

# Grade 4

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|----------------|--------------|---------------|-----------------|------------------|
| <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> |

## Grade 4: Reading Process

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| <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.   |  |
|  | The student will:  |  |  |
| LA.4.1.4.1   | - recognize knowledge of spelling patterns;                    |  |  |
| LA.4.1.4.2   | - use structural analysis; and                                 |  |  |
| LA.4.1.4.3   | - use language structure to read multi-syllabic words in text. |  |  |
| <b>Access Points for Students with Significant Cognitive Disabilities</b>  |  |  |  |
| <i>Independent.</i> 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; and</li> <li>- use self-correction when subsequent reading indicates an earlier misreading.</li> </ul> |  | <i>Supported.</i> 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>- recognize high frequency sight words; and</li> <li>- use self-correction when subsequent reading indicates an earlier misreading.</li> </ul> |  |
| <i>Participatory.</i> The student will respond to pictures or symbols paired with spoken words in one or more daily activities.  |  |  |  |

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| <b>Fluency</b>  |   | <b>Standard:</b> The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.  |  |
|   | The student will:   |   |  |
| LA.4.1.5.1  | - demonstrate the ability to read grade level text; and                   |   |  |
| LA.4.1.5.2  | - adjust reading rate based on purpose, text difficulty, form, and style. |   |  |
| <b>Access Points for Students with Significant Cognitive Disabilities</b>   |   |   |  |
| <i>Independent.</i> The student will read text with high frequency sight words and phonetically regular words with accuracy.  |   | <i>Supported.</i> The student will read text with high frequency sight words and phonetically regular one-syllable words with accuracy. |  |
| <i>Participatory.</i> The student will: <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> |   |   |  |

| <b>Vocabulary Development</b>  |  | <b>Standard:</b> The student uses multiple strategies to develop grade appropriate vocabulary.  |
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|  | The student will:  |   |
| LA.4.1.6.1   | - use new vocabulary that is introduced and taught directly;   |   |
| LA.4.1.6.2   | - listen to, read, and discuss familiar and conceptually challenging text;   |   |
| LA.4.1.6.3   | - use context clues to determine meanings of unfamiliar words;   |   |
| LA.4.1.6.4   | - categorize key vocabulary and identify salient features;   |   |
| LA.4.1.6.5   | - relate new vocabulary to familiar words;   |   |
| LA.4.1.6.6   | - identify “shades of meaning” in related words (e.g., blaring, loud);   |   |
| LA.4.1.6.7   | - use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words;  |   |
| LA.4.1.6.8   | - use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;  |   |
| LA.4.1.6.9   | - determine the correct meaning of words with multiple meanings in context; and  |   |
| LA.4.1.6.10  | - determine meanings of words and alternate word choices by using a dictionary, thesaurus, and digital tools.  |   |
| <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; and</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); and</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; and</li> <li>- select objects, pictures, or symbols paired with words that relate to familiar stories or activities.</li> </ul> |

| <b>Reading Comprehension</b>   |   | <b>Standard:</b> The student uses a variety of strategies to comprehend grade level text.  |  |
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|  | The student will:   |  |  |
| LA.4.1.7.1   | - identify the purpose of text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps);  |  |  |
| LA.4.1.7.2   | - identify the author’s purpose (e.g., to inform, entertain, explain) in text and how an author’s perspective influences text;  |  |  |
| LA.4.1.7.3   | - 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;   |  |  |
| LA.4.1.7.4   | - identify cause-and-effect relationships in text;  |  |  |
| LA.4.1.7.5   | - identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text;  |  |  |
| LA.4.1.7.6   | - identify themes or topics across a variety of fiction and nonfiction selections;  |  |  |
| LA.4.1.7.7   | - compare and contrast elements in multiple texts (e.g., setting, characters, problems); and  |  |  |
| LA.4.1.7.8   | - use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.  |  |  |
| <b>Access Points for Students with Significant Cognitive Disabilities</b>  |   |  |  |
| <i>Independent.</i> The student will:  | <i>Supported.</i> The student will:   | <i>Participatory.</i> The student will:  |  |
| <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; and</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> | <ul style="list-style-type: none"> <li>- preview text features (e.g., illustrations, title) and 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 actions that lead to predictable effects in read-aloud stories and informational text;</li> <li>- identify differences in characters and actions in text; and</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> | <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>- respond to voice tone or volume that reflects the intent of verbal messages; and</li> <li>- seek assistance to clarify the meaning of pictures, symbols, or words in classroom activities with prompting.</li> </ul> |  |

## Grade 4: 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.                           |
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|                | The student will:   |
| LA.4.2.1.1     | - read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media;  |
| LA.4.2.1.2     | - identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction;   |
| LA.4.2.1.3     | - 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);   |
| LA.4.2.1.4     | - identify an author's theme, and use details from the text to explain how the author developed that theme;   |
| LA.4.2.1.5     | - 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);                    |
| LA.4.2.1.6     | - write a book report, review, or critique that identifies the main idea, character(s), setting, sequence of events, conflict, crisis, and resolution;  |
| LA.4.2.1.7     | - 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; |
| LA.4.2.1.8     | - recognize that vocabulary and language patterns have changed in literary texts from the past to the present; and  |
| LA.4.2.1.9     | - 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.        |

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| <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.   |   |
| Continued from previous page  |   |   |
| <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>- distinguish among common forms of literature (e.g., stories, poetry);</li> <li>- identify characters, settings, and 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 nonfiction; 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 foundation of knowledge.</li> </ul> | <p><i>Supported:</i> The student will:</p> <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> | <p><i>Participatory:</i> The student will:</p> <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> |

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| <b>Nonfiction</b>  | <b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.   |  |
|  | The student will:  |  |
| LA.4.2.2.1   | - locate, explain, and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);  |  |
| LA.4.2.2.2   | - use information from the text to answer questions related to explicitly stated main ideas or relevant details;   |  |
| LA.4.2.2.3   | - organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing;   |  |
| LA.4.2.2.4   | - identify and explain the functions and characteristics of a variety of types of text (e.g., reference, children’s newspapers, practical/functional texts); and   |  |
| LA.4.2.2.5   | - select a balance of age and ability appropriate nonfiction 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.  |  |
| <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>- obtain information from text features (e.g., illustrations, title, headings, captions);</li> <li>- use explicit information from nonfiction 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 nonfiction text;</li> <li>- identify a variety of nonfiction text (e.g., simple reference materials, picture dictionary); and</li> <li>- select a variety of nonfiction 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> | <p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> <li>- obtain information from text features (e.g., illustrations, title);</li> <li>- use explicit information from read-aloud nonfiction text to answer questions related to explicitly stated main idea and supporting details (e.g., who, what, where, when);</li> <li>- identify topics in nonfiction read-aloud text;</li> <li>- identify familiar nonfiction pictures, symbols or read-aloud text (e.g., photographs, signs, logos); and</li> <li>- select a variety of nonfiction materials to listen to, based on interest and teacher recommendations, to continue building a core foundation of knowledge.</li> </ul> | <p><i>Participatory:</i> The student will:</p> <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; and</li> <li>- express a preference for familiar read-aloud nonfiction, based on interest and teacher recommendations, to continue building a core foundation of knowledge.</li> </ul> |

## Grade 4: Writing Process

| <b>Prewriting</b>  |   | <b>Standard:</b> The student will use prewriting strategies to generate ideas and formulate a plan.   |  |
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|  | The student will prewrite by:   |   |  |
| LA.4.3.1.1   | - 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;  |   |  |
| LA.4.3.1.2   | - determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece; and  |   |  |
| LA.4.3.1.3   | - 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.   |   |  |
| <b>Access Points for Students with Significant Cognitive Disabilities</b>  |   |   |  |
| <i>Independent:</i> The student will prewrite by:  | <i>Supported:</i> The student will prewrite by:   | <i>Participatory:</i> The student will associate preferences or information about familiar activities with pictures, symbols, or words.                               |  |
| <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; and</li> <li>- organizing ideas using a simple web or list.</li> </ul> | <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); and</li> <li>- identifying the purpose of writing (e.g., tell a story, give information).</li> </ul> |   |  |
| <b>Drafting</b>  |   | <b>Standard:</b> The student will write a draft appropriate to the topic, audience, and purpose.  |  |
|  | The student will draft writing by:  |   |  |
| LA.4.3.2.1   | - using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions;  |   |  |
| LA.4.3.2.2   | - organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and  |   |  |
| LA.4.3.2.3   | - creating interesting leads through the use of quotations, questions, or descriptions.   |   |  |
| <b>Access Points for Students with Significant Cognitive Disabilities</b>  |   |   |  |
| <i>Independent:</i> The student will draft writing by:   | <i>Supported:</i> The student will draft writing by:  | <i>Participatory:</i> The student will make an initial attempt to communicate preferences or information about familiar activities using pictures, symbols, or words. |  |
| <ul style="list-style-type: none"> <li>- describing topics based on ideas developed in a plan; and</li> <li>- organizing the ideas according to the purpose of the writing.</li> </ul>   | <ul style="list-style-type: none"> <li>- creating a picture and dictating sentences that tell a story or describe the picture; and</li> <li>- communicating ideas according to the purpose.</li> </ul>  |   |  |

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| <b>Revising</b>   |   | <b>Standard:</b> The student will revise and refine the draft for clarity and effectiveness.   |  |
|   | The student will revise by:   |  |  |
| LA.4.3.3.1  | - 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;  |  |  |
| LA.4.3.3.2  | - 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);  |  |  |
| LA.4.3.3.3  | - 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); and  |  |  |
| LA.4.3.3.4  | - applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).   |  |  |
| <b>Access Points for Students with Significant Cognitive Disabilities</b>   |   |  |  |
| <p><i>Independent.</i> The student will revise the draft by:</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; and</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 revise the draft by:</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; and</li> <li>- copying dictated phrases or sentences.</li> </ul> | <p><i>Participatory.</i> The student will adjust language by selecting different pictures, symbols, or words when necessary to communicate information or preferences about familiar activities.</p> |  |

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| <b>Editing for Language Conventions</b>   |  | <b>Standard:</b> The student will edit and correct the draft for standard language conventions.   |   |
|   | The student will edit for correct use of:  |   |   |
| LA.4.3.4.1  | - 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; |   |   |
| LA.4.3.4.2  | - capitalization for proper nouns, including titles used with someone’s name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.);  |   |   |
| LA.4.3.4.3  | - punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives;   |   |   |
| LA.4.3.4.4  | - present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions;  |   |   |
| LA.4.3.4.5  | - subject/verb and noun/pronoun agreement in simple and compound sentences; and  |   |   |
| LA.4.3.4.6  | - end punctuation for declarative, interrogative, imperative, and exclamatory sentences.   |   |   |
| <b>Access Points for Students with Significant Cognitive Disabilities</b>   |  |   |   |
| <i>Independent:</i> The student will edit for correct use of:   |  | <i>Supported:</i> The student will edit for correct use of:   | <i>Participatory:</i> The student will adjust language by selecting different pictures, symbols, or words when necessary to communicate information or preferences about familiar activities. |
| <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); and</li> <li>- complete sentences.</li> </ul> |  | <ul style="list-style-type: none"> <li>- left to right progression, sequencing, and word spacing;</li> <li>- a model to check spelling of words; and</li> <li>- capitalization of own first and last name and initial word in sentences.</li> </ul> |   |

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| <b>Publishing</b>   |  | <b>Standard:</b> The student will write a final product for the intended audience.  |  |
|   | The student will:  |   |  |
| LA.4.3.5.1  | - prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);     |   |  |
| LA.4.3.5.2  | - use elements of spacing and design to enhance the appearance of the document and add graphics where appropriate; and |   |  |
| LA.4.3.5.3  | - share the writing with the intended audience.  |   |  |
| <b>Access Points for Students with Significant Cognitive Disabilities</b>   |  |   |  |
| <i>Independent:</i> The student will:   |  | <i>Supported:</i> The student will:   | <i>Participatory:</i> The student will effectively communicate information or preferences about familiar activities using pictures, symbols, or words. |
| <ul style="list-style-type: none"> <li>- produce writing that is clear, legible, and appropriate for the purpose; and</li> <li>- share the writing with the intended audience.</li> </ul> |  | <ul style="list-style-type: none"> <li>- produce pictures with legible and understandable stories or descriptions; and</li> <li>- share the picture stories with others.</li> </ul> |  |

## Grade 4: Writing Applications

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| <b>Creative</b>   |   | <b>Standard:</b> The student develops and demonstrates creative writing.   |  |
|   | The student will:   |  |  |
| LA.4.4.1.1  | - 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; and                    |  |  |
| LA.4.4.1.2  | - write a variety of expressive forms (e.g., short story, poetry, skit, song lyrics) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification), rhythm, dialogue, characterization, plot, and/or appropriate format.                            |  |  |
| <b>Access Points for Students with Significant Cognitive Disabilities</b>   |   |  |  |
| <i>Independent:</i> The student will:   | <i>Supported:</i> The student will:   | <i>Participatory:</i> The student will:  |  |
| <ul style="list-style-type: none"> <li>- write narratives that includes a main idea, characters, and sequence of events; and</li> <li>- write poems based on simple rhythm and rhyme patterns.</li> </ul> | <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; and</li> <li>- complete lines in poetry following patterns for rhythm and rhyme.</li> </ul> | <ul style="list-style-type: none"> <li>- communicate information that tells about familiar persons, objects, and activities; and</li> <li>- respond to patterns of language in read-aloud poems, rhymes, and songs.</li> </ul> |  |

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| <b>Informative</b>   |  | <b>Standard:</b> The student develops and demonstrates technical writing that provides information related to real-world tasks.  |  |
|  | The student will:  |  |  |
| LA.4.4.2.1   | - write in a variety of informational/expository forms (e.g., summaries, procedures, recipes, instructions, graphs/tables, experiments, rubrics, how-to manuals);  |  |  |
| LA.4.4.2.2   | - record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate;   |  |  |
| LA.4.4.2.3   | - write informational/expository essays that contain introductory, body, and concluding paragraphs;  |  |  |
| LA.4.4.2.4   | - 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; and |  |  |
| LA.4.4.2.5   | - write simple directions to familiar locations using cardinal directions, landmarks, and distances, and create an accompanying map.   |  |  |
| <b>Access Points for Students with Significant Cognitive Disabilities</b>  |  |  |  |
| <i>Independent:</i> The student will:  |  | <i>Supported:</i> The student will:  | <i>Participatory:</i> The student will:  |
| <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 note using a model; and</li> <li>- write functional text (e.g., two-step instructions and directions, labels, recipes).</li> </ul> |  | <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; and</li> <li>- produce functional text (e.g., one-step directions for daily activities) by creating pictures and dictating sentences.</li> </ul> | <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; and</li> <li>- express preferences or choices.</li> </ul> |

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| <b>Persuasive</b>   |  | <b>Standard:</b> The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.   |  |
|   | The student will:  |   |  |
| LA.4.4.3.1  | - write persuasive text (e.g., essay, written communication) that establish and develop a controlling idea, supporting arguments for the validity of the proposed idea with detailed evidence; and |   |  |
| LA.4.4.3.2  | - include persuasive techniques (e.g., word choice, repetition, emotional appeal).   |   |  |
| <b>Access Points for Students with Significant Cognitive Disabilities</b>                                 |  |   |  |
| <i>Independent:</i> The student will select a favorite topic and list reasons why the topic is important. |  | <i>Supported:</i> The student will 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. | <i>Participatory:</i> The student will communicate preferences for familiar persons, objects, or actions in a variety of daily activities. |

## Grade 4: Communication

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| <b>Penmanship</b>  |  | <b>Standard:</b> The student engages in the writing process and writes to communicate ideas and experiences.            |  |
| LA.4.5.1.1   | The student will demonstrate legible cursive writing skills. |   |  |
| <b>Access Points for Students with Significant Cognitive Disabilities</b>                          |  |   |  |
| <i>Independent:</i> The student will write words and sentences with proper spacing and sequencing. |  | <i>Supported:</i> The student will write words using upper case and lower case letters, proper spacing, and sequencing. | <i>Participatory:</i> The student will use pictures, symbols, or words to communicate meaning. |

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| <b>Listening and Speaking</b>  |   | <b>Standard:</b> The student effectively applies listening and speaking strategies.   |  |
|  | The student will:   |   |  |
| LA.4.5.2.1   | - listen to information presented orally and show an understanding of key points;   |   |  |
| LA.4.5.2.2   | - plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion;   |   |  |
| LA.4.5.2.3   | - listen attentively to speakers and takes notes as needed to ensure accuracy of information;   |   |  |
| LA.4.5.2.4   | - ask questions of speakers, using appropriate tone and eye contact; and  |   |  |
| LA.4.5.2.5   | - 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. |   |  |
| <b>Access Points for Students with Significant Cognitive Disabilities</b>  |   |   |  |
| <i>Independent:</i> The student will:  |   | <i>Supported:</i> The student will:   | <i>Participatory:</i> The student will:  |
| <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> |   | <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; and</li> <li>- describe personal experiences using appropriate oral language choices for the situation.</li> </ul> | <ul style="list-style-type: none"> <li>- listen and respond to information presented orally;</li> <li>- listen and respond purposefully to familiar persons; and</li> <li>- communicate information in daily classroom activities and routines.</li> </ul> |

## Grade 4: Information and Media Literacy

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| <b>Informational Text</b>  |  | <b>Standard:</b> The student comprehends the wide array of informational text that is part of our day to day experiences.   |   |
| LA.4.6.1.1   | 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>Access Points for Students with Significant Cognitive Disabilities</b>  |  |   |   |
| <i>Independent:</i> The student will read informational text with graphics to gather information, follow three-step directions, answer questions, and perform tasks. |  | <i>Supported:</i> The student will use information in read-aloud informational text with pictures to follow one-step directions, answer literal questions, and perform tasks. | <i>Participatory:</i> The student will identify pictures or symbols paired with words to carry out tasks in daily activities. |

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| <b>Research Process</b>   |   | <b>Standard:</b> The student uses a systematic process for the collection, processing, and presentation of information.  |   |
|   | The student will:   |  |   |
| LA.4.6.2.1  | - select a topic for inquiry, refine a predetermined search plan;   |  |   |
| LA.4.6.2.2  | - 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 fact; |  |   |
| LA.4.6.2.3  | - communicate information in a report that includes main idea(s) and relevant details, with visual supports; and  |  |   |
| LA.4.6.2.4  | - record basic bibliographic data and present quotes using ethical practices (e.g., avoids plagiarism).   |  |   |
| <b>Access Points for Students with Significant Cognitive Disabilities</b>   |   |  |   |
| <i>Independent:</i> The student will:   |   | <i>Supported:</i> The student will:  | <i>Participatory:</i> The student will:   |
| <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., nonfiction books, picture 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; and</li> <li>- identify the titles of references or other sources used in a search.</li> </ul> |   | <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; and</li> <li>- identify the materials used to answer search questions.</li> </ul> | <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; and</li> <li>- identify familiar books or print materials.</li> </ul> |

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| <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. |  |
|  | The student will:  |   |  |
| LA.4.6.3.1   | - examine how ideas are presented in a variety of print and nonprint media and recognize differences between logical reasoning and propaganda; and                   |   |  |
| LA.4.6.3.2   | - 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. |   |  |
| <b>Access Points for Students with Significant Cognitive Disabilities</b>  |  |   |  |
| <i>Independent.</i> The student will:  | <i>Supported.</i> The student will:  | <i>Participatory.</i> The student will:   |  |
| - recognize similarities and differences in the way information is presented in a variety of print; and<br>- identify production elements (e.g., graphics, color, sound) used to enhance communication in media. | - identify information communicated in print; and<br>- recognize basic production elements (e.g., color, sound) used in media.                                       | - respond to familiar print or graphic materials; and<br>- respond to basic production elements in media messages (e.g., motion, color, sound).         |  |

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| <b>Technology</b>  |  | <b>Standard:</b> The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes. |  |
|  | The student will:  |  |  |
| LA.4.6.4.1   | - use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations); and  |  |  |
| LA.4.6.4.2   | - determine and use appropriate digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) for publishing and presenting a topic.        |  |  |
| <b>Access Points for Students with Significant Cognitive Disabilities</b>  |  |  |  |
| <i>Independent.</i> The student will:  | <i>Supported.</i> The student will:  | <i>Participatory.</i> The student will:  |  |
| - use appropriate available technologies to enhance communication; and<br>- use digital tools (e.g., writing, drawing software) for publishing information or a story. | - use an appropriate available technology to enhance communication; and<br>- use digital tools (e.g., writing, drawing software) to produce pictures, letters, or words. | - use an appropriate available technology to enhance communication; and<br>- use technology to communicate information or preferences.                     |  |