

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information to show God’s beauty and truth.

W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.

W.4.1b Provide reasons that are supported by facts and details.

W.4.1c Link opinion and reasons using words and phrases (EXAMPLES: for instance, in order to, in addition).

W.4.1d Provide a concluding statement or section related to the opinion presented.

W. 4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly to show God’s beauty and truth.

W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (EXAMPLE: headings), illustrations, and multimedia when useful to aiding comprehension.

W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.4.2c Link ideas within categories of information using words and phrases (EXAMPLES: another, for example, also, because).

W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.4.2e Provide a concluding statement or section related to the information or explanation presented.

[W. 4.3](#) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences to show God’s beauty and truth.

W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.

W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.4.3e Provide a conclusion that follows from the narrated experiences or events.

[W. 4.4](#) Produce clear and coherent writing that glorifies the Lord, in which the development and organization are appropriate to task, purpose, and audience.

[W. 4.5](#) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing to glorify the Lord.

[W. 4.6](#) With some guidance and support from adults as well as collaboration with others, use technology, to produce and publish writing that glorifies the Lord. Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

[W. 4.7](#) Conduct short research projects that build knowledge of God’s creation through investigation of different aspects of a topic.

[W. 4.8](#) Recall relevant information from experiences or gather relevant information from print and digital sources that glorifies the Lord.

[W. 4.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research to shows God’s truth, beauty, and goodness.

W.4.9a Apply grade 4 reading standards to literature

W.4.9b Apply grade 4 reading standards to informational texts

W. 4. 10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences that reveals God’s truth.

Speaking and Listening Standards

SL.4.1 To proclaim God’s truth and goodness engage effectively in a range of collaborative discussions in the image of Christ (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL. 4.2 To proclaim God’s truth, beauty, and goodness paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL. 4.3 To understand God’s truth identify the reasons and evidence a speaker provides to support particular points.

SL. 4.4 In order to evangelize the Good News of Christ, report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL. 4.5 To show God’s beauty and truth add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL. 4.6 To speak God’s truth and goodness differentiate between contexts that call for formal English (EXAMPLE: presenting ideas) and situations where informal discourse is appropriate (EXAMPLE :small-group discussion); use formal English when appropriate to task and situation.

Reading Standards for All Text Types	
ELA-Key Ideas and Details	FOURTH GRADE
SCRIPTURE	
<i>I believe I shall see the Lord’s goodness in the land of the living. Psalms 27:13</i>	
STANDARD	
R.4.1 Discover the truth, beauty and goodness in the world through literature and	

informational text by identifying details and examples to explain what the text says explicitly and when drawing inferences from the text.

EXAMPLES OF TEXT

[Scripture](#), [Fourth grade saints](#) biographies, [Parables](#), [Literature](#) reflecting Catholic morals/values

Essential Questions

- How does the text measure up in terms of Catholic worldview and values?
- How does the text measure up in terms of Catholic morality and virtue?
- How does the text measure up to God’s plan or expectations of it as revealed in Christ?
- How do my examples and details show how this character is beautiful, truthful, or good?
- How is the character beautiful, truthful, or good compared to the other characters in the book?

[Activities](#)

Reading Standards for All Text Types

ELA-Key Ideas and Details

FOURTH GRADE

SCRIPTURE

For I know well the plans I have in mind for you, says the Lord, plans for your welfare, not for woe! Plans to give you a future full of hope. Jeremiah 29:11

STANDARD

R.4.2 Determine the main idea, theme, virtue or moral depicted in a story, drama, poem, parable or scripture passage using details from the text and summarizing the text to understand it’s purpose in God’s creation.

EXAMPLES OF TEXT

[Scripture](#), [Fourth grade saints](#) biographies, [Parables](#), [Literature](#) reflecting Catholic morals/values

Essential Questions

- How does the text measure up to God’s plan or expectations of it as revealed in Christ?
- How do my examples and details show how this character is beautiful, truthful, or good?
- Does my summary show the beauty of the text?
- How does the theme measure up in terms of Catholic worldview and values?
- How does the main idea measure up in terms of Catholic morality and virtue?

[Activities](#)

Reading Standards for All Text Types

ELA-Key Ideas and Details

FOURTH GRADE

SCRIPTURE

For this very reason, make every effort to supplement your faith with virtue, virtue with knowledge. 2 Peter 1: 5

STANDARD	
R.4.3 Describe in depth the character, setting, and events in a story, drama, scripture passage or parable, drawing on specific details in the text to find the truth, beauty, and goodness in God's creation.	
EXAMPLES OF TEXT	
Scripture , Fourth grade saints biographies, Parables , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does the character's traits and actions measure up in terms of Catholic worldview and values? • How does the character, setting and events in the story measure up in terms of Catholic morality and virtue? • How does the character, setting and events measure up to God's plan or expectations of it as revealed in Christ? • What happens does not use their talents and gifts for the glory of the Lord? • How is this character's traits beautiful, truthful, or good? • How is the character's traits beautiful, truthful, or good compared to the other characters in the book? 	
Activities	

Reading Standards for All Text Types	
ELA-Craft and Structure	FOURTH GRADE
SCRIPTURE	
<i>For whatever was written in former days was written for our instruction, that through endurance and through the encouragement of the Scriptures we might have hope.</i> Romans 15:4	
STANDARD	
R.4.4 Determine the meaning of general academic and domain-specific words or phrases, scriptural words and faith-based terms, as they are used in a text.	
EXAMPLES OF TEXT	
Scripture , Fourth grade saints biographies, Parables , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • Can the knowledge or situation under consideration be integrated with or expanded by the knowledge from another academic discipline? • How does my knowledge of vocabulary reveal the truth and revelation of the Lord? 	
Activities	

Reading Standards for All Text Types	
ELA-Craft and Structure	FOURTH GRADE

SCRIPTURE
<i>For as in one body we have many parts, and all the parts do not have the same function, so we, though many, are one body in Christ and individually parts of one another. Since we have gifts that differ according to the grace given to us, let us exercise them.</i> Romans 12:4-6
STANDARD
R.4.5 To understand God’s diverse beauty in the world explain the major differences and the overall structural elements between poems, drama, scripture, Psalms, and prose when writing or speaking about a text.
EXAMPLES OF TEXT
Scripture , Fourth grade saints biographies, Parables , Literature reflecting Catholic morals/values
Essential Questions
<ul style="list-style-type: none"> • Which of these (i.e. poems, dramas, scripture, psalms, and prose) is more beautiful and why? Why might others have thought this beautiful? • How do these texts (i.e. poems, dramas, scripture, psalms, and prose) attract in a way that pleases God and draws others closer to God?
Activities

Reading Standards for All Text Types	
ELA-Craft and Structure	FOURTH GRADE
SCRIPTURE	
<i>While we look not at the things which are seen, but at the things which are not seen; for the things which are seen are temporal, but the things which are not seen are eternal.</i> 2 Corinthians 4:18	
STANDARD	
R.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations, and firsthand and secondhand account of the same event or topic. Describe the differences in focus and the information provided to find if it is in accordance with God’s truth.	
EXAMPLES OF TEXT	
Scripture , Fourth grade saints biographies, Parables , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • Where is there proportion and harmony between points of view? • What do the points of view reveal about the nature of what is seen? • How do these different points of view attract in a way that pleases God and draws others closer to God? 	
Activities	

Reading Standards for All Text Types

ELA-Integration of Knowledge and Ideas	FOURTH GRADE
SCRIPTURE	
<i>Abide in Me, and I in you. As the branch cannot bear fruit of itself unless it abides in the vine, so neither can you unless you abide in Me. I am the vine, you are the branches; he who abides in Me and I in him, he bears much fruit, for apart from Me you can do nothing. John 15:4-5</i>	
STANDARD	
R.4.7 Make connections between the text of a story, drama, and a visual or oral presentation of the text to identify where each version reflects specific descriptions and directions in the text in accordance to God’s truth.	
EXAMPLES OF TEXT	
Scripture , Fourth grade saints biographies, Parables , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does this align with what we know from revelation? • Can the knowledge or situation under consideration be integrated with or expanded by the knowledge from another academic discipline? • What other questions are raised after making connections between the text? 	
Activities	

Reading Standards for All Text Types	
ELA-Integration of Knowledge and Ideas	FOURTH GRADE
SCRIPTURE	
<i>Fixing our eyes on Jesus, the author and perfecter of faith, who for the joy set before Him endured the cross, despising the shame, and has sat down at the right hand of the throne of God. Hebrews 12:2</i>	
STANDARD	
R.4.8 Explain how an author and the Catholic Church use reason and evidence to support particular points in a text, including scripture.	
EXAMPLES OF TEXT	
Scripture , Fourth grade saints biographies, Parables , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does the evidence and reasoning support the text? • How does the author’s evidence support Catholic worldview and values? • How does the author’s evidence support Catholic morality and values? • How does this align with what we know from revelation? 	
Activities	

Reading Standards for All Text Types	
ELA-Integration of Knowledge and Ideas	FOURTH GRADE
SCRIPTURE	

<i>Never pay back evil for evil to anyone. Respect what is right in the sight of all men.</i> Romans 12:17	
STANDARD	
R.4.9 Compare and contrast the treatment of similar themes, topics and patterns of events in stories, myths, scripture, and traditional literature from different cultures to discover God’s beauty and truth in the world.	
EXAMPLES OF TEXT	
Scripture , Fourth grade saints biographies, Parables , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • Where is there proportion and harmony between themes and topics? • What do the themes and topics reveal about the nature of what is seen? • How do these different themes and topics attract in a way that pleases God and draws others closer to God? 	
Activities	

Reading Standards for All Text Types	
ELA-Range of Reading and Level of Text Complexity	FOURTH GRADE
SCRIPTURE	
<i>Pay close attention to yourself and to your teaching; persevere in these things, for as you do this you will ensure salvation both for yourself and for those who hear you.</i> 1 Timothy 4:16	
STANDARD	
R.4.10 By working to their highest God-given potential, students will, by the end of the year, read and comprehend literature, including stories, dramas, poetry, parables, Psalms and the gospels in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
EXAMPLES OF TEXT	
Scripture , Fourth grade saints biographies, Parables , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does my comprehension of the text show the truth of what I am reading? • Can the knowledge or situation under consideration be integrated with expanded by the knowledge from other academic disciplines? 	
Activities	

Reading Standards: Foundational Skills	
Phonics and Word Recognition	FOURTH GRADE
SCRIPTURE	
<i>All this, said David, the Lord made me understand in writing by His hand upon me, all the details</i>	

<i>of this pattern.</i> 1 Chronicles 28:19	
STANDARD	
<p>FS.4.3 To understand God’s truth and beauty in the world know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>FS4.3a. – Use combined knowledge of all letter-sound correspondence, syllabication patterns, and morphology (EXAMPLES: roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	
EXAMPLES OF TEXT	
<p>Scripture, Fourth grade saints biographies, Parables, Literature reflecting Catholic morals/values</p>	
Essential Questions	
<ul style="list-style-type: none"> • How does my knowledge of phonics and word recognition reveal the truth and revelation of the Lord? • Can the knowledge or situation under consideration be integrated with expanded by the knowledge from other academic disciplines? 	
Activities	

Reading Standards: Foundation Skills	
Fluency	FOURTH GRADE
SCRIPTURE	
<p><i>They read from the book, from the law of God, translating to give the sense so that they understood the reading.</i> Nehemiah 8:8</p>	
STANDARD	
<p>FS. 4.4 To understand God’s goodness and truth in the world, read with sufficient accuracy and fluency to support comprehension.</p> <p>FS.4.4a Read on-level text with purpose and understanding.</p> <p>FS.4.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>FS.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	
EXAMPLES OF TEXT	
<p>Scripture, Fourth grade saints biographies, Parables, Literature reflecting Catholic morals/values</p>	
Essential Questions	
<ul style="list-style-type: none"> • How does my reading with sufficient accuracy show my God given talents and gifts? • What can happen to the beauty of a reading when it is not read fluently? • Can the knowledge or situation under consideration be integrated with expanded by the knowledge from other academic disciplines? 	
Activities	

Language Standards

Conventions of Standard English	FOURTH GRADE
SCRIPTURE	
<i>My mouth will speak words of wisdom; the meditation of my heart will give you understanding.</i> Psalm 49:3	
STANDARD	
<p>L. 4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking to proclaim God’s word.</p> <p>L.4.1a Use relative pronouns (EXAMPLES: who, whose, whom, which, that) and relative adverbs (EXAMPLES: where, when, why).</p> <p>L.4.1b Form and use the progressive verb tenses (EXAMPLES: I was walking. I am walking. I will be walking).</p> <p>L.4.1c Use modal auxiliaries (EXAMPLES: can, may, must) to convey various conditions.</p> <p>L.4.1d Order adjectives within sentences according to conventional patterns (EXAMPLES: a small red bag rather than a red small bag).</p> <p>L.4.1e Form and use prepositional phrases.</p> <p>L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L.4.1g Correctly use frequently confused words (EXAMPLES: to, too, two; there, their, they’re).</p>	
EXAMPLES OF TEXT	
Scripture , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How do my words proclaim God’s truth and beauty? • How does this align with what we know from revelation? 	
Activities	

Language Standards	
Conventions of Standard English	FOURTH GRADE
SCRIPTURE	
<i>Then He taught me, and He said to me, Take hold of my words with all your heart; keep my commands, and you will live.</i> Proverbs 4:4	
STANDARD	
<p>L. 4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing to proclaim the truth of the Lord.</p> <p>L.4.2a Use correct capitalization.</p> <p>L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>L.4.2c Use a comma before a coordinating conjunction in a compound sentence.</p> <p>L.4.2d Spell grade-appropriate words correctly, consulting references as needed.</p>	

EXAMPLES OF TEXT	
Scripture , Literature reflecting Catholic morals/values	
<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none"> • How do my choices when writing reveal the truth? • How does this align with what we know from revelation? 	
Activities	

Language Standards	
Conventions of Standard English	FOURTH GRADE
SCRIPTURE	
<i>Teach me good discernment and knowledge, For I believe in Your commandments. Psalm 119:66</i>	
STANDARD	
<p>L. 4.3 In order to proclaim God’s truth and goodness in the world, use knowledge of language and it’s conventions when writing, speaking, reading, or listening.</p> <p>L.4.3a Choose words and phrases to convey ideas precisely.</p> <p>L.4.3b Choose punctuation for effect.</p> <p>L.4.3c Differentiate between contexts that call for formal English (EXAMPLE: presenting ideas) and situations where informal discourse is appropriate (EXAMPLE: small-group discussion).</p>	
EXAMPLES OF TEXT	
Scripture , Literature reflecting Catholic morals/values	
<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none"> • How do my choices when writing, speaking, reading, and listening reveal the truth and knowledge of language? • How did I proclaim the truth and goodness when writing, speaking, reading, and listening in informal and formal situations? 	
Activities	

Language Standards	
Vocabulary Acquisition and Use	FOURTH GRADE
SCRIPTURE	
<i>There are, perhaps, a great many kinds of languages in the world, and no kind is without meaning. 1 Corinthians 14:10</i>	
STANDARD	
<p>L. 4.4 In order to discover God’s truth, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p>	

<p>L.4.4a Use context as a clue to the meaning of a word or phrase (EXAMPLES: definitions, examples, or restatements in text).</p> <p>L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (EXAMPLES: telegraph, photograph, autograph).</p> <p>L.4.4c Consult reference materials (EXAMPLES: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.</p>
EXAMPLES OF TEXT
Scripture , Literature reflecting Catholic morals/values
Essential Questions
<ul style="list-style-type: none"> • How did the strategy chosen reveal the truth and revelation of the word and phrases? • Can the knowledge or situation under consideration be integrated with expanded by the knowledge from other academic disciplines?
Activities

Language Standards	
Vocabulary Acquisition and Use	FOURTH GRADE
SCRIPTURE	
<i>These things I have spoken to you in figurative language; an hour is coming when I will no longer speak to you in figurative language, but will tell you plainly of the Father. John 16:25</i>	
STANDARD	
<p>L. 4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings for as Christ did in His Parable teachings.</p> <p>L.4.5a Explain the meaning of simple similes and metaphors in context (EXAMPLE :as pretty as a picture).</p> <p>L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	
EXAMPLES OF TEXT	
Scripture , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does figurative language, word relationships, and nuances demonstrate my understanding of God’s beauty? • Can the knowledge or situation under consideration be integrated with expanded by the knowledge from other academic disciplines? 	
Activities	

Language Standards

Vocabulary Acquisition and Use	FOURTH GRADE
SCRIPTURE	
<i>Acquire wisdom! Acquire understanding! Do not forget nor turn away from the words of my mouth.</i> Proverbs 4:5	
STANDARD	
L. 4.6 To share God’s truth, beauty, and goodness use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being, and that are basic to a particular topic	
EXAMPLES OF TEXT	
Scripture , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • When sharing how do my words show God’s beauty? • What can happen when beauty is not used for the glory of God? • Can the knowledge or situation under consideration be integrated with expanded by the knowledge from other academic disciplines? 	
Activities	

Writing Standards	
Text Types and Purposes	FOURTH GRADE
SCRIPTURE	
<i>I too will answer my share, I also will tell my opinion.</i> Job 32:17	
STANDARD	
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information to show God’s beauty and truth.	
W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.	
W.4.1b Provide reasons that are supported by facts and details.	
W.4.1c Link opinion and reasons using words and phrases (EXAMPLES: for instance, in order to, in addition).	
W.4.1d Provide a concluding statement or section related to the opinion presented.	
EXAMPLES OF TEXT	
Scripture , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does creating an opinion piece show beauty and truth? • What does the point of view reveal to me about a writer’s truth and beauty? 	
Activities	

Writing Standards	
Text Types and Purposes	FOURTH GRADE
SCRIPTURE	

...explaining and giving evidence that the Christ had to suffer and rise again from the dead, and saying, This Jesus whom I am proclaiming to you is the Christ. Acts 17:3

STANDARD

W. 4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly to show God’s beauty and truth.

W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (EXAMPLE: headings), illustrations, and multimedia when useful to aiding comprehension.

W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.4.2c Link ideas within categories of information using words and phrases (EXAMPLES: another, for example, also, because).

W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.4.2e Provide a concluding statement or section related to the information or explanation presented.

EXAMPLES OF TEXT

[Scripture](#), [Literature](#) reflecting Catholic morals/values

Essential Questions

- How does creating an informational piece of writing show beauty and truth?
- How do facts and examples show the integrity and truth in my informational writing?
- How does my word choice reflect the truth in my writing?

[Activities](#)

Writing Standards

Text Types and Purposes

FOURTH GRADE

SCRIPTURE

I pray that the fellowship of your faith may become effective through the knowledge of every good thing which is in you for Christ’s sake. Philemon 1:6

STANDARD

W. 4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences to show God’s beauty and truth.

W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.

W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.4.3e Provide a conclusion that follows from the narrated experiences or events.

EXAMPLES OF TEXT	
Scripture , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does creating a narrative piece of writing show beauty and truth? • How do the characters in my writing show integrity and truth? • How does my word choice reflect the truth in my writing? 	
Activities	

Writing Standards	
Production and Distribution of Writing	FOURTH GRADE
SCRIPTURE	
<i>A good tree cannot produce bad fruit, nor can a bad tree produce good fruit. Matthew 7:18</i>	
STANDARD	
W. 4.4 Produce clear and coherent writing that glorifies the Lord, in which the development and organization are appropriate to task, purpose, and audience.	
EXAMPLES OF TEXT	
Scripture , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does my writing glorify the Lord’s truth and beauty? • How does my word choice allow the audience to understand my writing? 	
Activities	

Writing Standards	
Production and Distribution of Writing	FOURTH GRADE
SCRIPTURE	
<i>But you, be sober in all things, endure hardship, do the work of an evangelist, fulfill your ministry. 2 Timothy 4:5</i>	
STANDARD	
W. 4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing to glorify the Lord.	
EXAMPLES OF TEXT	
Scripture , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does my writing glorify the Lord’s truth and beauty? • How does the guidance and support from peers and adults show the glory of the Lord? 	
Activities	

Writing Standards	
Production and Distribution of Writing	FOURTH GRADE
SCRIPTURE	
<i>Commit your works to the Lord and your plans will be established. Proverbs 16:3</i>	
STANDARD	
W. 4.6 With some guidance and support from adults as well as collaboration with others, use technology, to produce and publish writing that glorifies the Lord. Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	
EXAMPLES OF TEXT	
Scripture , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does using technology to publish my writing glorify the Lord’s truth and beauty? • How does the guidance and support from adults show the glory of the Lord? 	
Activities	

Writing Standards	
Research to Build and Present Knowledge	FOURTH GRADE
SCRIPTURE	
<i>I have filled him with the Spirit of God in wisdom, in understanding, in knowledge, and in all kinds of craftsmanship. Exodus 31:3</i>	
STANDARD	
W. 4.7 Conduct short research projects that build knowledge of God’s creation through investigation of different aspects of a topic.	
EXAMPLES OF TEXT	
Scripture , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does my research reveal the truth, integrity and beauty of the source? • In what way does plagiarism inhibit revealing the truth and the integrity of the writer? 	
Activities	

Writing Standards	
Research to Build and Present Knowledge	FOURTH GRADE
SCRIPTURE	
<i>I will fetch my knowledge from afar, and I will ascribe righteousness to my Maker. Job 36:3</i>	
STANDARD	

W. 4.8 Recall relevant information from experiences or gather relevant information from print and digital sources that glorifies the Lord.	
EXAMPLES OF TEXT	
Scripture , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does my research reveal the truth, integrity and beauty of the source? • In what way does plagiarism inhibit revealing the truth and the integrity of the writer? • Can the knowledge or situation under consideration be integrated with or expanded by the knowledge from another academic discipline? 	
Activities	

Writing Standards	
Research to Build and Present Knowledge	FOURTH GRADE
SCRIPTURE	
<i>Therefore we ought to support such men, so that we may be fellow workers with the truth. 3</i> John 1:8	
STANDARD	
W. 4. 9 Draw evidence from literary or informational texts to support analysis, reflection, and research to shows God’s truth, beauty, and goodness.	
W.4.9a Apply grade 4 reading standards to literature	
W.4.9b Apply grade 4 reading standards to informational texts	
EXAMPLES OF TEXT	
Scripture , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does my evidence reveal the truth, integrity and beauty of the source? • In what way does plagiarism inhibit revealing the truth and the integrity of the writer? • Can the knowledge or situation under consideration be integrated with or expanded by the knowledge from another academic discipline? 	
Activities	

Writing Standards	
Range of Writing	FOURTH GRADE
SCRIPTURE	
<i>My words are from the uprightness of my heart, And my lips speak knowledge sincerely.</i> Job 33:3	
STANDARD	
W. 4. 10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences that reveals God’s truth.	

EXAMPLES OF TEXT	
Scripture , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> How does discipline help me reveal God's truth? 	
Activities	

Speaking and Listening Standards	
Comprehension and Collaboration	FOURTH GRADE
SCRIPTURE	
<i>Two are better than one because they have a good return for their labor. For if either of them falls, the one will lift up his companion. But woe to the one who falls when there is not another to lift him up. Ecclesiastes 4:9-10</i>	
STANDARD	
<p>SL.4.1 To proclaim God's truth and goodness engage effectively in a range of collaborative discussions in the image of Christ (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	
EXAMPLES OF TEXT	
Scripture , Fourth grade saints , Parables , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> What does my response to this reveal about me? How does my contribution reflect my God-given gifts and knowledge? When working with diverse partners how can I build my knowledge and understanding in a respectful way? Can the knowledge or situation under consideration be integrated with expanded by the knowledge from other academic disciplines? 	
Activities	

Speaking and Listening Standards	
Comprehension and Collaboration	FOURTH GRADE
SCRIPTURE	
Listen, for I will speak noble things; And the opening of my lips will reveal right things.	

Proverbs 8:6
STANDARD
SL. 4.2 To proclaim God’s truth, beauty, and goodness paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
EXAMPLES OF TEXT
Scripture , Fourth grade saints biographies, Parables , Literature reflecting Catholic morals/values
Essential Questions
<ul style="list-style-type: none"> • How does my research reveal the truth, integrity and beauty of the source? • In what way does plagiarism inhibit revealing the truth and the integrity of the writer? • Does the media and format in which I am presenting show the beauty of what I am proclaiming? • Can the knowledge or situation under consideration be integrated with or expanded by the knowledge from another academic discipline?
Activities

Speaking and Listening Standards	
Comprehension and Collaboration	FOURTH GRADE
SCRIPTURE	
<i>Behold, I waited for your words, I listened to your reasoning’s, while you pondered what to say.</i> Job 32:11	
STANDARD	
SL. 4.3 To understand God’s truth identify the reasons and evidence a speaker provides to support particular points.	
EXAMPLES OF TEXT	
Scripture , Fourth grade saints , Parables , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How are the identified reasons showing God’s truth? • Can the knowledge or situation under consideration be integrated with or expanded by the knowledge from another academic discipline? • How do these reasons measure up in Catholic worldviews and values? • How do these reasons measure up to God’s plan or expectations of it as revealed in Christ? 	
Activities	

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	FOURTH GRADE

SCRIPTURE	
<i>Go near and hear all that the Lord our God says; then speak to us all that the Lord our God speaks to you, and we will hear and do it.</i> Deuteronomy 5:27	
STANDARD	
SL. 4.4 In order to evangelize the Good News of Christ, report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	
EXAMPLES OF TEXT	
Scripture , Fourth grade saints , Parables , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How am I showing God’s truth? • How do these reasons measure up in Catholic worldviews and values? • How do these reasons measure up to God’s plan or expectations of it as revealed in Christ? • How can I make my presentation clear and precise to the audience to show the beauty of my work? 	
Activities	

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	FOURTH GRADE
SCRIPTURE	
<i>But be filled with the spirit speaking to one another in psalms and hymns and spiritual songs, singing and making melody with your heart to the Lord.</i> Ephesians 5:18-19	
STANDARD	
SL. 4.5 To show God’s beauty and truth add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	
EXAMPLES OF TEXT	
Scripture , Fourth grade saints , Parables , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How is the theme showing God’s truth? • How do my media formats enhance my presentation to show God’s beauty? 	
Activities	

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	FOURTH GRADE
SCRIPTURE	
<i>Whoever speaks, is to do so as one who is speaking the utterances of God; whoever serves is to do so as one who is serving by the strength which God supplies; so that in all things God may be</i>	

glorified through Jesus Christ, to whom belongs the glory and dominion forever and ever. Amen.
1 Peter 4:11

STANDARD

SL. 4.6 To speak God's truth and goodness differentiate between contexts that call for formal English (EXAMPLE: presenting ideas) and situations where informal discourse is appropriate (EXAMPLE :small-group discussion); use formal English when appropriate to task and situation.

EXAMPLES OF TEXT

[Scripture](#), [Fourth grade saints](#) biographies, [Parables](#), [Literature](#) reflecting Catholic morals/values

Essential Questions

- How is the theme showing God's truth?
- How do my media formats enhance my presentation to show God's beauty?

[Activities](#)

Scripture

Ten Commandments; Exodus 20: 2-17

Great Commandment; John 15:12

Sermon on the Mount; Matthew 5:1-12

Our Father; Luke 11:1-14

Pray Always; Thess. 5:17

Virtues

Prudence

Justice

Fortitude

Temperance

Saints

Francis Xavier

Gianna Molla

Charles Lwanga

Kateri Tekakwitha

Benedict and Scholastica

Andrew Kim Taegon

John XXIII

John Paul II

Mother Frances Xavier Cabrini

Prayers

(Continue development of understanding, reciting) Apostle's Creed

Four Marks of the Church

Hail Holy Queen

Intro Memorare

Prayers of Thanksgiving

Personal Petitions

Contrition

Prayer of Adoration/Praise

Time in Adoration

Meditation

Participates in the Stations of the Cross

Songs

Commandments

All 10 Commandments in detailed explanation.

All 10 Commandments (Reconciliation examination of conscience)

Sacraments

All sacraments categorized in service, healing or initiation.

Participation in Reconciliation/Eucharist

Parables

<u>Parables of Jesus in Chronological Order</u>				
	Parable	Matthew	Mark	Luke
1	New cloth on an old coat	9:16	2:21	5:36
2	New wine in old wineskins	9:17	2:22	5:37-38
3	Lamp on a stand (also see #6)	5:14-15		
4	Wise and foolish builders	7:24-27		6:47-49
5	Moneylender forgives unequal debts			7:41-43
6	Lamp on a stand (2 nd time, see #3)		4:21-22	8:16, 11:33
7	Rich man foolishly builds bigger barns			12:16-21
8	Servants must remain watchful (also see #44)			12:35-40
9	Wise and foolish servants (also see #42)			12:42-48
10	Unfruitful fig tree			13:6-9
11	Sower and four types of soil	13:3-8, 18-23	4:3-8,14-20	8:5-8,11-15
12	Weeds among good plants (Kingdom of Heaven)	13:24-30,36-43		
13	Growing seed (Kingdom of Heaven)		4:26-29	
14	Mustard seed (Kingdom of Heaven)	13:31-32	4:30-32	13:18-19
15	Yeast (Kingdom of Heaven)	13:33		13:20-21
16	Hidden treasure (Kingdom of Heaven)	13:44		
17	Valuable pearl (Kingdom of Heaven)	13:45-46		
18	Fishing net (Kingdom of Heaven)	13:47-50		
19	Owner of a house (Kingdom of Heaven)	13:52		
20	Lost sheep (sheep as children, also see #29)	18:12-14		
21	The sheep, gate and shepherd	(John 10:1-5, 7-18)		
22	Master and his servant			17:7-10
23	Unmerciful servant (Kingdom of Heaven)	18:23-24		
24	Good Samaritan			10:30-37
25	Friend in need			11:5-8
26	Lowest seat at the feast			14:7-14
27	Invitation to a great banquet			14:16-24
28	Cost of discipleship			14:28-33
29	Lost sheep (sheep as sinners, also see #20)			15:4-7
30	Lost coin			15:8-10
31	Lost (prodigal) son			15:11-32
32	Shrewd manager			16:1-8
33	Rich man and Lazarus			16:19-31
34	Workers in the vineyard, early and late	20:1-16		
35	Persistent widow and crooked judge			18:2-8
36	Pharisee and tax collector			18:10-14

37	King's ten servants given minas (also see #45)			19:12-27
38	Two sons, one obeys and one does not	21:28-32		
39	Wicked tenants	21:33-44	12:1-11	20:9-18
40	Invitation to a wedding banquet	22:2-14		
41	Signs of the future from a fig tree	24:32-35	13:28-29	21:29-31
42	Wise and foolish servant (2 nd time, see also #9)	24:45-51		
43	Wise and foolish virgins	25:1-13		
44	Servants must remain watchful (2 nd time, see #8)		13:35-37	
45	Three servants given talents (also see #37)	25:14-30		
46	Sheep and goats will be separated	25:31-46		

Literature R.4.1

Picture Books for Older Children-

Max Lucado books (If Only I had a Green Nose, You are Special)

The Book of Virtues for Young People by William J. Bennett

Tomi De Paulo- The Art Lesson

Patty Lovell- Stand Tall, Molly Lou Melon

Henry Cole- An Unspoken Story from the Underground Railroad

Novels-

Fish in a Tree - Lynda Mullaly Hunt

The Miraculous Journey of Edward Tulane- Kate DiCamillo

Number the Stars- Lois Lowry

Informational Texts-

Who is Mother Teresa?

Who is Martin Luther King?

So You Think You Want to Be President?- *Judith St George*

Literature R.4.2

Picture Books for Older Children-

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Literature R.4.3

Picture Books for Older Children-

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Literature R.4.4

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Number the Stars- Lois Lowry

The Lion, the Witch, and the Wardrobe- C.S. Lewis

Informational Texts-

Bible

Catechism of the Catholic Church

Who is Mother Teresa?

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Literature R.4.5

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Informational Texts-

Who is Mother Teresa?

Who is Martin Luther King?

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Literature R.4.6

Picture Books for Older Children-

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Informational Texts-

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Literature R.4.7

Picture Books for Older Children-

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Informational Texts-

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Literature R.4.8

Picture Books for Older Children-

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Informational Texts-

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Literature R.4.9

Picture Books for Older Children-

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Informational Texts-

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Literature R.4.10

Picture Books for Older Children-

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Literature FS.4.3

Picture Books for Older Children-

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Literature FS.4.4

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Informational Texts-

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Literature L.4.1

Picture Books for Older Children-

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Novels-

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The Miraculous Journey of Edward Tulane- Kate DiCamillo

Number the Stars- Lois Lowry

Informational Texts-

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Who is Martin Luther King?

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Literature L.4.2

Picture Books for Older Children-

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Novels-

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Number the Stars- Lois Lowry

Informational Texts-

Who is Mother Teresa?

Who is Martin Luther King?

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Literature L.4.3

Picture Books for Older Children-

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Novels-

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Number the Stars- Lois Lowry

Informational Texts-

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Who is Martin Luther King?

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Literature L.4.4

Picture Books for Older Children-

Max Lucado books (If Only I had a Green Nose, You are Special)

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Novels-

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The Miraculous Journey of Edward Tulane- Kate DiCamillo

Number the Stars- Lois Lowry

Informational Texts-

Who is Mother Teresa?

Who is Martin Luther King?

So You Think You Want to Be President?- *Judith St George*

Literature L.4.5

Picture Books for Older Children-

Max Lucado books (If Only I had a Green Nose, You are Special)

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The Miraculous Journey of Edward Tulane- Kate DiCamillo

Number the Stars- Lois Lowry

Informational Texts-

Who is Mother Teresa?

Who is Martin Luther King?

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Literature L.4.6

Picture Books for Older Children-

Max Lucado books (If Only I had a Green Nose, You are Special)

The Book of Virtues for Young People by William J. Bennett

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Patty Lovell- Stand Tall, Molly Lou Melon

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Informational Texts-

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Literature W.4.1

Opinion-

Dear Mrs. LaRue by Mark Teague

The True Story of the 3 Little Pigs by Jon Scieszka

The Perfect Pet by Margie Palatini

Animals Nobody Loves by Seymour Simon

The Day the Crayons Quit by Drew Daywalt

Informative/Expository-

So You Think You Want to Be President? by Judith St. George

Poet: The Remarkable Story of George Moss Horton by Don Tate

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Narratives-

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Literature W.4.2

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Literature W.4.3

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Literature W.4.4

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Literature W.4.5

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Literature W.4.6

Opinion-

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Literature W.4.7

Opinion-

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Literature W.4.8

Opinion-

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Literature W.4.9

Opinion-

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Literature W.4.10

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Narratives-

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Literature SL.4.1

Picture Books for Older Children-

Max Lucado books (If Only I had a Green Nose, You are Special)

The Book of Virtues for Young People by William J. Bennett

Tomi De Paulo- The Art Lesson

Patty Lovell- Stand Tall, Molly Lou Melon

Henry Cole- An Unspoken Story from the Underground Railroad

Novels-

Fish in a Tree - Lynda Mullaly Hunt

The Miraculous Journey of Edward Tulane- Kate DiCamillo

Number the Stars- Lois Lowry

Informational Texts-

Who is Mother Teresa?

Who is Martin Luther King?

So You Think You Want to Be President?- *Judith St George*

Literature SL.4.2

Picture Books for Older Children-

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Informational Texts-

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Literature SL.4.3

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Literature SL.4.4

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Literature SL.4.5

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Informational Texts-

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Literature SL.4.6

Picture Books for Older Children-

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Fish in a Tree - Lynda Mullaly Hunt

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Number the Stars- Lois Lowry

Informational Texts-

Who is Mother Teresa?

Who is Martin Luther King?

So You Think You Want to Be President?- *Judith St George*

Activities R.4.1

1. Character Trait Analysis
2. Venn Diagram to compare characters
3. Theme- What was the moral of the story? What was the Author's message?
4. Author's Purpose
5. Make Connections (Text-to-Self, Text-To-Text, Text-to-World)
6. Use movies(G-rated) students know today to show the moral or theme (i.e. Pixar short films)

Activities R.4.2

1. Compare and contrast the theme of a story to a parable Jesus taught or any Bible story.
2. Find a Saint who embodies the same virtue or moral depicted in the story.
3. Theme- What was the moral of the story? What was the Author's message? Use this to write your own story using the same theme.
4. Have students determine how they could apply the virtue, moral or message from the story into their lives.
5. Use movies(G-rated) students know today to show the moral or theme (i.e. Pixar short films)

Activities R.4.3

1. Character Trait Analysis to include the thoughts, words and actions using details from the text.
2. Literary Elements Map (setting, conflict, rising action, climax, plot, solution)
3. Cause and Effect to determine if the events or character's actions were moral

Activities R.4.4

1. Dictionary scavenger to determine meaning and etymology of a word.
2. Context Clues
3. Use new words you have found to incorporate into your own writing.

Activities R.4.5

1. Chronology
2. Comparison
3. Cause/Effect
4. Problem/Solution
5. Elements of Prose: sentence, paragraph, dialogue
6. Elements of Poetry: verse, stanza, rhythm, meter, rhyme
7. Elements of Drama: cast of Characters, settings, description, dialogue, stage direction, scenes, acts

Activities R.4.6

1. Use the four Gospels and the authors' audiences to analyze events in Jesus' life. Refer to grade level Scripture passages.
2. Writing prompt or writer's workshop from a character's point of view.

Activities R.4.7

1. The Ten Commandments
2. The Beatitudes
3. Interpret information presented visually, orally, or quantitatively (examples: charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages)
4. Explain how the information contributes to an understanding of the text or scripture in which it appears.

Activities R.4.8

1. The Ten Commandments
2. The Beatitudes
3. Catechism of the Catholic Church
4. Citing evidence and reason through text.

Activities R.4.9

1. Find text of opposition of good and evil.
2. Integrate information from two texts, including the Catechism of the Catholic Church, the Bible, and biographies of the lives of saints, on the same topic in order to write or speak about the subject knowledgeably.

Activities R.4.10

1. Motivate students by setting goals to read more fluently, improve their overall reading test scores, and reading comprehension.
2. Differentiate instruction to various reading levels of classroom. Examples: leveled readers, center work, spelling words.

Activities FS.4.3

1. Greek and Latin roots <https://www.pinterest.com/pin/268949408972019020/>
2. Daily Language Review (<https://www.christianbook.com/daily-language-review-grade-4/9781557996589/pd/996589?dv=%7Bdevice%7D&en=google&event=SHOP&kw=home-school-0-20%7C996589&p=1179710&gclid=Ci0KEQjw7pHLBRDqs-X8hZ3Mgp0BEiQAXIo9rn4xqRkIU71zfcfloBCYIOL1ZbX3MLrusL5uEfNo8Z4aAtei8P8HAQ>)
3. Reading Fluency Strips <https://www.teacherspayteachers.com/Product/Reading-Fluency-Strips-for-Grades-3-5-1675343>
4. Word Sort

Activities FS.4.4

1. Read aloud at Mass
2. Read poetry
3. Model fluency and reading with expression
4. Fluency Practice buddies
5. Book buddies with younger grade
6. Record student reading to self-evaluate themselves

Activities L.4.1

1. Interactive grammar notebook (a great example: <https://www.teacherspayteachers.com/Product/Grammar-Interactive-Notebook-Grammar-Activities-Interactive-Grammar-Notebook-1277526>)

2. Writing assignments that incorporate the language standards.
3. Write a speech and present to incorporate the language standards.
4. Daily Language Review (<https://www.christianbook.com/daily-language-review-grade-4/9781557996589/pd/996589?dv=%7Bdevice%7D&en=google&event=SHOP&kw=home-school-0-20%7C996589&p=1179710&gclid=Cj0KEQjw7pHLBRDqs-X8hZ3Mgp0BEiQAXIo9rn4xqRkIU71zfcfloBCYIOL1ZbX3MLrusL5uEfNo8Z4aAtei8P8HAQ>)
5. Apps and Online Games for grammar concepts
<https://www.pinterest.com/pin/311029917999815459/>
6. School House Rock Videos
<https://www.youtube.com/watch?v=YkAX7VkJEw&list=PLKt00sUUapAKKZrQuxaa2oc9546RWKoOD>

Activities L.4.2

1. Interactive grammar notebook (a great example:
<https://www.teacherspayteachers.com/Product/Grammar-Interactive-Notebook-Grammar-Activities-Interactive-Grammar-Notebook-1277526>)
2. Writing assignments that incorporate the language standards.
3. Write a speech and present to incorporate the language standards.
4. Daily Language Review (<https://www.christianbook.com/daily-language-review-grade-4/9781557996589/pd/996589?dv=%7Bdevice%7D&en=google&event=SHOP&kw=home-school-0-20%7C996589&p=1179710&gclid=Cj0KEQjw7pHLBRDqs-X8hZ3Mgp0BEiQAXIo9rn4xqRkIU71zfcfloBCYIOL1ZbX3MLrusL5uEfNo8Z4aAtei8P8HAQ>)
5. Apps and Online Games for grammar concepts
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6. School House Rock Videos
<https://www.youtube.com/watch?v=YkAX7VkJEw&list=PLKt00sUUapAKKZrQuxaa2oc9546RWKoOD>

Activities L.4.3

1. Interactive grammar notebook (a great example:
<https://www.teacherspayteachers.com/Product/Grammar-Interactive-Notebook-Grammar-Activities-Interactive-Grammar-Notebook-1277526>)
2. Writing assignments that incorporate the language standards.
3. Write a speech and present to incorporate the language standards.
4. Daily Language Review (<https://www.christianbook.com/daily-language-review-grade-4/9781557996589/pd/996589?dv=%7Bdevice%7D&en=google&event=SHOP&kw=home-school-0-20%7C996589&p=1179710&gclid=Cj0KEQjw7pHLBRDqs-X8hZ3Mgp0BEiQAXIo9rn4xqRkIU71zfcfloBCYIOL1ZbX3MLrusL5uEfNo8Z4aAtei8P8HAQ>)
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6. School House Rock Videos
<https://www.youtube.com/watch?v=YkAX7Vk3JEw&list=PLKt00sUUapAKKZrQuxaa2oc9546RWKoOD>
7. Greek and Latin roots <https://www.pinterest.com/pin/106890191130564070/>
8. Online dictionary and thesaurus <http://www.dictionary.com>

Activities L.4.5

1. Use a parable teaching to discuss the figurative language in Jesus' teachings.
2. Find figurative language in church hymns and psalms.
3. Poetry unit to incorporate figurative language standards.
4. Examples of Books with Figurative Language
<https://www.pinterest.com/pin/282460207856039180/>
5. Interactive grammar notebook (a great example:
<https://www.teacherspayteachers.com/Product/Grammar-Interactive-Notebook-Grammar-Activities-Interactive-Grammar-Notebook-1277526>)
6. Writing assignments that incorporate the language standards.
7. Write a speech and present to incorporate the language standards.
8. Daily Language Review (<https://www.christianbook.com/daily-language-review-grade-4/9781557996589/pd/996589?dv=%7Bdevice%7D&en=google&event=SHOP&kw=home-school-0-20%7C996589&p=1179710&gclid=Cj0KEQjw7pHLBRDqs-X8hZ3Mgp0BEiQAXIo9rn4xqRklU71zfcfloBCYIOL1ZbX3MLrusL5uEfNo8Z4aAtei8P8HAQ>)
9. Apps and Online Games for grammar concepts
<https://www.pinterest.com/pin/311029917999815459/>

10. School House Rock Videos

<https://www.youtube.com/watch?v=YkAX7Vk3JEw&list=PLKt00sUUapAKKZrQuxaa2oc9546RWKoOD>

Activities L.4.6

1. Interactive grammar notebook (a great example:
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2. Writing assignments that incorporate the language standards.
3. Write a speech and present to incorporate the language standards.
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5. Apps and Online Games for grammar concepts
<https://www.pinterest.com/pin/311029917999815459/>
6. School House Rock Videos
<https://www.youtube.com/watch?v=YkAX7Vk3JEw&list=PLKt00sUUapAKKZrQuxaa2oc9546RWKoOD>

Activities W.4.1

1. Use a mentor text from above to show features of opinion writing to model for students how to write an opinion piece.
2. Paragraph scramble to determine structure of an opinion writing

Activities W.4.2

1. Use a mentor text from above to show features of informational/explanatory writing to model for students how to write an informational/explanatory piece
2. Paragraph scramble to determine structure of informational/explanatory writing
3. Saint Biography Report

Activities W.4.3

1. Use a mentor text from above to show features of narrative writing to model for students how to write a narrative piece
2. Paragraph scramble to determine structure of narrative writing
3. Personal narrative about a sacrament received

Activities W.4.4

1. Write universal prayers of the Church and other prayers
2. 7-Trait Writing Process
3. Publishing Party at the conclusion of a unit

Activities W.4.5

1. 7 Trait Writing Process
2. Peer editing workshop to review editing and revising checklist and review grammar marks
3. Establish year long peer editing buddies

Activities W.4.6

1. 7 Trait Writing Process
2. Peer editing workshop to review editing and revising checklist and review grammar marks
3. Establish year long peer editing buddies
4. Collaborate with the school technology educator to plan a writing project that can be researched and typed together

Activities W.4.7

1. Collaborate with the school technology educator to plan a writing project that can be researched and typed together.
2. Saint projects
3. Research about the appearances of Mary or any miracles.
4. Westward Expansion
5. State Project

Activities W.4.8

1. Collaborate with the school technology educator to plan a writing project that can be researched and typed together.
2. Take notes and categorize information
3. Provide a list of sources

Activities W.4.9

1. Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text, such as a character's thoughts, words, or actions.
2. Show and explain how an author uses reasons and evidence to support particular points in a text
3. Provide a list of sources

Activities W.4.10

1. Long unit writing projects
2. Daily writing prompts
3. Lenten prayer journal

Activities SL.4.1

1. Literature Circles
2. Whole group discussion
3. <https://www.pinterest.com/pin/AT0qwm3GrdhEJXc8TTzw80wPtR6Un8EU-Xj4vwRzOsyvEnbXgMPg6QQ/>
4. Conversation Jenga: <https://www.pinterest.com/pin/364862007292152596/>
5. Model Thinking Stems and Accountable Talk

Activities SL.4.2

1. As a class paraphrase the readings from masses at school, as well as Sunday masses.
2. Five finger retell summarizing activity.
3. <https://www.pinterest.com/pin/AT0qwm3GrdhEJXc8TTzw80wPtR6Un8EU-Xj4vwRzOsyvEnbXgMPg6QQ/>
4. Model Thinking Stems and Accountable Talk

Activities SL.4.3

1. Literature Circles
2. Find the Evidence: <https://www.teacherspayteachers.com/Product/Text-Detectives-Find-the-Text-Evidence-Super-Snow-Sampler-1565208>
3. Model Thinking Stems and Accountable Talk
4. Model student writing to incorporate textual evidence

Activities SL.4.4

1. Saint Presentations
2. Retell Gospel story in small groups and present to younger grades.
3. Using descriptive detail retell your experience of your First Holy Communion.
4. State Projects
5. Science Fair

Activities SL.4.5

1. Collaborate with computer teacher or technology director to add visual displays into projects.
2. Saint Presentations
3. Retell Gospel story in small groups and present to younger grades
4. Using descriptive detail retell your experience of your First Holy Communion
5. State Projects
6. Science Fair

Activities SL.4.6

1. Saint Presentations (formal conversation)
2. Retell Gospel story in small groups and present to younger grades. (formal conversation)
3. Literature circles(informal conversation)
4. Speed dating conversations(informal conversation)
5. State Projects (formal conversation)
6. Science Fair(formal conversation)

