

Grade 4

# Curriculum Alignment to Oklahoma Academic Standards

**Core Knowledge Language Arts**

## Curriculum Alignment to Oklahoma Academic Standards

Oklahoma Academic Standards	Core Knowledge Language Arts
<p><b>Standard 1: Listening and Speaking</b> Students will listen and speak effectively in a variety of situations.</p>	
<p><b>Listening</b> Students will develop and apply effective communication skills through active listening.</p>	
<p><b>4.1.L.1</b> Students will actively listen using agreed-upon discussion rules.</p>	<p><b>TG:</b>  <b>U1:</b> Lessons: 1, 2, 3, 4, 5, 9, 14, 15  <b>U2:</b> Lessons: 1, 2, 4, 5, 8, 16, 21  <b>U3:</b> Lessons: 1, 2, 3, 5, 6, 7, 9, 11, 12, 14  <b>U4:</b> Lessons: 1, 2, 3, 5, 6, 7, 8, 9  <b>U5:</b> Lessons: 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14  <b>U6:</b> Lessons: 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12  <b>U7:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16  <b>U8:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19</p>
<p><b>4.1.L.2</b> Students will actively listen and interpret a speaker’s verbal messages and ask questions to clarify the speaker’s purpose.</p>	<p><b>TG:</b>  <b>U1:</b> Lessons: 1, 2, 3, 4, 5, 9, 14, 15  <b>U2:</b> Lessons: 1, 2, 3  <b>U3:</b> Lessons: 1, 5, 6, 7, 8, 9, 12  <b>U4:</b> Lessons: 1, 4, 9  <b>U5:</b> Lessons: 12  <b>U6:</b> Lessons: 3, 6, 8, 12  <b>U7:</b> Lessons: 1, 2, 4, 7  <b>U8:</b> Lessons: 19</p> <p><b>Writing Studio TG:</b>  <b>U1:</b> Lessons: 2  <b>U2:</b> Lessons: 2  <b>U3:</b> Lessons: 2</p>
<p><b>Speaking</b> Students will develop and apply effective communication skills to share ideas through speaking.</p>	
<p><b>4.1.S.1</b> Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.</p>	<p><b>TG:</b>  <b>U1:</b> Lessons: 2, 4, 5, 6, 7, 8, 9, 10, 11, 13, 15  <b>U2:</b> Lessons: 1, 2, 3, 4, 7, 8, 9, 10, 11, 14, 16, 17, 21, 22, 24  <b>U3:</b> Lessons: 1, 2, 4, 6, 7, 8, 11, 12  <b>U4:</b> Lessons: 1, 6, 7, 8, 9  <b>U5:</b> Lessons: 1, 5, 6, 8, 9, 12  <b>U6:</b> Lessons: 3, 5, 6, 7, 8, 10, 12  <b>U7:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 11, 12, 14, 15, 16  <b>U8:</b> Lessons: 3, 4, 6, 8, 10, 11, 16, 17, 19</p> <p><b>Writing Studio TG:</b>  <b>U1:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8</p>

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	<p><b>U2:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8  <b>U3:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8  <b>U4:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8  <b>U5:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8  <b>U6:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8  <b>U7:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Oklahoma Instructional Strategies and Routines, Listening and Speaking: Speaking, p. 98</p>
<p><b>4.1.S.2</b> Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.</p>	<p><b>TG:</b>  <b>U1:</b> Lessons: 1, 2, 3, 4, 5, 9, 14, 15  <b>U2:</b> Lessons: 1, 2, 4, 5, 8, 16, 21  <b>U3:</b> Lessons: 1, 2, 3, 5, 6, 7, 9, 11, 12, 14  <b>U4:</b> Lessons: 1, 2, 3, 5, 6, 7, 8, 9  <b>U5:</b> Lessons: 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14  <b>U6:</b> Lessons: 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12  <b>U7:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16  <b>U8:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19</p> <p><b>Writing Studio TG:</b>  <b>U1:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8  <b>U2:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8  <b>U3:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8  <b>U4:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8  <b>U5:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8  <b>U6:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8  <b>U7:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8</p>
<p><b>4.1.S.3</b> Students will give informal presentations in a group or individually, organizing information and determining content for the audience, speaking audibly and clearly in coherent sentences.</p>	<p><b>TG:</b>  <b>U1:</b> Lessons: 5, 6  <b>U2:</b> Lessons: 1, 19, 23, 24  <b>U3:</b> Lessons: 6, 7, 8, 9  <b>U4:</b> Lessons: 3, 4, 7, 9  <b>U6:</b> Lessons: 6, 12  <b>U8:</b> Lessons: 18, 19</p> <p><b>Writing Studio TG:</b>  <b>U4:</b> Lessons: 8  <b>U7:</b> Lessons: 8</p>
<p><b>Standard 2: Reading and Writing Foundations</b>            Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</p>	
<p><b>Phonological Awareness</b>            Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.</p>	

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<p><i>Students will continue to review and apply earlier grade-level expectations for this standard. If phonological skills are not mastered, students will address skills from previous grades.</i></p>	
<p><b>Print Concepts</b> Students will demonstrate their understanding of the organization and basic features of print.</p>	
<p><b>4.2.PC</b> Students will correctly form words in print and cursive and use appropriate spacing for letters, words, and sentences.</p>	<p><b>TG:</b> <b>U1:</b> Cursive Program: Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</p> <p>Oklahoma Instructional Strategies and Routines, Reading and Writing Foundations: Print Concepts, p. 99</p>
<p><b>Phonics and Word Study</b> Students will decode words by applying phonics and word analysis skills in context and isolation.</p>	
<p><b>4.2.PWS.1</b> Students will decode multisyllabic words using their knowledge of the following phonics skills:</p>	
<ul style="list-style-type: none"> <li>• letter-sound correspondences</li> </ul>	<p><b>TG:</b> <b>U3:</b> Lessons: 1, 2</p> <p>Oklahoma Instructional Strategies and Routines, Reading and Writing Foundations: Phonics and Word Study and Spelling/Encoding, p. 100</p>
<ul style="list-style-type: none"> <li>• all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled)</li> </ul>	<p><b>TG:</b> <b>U2:</b> Lessons: 4, 6, 10, 11, 15, 16, 19, 23 <b>U5:</b> Lessons: 6, 10, 11, 15 <b>U7:</b> Lessons: 6, 10, 11, 15</p> <p>Oklahoma Instructional Strategies and Routines, Reading and Writing Foundations: Phonics and Word Study and Spelling/Encoding, p. 100</p>
<p><b>4.2.PWS.2</b> Students will decode words by applying knowledge of structural analysis:</p>	
<ul style="list-style-type: none"> <li>• contractions</li> </ul>	<p><b>TG:</b> <b>U8:</b> Lessons: 4</p> <p>Oklahoma Instructional Strategies and Routines, Reading and Writing Foundations: Phonics and Word Study and Spelling/Encoding, p. 102</p>
<ul style="list-style-type: none"> <li>• abbreviations</li> </ul>	<p><b>TG:</b> <b>U5:</b> Lessons: 2</p> <p>Oklahoma Instructional Strategies and Routines, Reading and Writing Foundations: Phonics and Word Study and Spelling/Encoding, p. 102</p>

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<ul style="list-style-type: none"> <li>• common roots and related affixes</li> </ul>	<p><b>TG:</b>  <b>U2:</b> Lessons: 2, 4, 6, 9, 11, 14, 17, 24  <b>U5:</b> Lessons: 2, 4, 6, 9, 11, 14  <b>U7:</b> Lessons: 2, 4, 6, 9, 11, 14, 16  <b>U8:</b> Lessons: 2, 4, 6, 9, 11, 14</p> <p>Oklahoma Instructional Strategies and Routines, Reading and Writing Foundations: Phonics and Word Study and Spelling/Encoding, p. 102</p>
<ul style="list-style-type: none"> <li>• morphology</li> </ul>	<p><b>TG:</b>  <b>U2:</b> Lessons: 2, 4, 6, 9, 11, 14, 17, 19, 22, 24  <b>U5:</b> Lessons: 4, 6, 9, 11, 14  <b>U7:</b> Lessons: 2, 4, 6, 9, 11, 14, 16  <b>U8:</b> Lessons: 2, 4, 6, 9, 11, 14</p> <p>Oklahoma Instructional Strategies and Routines, Reading and Writing Foundations: Phonics and Word Study and Spelling/Encoding, p. 102</p>
<ul style="list-style-type: none"> <li>• semantics</li> </ul>	<p>Oklahoma Instructional Strategies and Routines, Reading and Writing Foundations: Phonics and Word Study and Spelling/Encoding, p. 102</p>
<p><b>Spelling/Encoding</b>            Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</p>	
<p><b>4.2.SE.1</b> Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:</p>	
<ul style="list-style-type: none"> <li>• letter-sound correspondences</li> </ul>	<p><b>TG:</b>  <b>U1:</b> Lessons: 1</p> <p>Oklahoma Instructional Strategies and Routines, Reading and Writing Foundations: Phonics and Word Study and Spelling/Encoding, p. 100</p>
<ul style="list-style-type: none"> <li>• all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled)</li> </ul>	<p><b>TG:</b>  <b>U2:</b> Lessons: 6, 10, 11, 15, 16, 19, 23  <b>U5:</b> Lessons: 2, 6, 10, 11, 15  <b>U7:</b> Lessons: 6, 10, 11, 15  <b>U8:</b> Lessons: 6, 10, 11, 15</p> <p>Oklahoma Instructional Strategies and Routines, Reading and Writing Foundations: Phonics and Word Study and Spelling/Encoding, p. 100</p>
<p><b>4.2.SE.2</b> Students will use structural analysis to correctly spell the following parts of words:</p>	
<ul style="list-style-type: none"> <li>• contractions</li> </ul>	<p><b>TG:</b></p>

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	<p><b>U8:</b> Lessons: 4</p> <p>Oklahoma Instructional Strategies and Routines, Reading and Writing Foundations: Phonics and Word Study and Spelling/Encoding, p. 102</p>
<ul style="list-style-type: none"> <li>• abbreviations</li> </ul>	<p><b>TG:</b></p> <p><b>U5:</b> Lessons: 2</p> <p>Oklahoma Instructional Strategies and Routines, Reading and Writing Foundations: Phonics and Word Study and Spelling/Encoding, p. 102</p>
<ul style="list-style-type: none"> <li>• common spelling rules related to adding prefixes and suffixes</li> </ul>	<p><b>TG:</b></p> <p><b>U2:</b> Lessons: 11</p> <p><b>U5:</b> Lessons: 2, 11, 15</p> <p><b>U7:</b> Lessons: 11</p> <p>Oklahoma Instructional Strategies and Routines, Reading and Writing Foundations: Phonics and Word Study and Spelling/Encoding, p. 102</p>
<p><b>Fluency</b> Students will read grade-level text smoothly and accurately, with appropriate expression.</p>	
<p><b>4.2.F.1</b> Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.</p>	<p><b>TG:</b></p> <p><b>U1:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p><b>U2:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24</p> <p><b>U3:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p> <p><b>U4:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p><b>U5:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p> <p><b>U6:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13</p> <p><b>U7:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17</p> <p><b>U8:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19</p> <p>Oklahoma Instructional Strategies and Routines, Reading and Writing Foundations: Fluency, p. 104</p>
<p><b>4.2.F.2</b> Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.</p>	<p><b>TG:</b></p> <p><b>U1:</b> Lessons: 8, 11</p> <p><b>U2:</b> Lessons: 1, 6, 10, 11, 15, 19</p> <p><b>U5:</b> Lessons: 1, 3, 5, 6, 10, 11, 15</p> <p><b>U7:</b> Lessons: 1, 5, 6, 7, 11, 15, 17</p> <p><b>U8:</b> Lessons: 1, 5, 6, 10, 11, 12, 15</p> <p>Oklahoma Instructional Strategies and Routines, Reading and Writing Foundations: Fluency, p. 105</p>
<p><b>Standard 2: Reading and Writing Process</b></p>	

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Students will use a variety of recursive reading and writing processes.	
<b>Reading</b> Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.	
<b>4.2.R.1</b> Students will determine the key details that support the main idea of a text.	<b>TG:</b> <b>U1:</b> Lessons: 2, 4, 8, 9, 12, 13 <b>U2:</b> Lessons: 2, 4, 8, 12 <b>U4:</b> Lessons: 5, 6, 9, 10, 11 <b>U5:</b> Lessons: 10, 11 <b>U7:</b> Lessons: 5, 7, 10, 15 <b>U8:</b> Lessons: 1, 2, 3, 4, 6, 8, 9, 10, 12, 13, 14
<b>4.2.R.2</b> Students will compare fiction, poetry, and nonfiction to distinguish various genres.	Oklahoma Instructional Strategies and Routines, Reading and Writing Process: Reading, p. 106
<b>4.2.R.3</b> Students will summarize and sequence the important events of a story.	<b>TG:</b> <b>U3:</b> Lessons: 3, 12 <b>U5:</b> Lessons: 7 <b>U6:</b> Lessons: 7, 13 <b>U7:</b> Lessons: 13 <b>U8:</b> Lessons: 2, 4, 8, 9, 10, 11  Oklahoma Instructional Strategies and Routines, Reading and Writing Process: Fluency, p. 108
<b>4.2.R.4</b> Students will summarize facts and details from an informational text.	<b>TG:</b> <b>U1:</b> Lessons: 4, 5 <b>U2:</b> Lessons: 2, 8, 14 <b>U4:</b> Lessons: 2, 5 <b>U5:</b> Lessons: 1, 4, 12 <b>U7:</b> Lessons: 1
<b>Writing</b> Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.	
<b>4.2.W.1</b> Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.	<b>TG:</b> <b>U1:</b> Lessons: 1, 3, 4, 5 <b>U2:</b> Lessons: 3, 5, 13, 21 <b>U3:</b> Lessons: 4, 6, 7, 9, 10, 13 <b>U4:</b> Lessons: 9 <b>U5:</b> Lessons: 3, 5, 8 <b>U7:</b> Lessons: 3, 4, 10, 12, 13 <b>U8:</b> Lessons: 5, 8, 12, 13, 16  <b>Writing Studio TG:</b> <b>U1:</b> Lessons: 3, 6 <b>U2:</b> Lessons: 3, 6

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	<p><b>U3:</b> Lessons: 3, 6  <b>U4:</b> Lessons: 2, 5, 6  <b>U5:</b> Lessons: 4  <b>U6:</b> Lessons: 2, 5, 7, 8  <b>U7:</b> Lessons: 1, 2, 3</p>
<p><b>4.2.W.2</b> Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).</p>	<p><b>TG:</b>  <b>U1:</b> Lessons: 5, 8, 9, 12, 14  <b>U2:</b> Lessons: 3, 5, 14, 23  <b>U3:</b> Lessons: 4, 6  <b>U4:</b> Lessons: 8  <b>U5:</b> Lessons: 10  <b>U6:</b> Lessons: 2, 4, 9  <b>U7:</b> Lessons: 3, 5, 7, 8, 12, 13, 15  <b>U8:</b> Lessons: 13, 16, 17</p> <p><b>Writing Studio TG:</b>  <b>U1:</b> Lessons: 3, 6  <b>U2:</b> Lessons: 3, 6  <b>U3:</b> Lessons: 3, 6  <b>U4:</b> Lessons: 2, 5, 6  <b>U5:</b> Lessons: 4  <b>U6:</b> Lessons: 2, 5, 7, 8  <b>U7:</b> Lessons: 1, 2, 3</p>
<p><b>4.2.W.3</b> Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.</p>	<p><b>TG:</b>  <b>U1:</b> Lessons: 15  <b>U2:</b> Lessons: 13, 14, 23  <b>U5:</b> Lessons: 7, 10  <b>U7:</b> Lessons: 3, 4, 13, 15, 16  <b>U8:</b> Lessons: 13, 16, 17</p> <p><b>Writing Studio TG:</b>  <b>U1:</b> Lessons: 3, 6  <b>U2:</b> Lessons: 3, 6  <b>U3:</b> Lessons: 3, 6  <b>U4:</b> Lessons: 2, 5, 6  <b>U5:</b> Lessons: 4  <b>U6:</b> Lessons: 2, 5, 7, 8  <b>U7:</b> Lessons: 1, 2, 3</p>
<p><b>4.2.W.4</b> Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).</p>	<p><b>TG:</b>  <b>U7:</b> Lessons: 4  <b>U8:</b> Lessons: 18</p> <p><b>Writing Studio TG:</b>  <b>U4:</b> Lessons: 8  <b>U5:</b> Lessons: 8  <b>U7:</b> Lessons: 7, 8</p>



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<p><b>Standard 3: Critical Reading and Critical Writing</b> Students will apply critical thinking skills to reading and writing.</p>	
<p><b>Reading</b> Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</p>	
<p><b>4.3.R.1</b> Students will determine the author’s purpose (i.e., entertain, inform, persuade) by identifying key details.</p>	<p>Oklahoma Instructional Strategies and Routines, Critical Reading and Writing: Reading, p. 110</p>
<p><b>4.3.R.2</b> Students will determine whether a grade-level literary text is narrated in first- or third-person point of view.</p>	<p><b>TG:</b> <b>U3:</b> Lessons: 3, 9 <b>U7:</b> Lessons: 11, 14</p>
<p><b>4.3.R.3</b> Students will find textual evidence of literary elements:</p>	
<ul style="list-style-type: none"> <li>• setting</li> </ul>	<p><b>TG:</b> <b>U3:</b> Lessons: 5 <b>U6:</b> Lessons: 1, 2, 5, 6, 7, <b>U7:</b> Lessons: 13, 14 <b>U8:</b> Lessons: 1</p> <p>Oklahoma Instructional Strategies and Routines, Critical Reading and Writing: Reading, p. 112</p>
<ul style="list-style-type: none"> <li>• plot</li> </ul>	<p><b>TG:</b> <b>U3:</b> Lessons: 1 <b>U6:</b> Lessons: 2 <b>U7:</b> Lessons: 13 <b>U8:</b> Lessons: 1, 5</p> <p>Oklahoma Instructional Strategies and Routines, Critical Reading and Writing: Reading, p. 112</p>
<ul style="list-style-type: none"> <li>• characters (i.e., protagonist, antagonist)</li> </ul>	<p><b>TG:</b> <b>U2:</b> Lessons: 13, 20, 21, 24 <b>U3:</b> Lessons: 1, 3, 12 <b>U6:</b> Lessons: 2, 3, 4, 7, 8, 10, 11 <b>U7:</b> Lessons: 9, 13, 14, 15, 16 <b>U8:</b> Lessons: 1, 3, 4, 5, 6, 8, 9, 10, 12, 14</p> <p>Oklahoma Instructional Strategies and Routines, Critical Reading and Writing: Reading, p. 112</p>

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<ul style="list-style-type: none"> <li>• characterization</li> </ul>	<p><b>TG:</b>  <b>U2:</b> Lessons: 13, 20, 21, 24  <b>U3:</b> Lessons: 1, 3, 12  <b>U6:</b> Lessons: 2, 3, 4, 7, 8, 10, 11  <b>U7:</b> Lessons: 9, 13, 14, 15, 16  <b>U8:</b> Lessons: 1, 3, 4, 5, 6, 8, 9, 10, 12, 14</p> <p>Oklahoma Instructional Strategies and Routines, Critical Reading and Writing: Reading, p. 112</p>
<ul style="list-style-type: none"> <li>• conflict</li> </ul>	<p><b>TG:</b>  <b>U2:</b> Lessons: 1, 4, 7, 8, 9, 11, 13, 14, 20  <b>U8:</b> Lessons: 6, 7</p> <p>Oklahoma Instructional Strategies and Routines, Critical Reading and Writing: Reading, p. 112</p>
<p><b>4.3.R.4</b> Students will find textual evidence of literary devices:</p>	
<ul style="list-style-type: none"> <li>• metaphor</li> </ul>	<p><b>TG:</b>  <b>U1:</b> Lessons: 10  <b>U3:</b> Lessons: 8, 11  <b>U5:</b> Lessons: 7, 9  <b>U6:</b> Lessons: 5, 6, 7  <b>U7:</b> Lessons: 1, 2, 4, 14  <b>U8:</b> Lessons: 1, 5, 13, 19</p> <p>Oklahoma Instructional Strategies and Routines, Critical Reading and Writing: Reading, p. 114</p>
<ul style="list-style-type: none"> <li>• idiom</li> </ul>	<p><b>TG:</b>  <b>U2:</b> Lessons: 3, 12  <b>U5:</b> Lessons: 3, 7, 9, 11  <b>U6:</b> Lessons: 4  <b>U7:</b> Lessons: 3, 4, 13, 16  <b>U8:</b> Lessons: 5, 7, 10, 11, 12, 14</p>
<ul style="list-style-type: none"> <li>• personification</li> </ul>	<p><b>TG:</b>  <b>U5:</b> Lessons: 12, 13  <b>U6:</b> Lessons: 5  <b>U7:</b> Lessons: 9, 14  <b>U8:</b> Lessons: 1, 14</p> <p>Oklahoma Instructional Strategies and Routines, Critical Reading and Writing: Reading, p. 114</p>

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<ul style="list-style-type: none"> <li>hyperbole</li> </ul>	<p><b>TG:</b>  <b>U3:</b> Lessons: 12, 13  <b>U7:</b> Lessons: 14  <b>U8:</b> Lessons: 5</p> <p>Oklahoma Instructional Strategies and Routines, Critical Reading and Writing: Reading, p. 114</p>
<ul style="list-style-type: none"> <li>simile</li> </ul>	<p><b>TG:</b>  <b>U1:</b> Lessons: 10  <b>U3:</b> Lessons: 4, 10  <b>U5:</b> Lessons: 2, 3, 12, 13  <b>U6:</b> Lessons: 5, 6, 7, 9  <b>U7:</b> Lessons: 14  <b>U8:</b> Lessons: 1, 2, 5, 6, 7, 10, 12, 14</p> <p>Oklahoma Instructional Strategies and Routines, Critical Reading and Writing: Reading, p. 114</p>
<ul style="list-style-type: none"> <li>alliteration</li> </ul>	<p><b>TG:</b>  <b>U3:</b> Lessons: 2, 10  <b>U5:</b> Lessons: 12, 13</p> <p>Oklahoma Instructional Strategies and Routines, Critical Reading and Writing: Reading, p. 114</p>
<ul style="list-style-type: none"> <li>onomatopoeia</li> </ul>	<p>Oklahoma Instructional Strategies and Routines, Critical Reading and Writing: Reading, p. 114</p>
<p><b>4.3.R.5</b> Students will answer inferential questions using evidence from one or more texts to support answers.</p>	<p><b>TG:</b>  <b>U1:</b> Lessons: 1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 13  <b>U2:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24  <b>U3:</b> Lessons: 1, 5, 7, 8, 9, 10, 11, 14  <b>U4:</b> Lessons: 2  <b>U5:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15  <b>U6:</b> Lessons: 2, 3, 4, 5, 7, 8, 9, 10, 11  <b>U7:</b> Lessons: 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17  <b>U8:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p>
<p><b>4.3.R.6</b> Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.</p>	<p><b>TG:</b>  <b>U5:</b> Lessons: 1, 3, 6, 11  <b>U7:</b> Lessons: 3</p> <p>Oklahoma Instructional Strategies and Routines, Critical Reading and Writing: Reading, p. 115</p>
<p><b>4.3.R.7</b> Students will distinguish the structures of an informational text:</p>	
<ul style="list-style-type: none"> <li>cause/effect</li> </ul>	<p><b>TG:</b>  <b>U1:</b> Lessons: 3, 11</p>

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Oklahoma Academic Standards	Core Knowledge Language Arts
	<b>U2:</b> Lessons: 14 <b>U4:</b> Lessons: 5 <b>U5:</b> Lessons: 1, 4, 5, 11, 12, 14
<ul style="list-style-type: none"> <li>• problem/solution</li> </ul>	<b>TG:</b> <b>U7:</b> Lessons: 6, 7
<ul style="list-style-type: none"> <li>• description</li> </ul>	<b>TG:</b> <b>U1:</b> Lessons: 1, 2, 4, 6, 8 <b>U2:</b> Lessons: 1, 2, 4, 5, 6, 7, 8, 10, 13, 20 <b>U4:</b> Lessons: 1, 2, 4, <b>U5:</b> Lessons: 5, 7, 8, 11 <b>U7:</b> Lessons: 1, 2, 4, 5, 8, 10, 15, 16
<ul style="list-style-type: none"> <li>• sequential</li> </ul>	<b>TG:</b> <b>U1:</b> Lessons: 3, 7, 11 <b>U2:</b> Lessons: 1, 18, 20 <b>U4:</b> Lessons: 5 <b>U7:</b> Lessons: 1, 2, 3, 6, 8, 10, 11, 12
<b>Writing</b> Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.	
<b>4.3.W.1</b> Students will compose narratives reflecting real or imagined experiences that:	
<ul style="list-style-type: none"> <li>• include plots with a climax and resolution</li> </ul>	<b>TG:</b> <b>U1:</b> Lessons: 1, 5, 6, 7, 14 <b>U6:</b> Lessons: 3, 8, 11 <b>U8:</b> Lessons: 2, 8  <b>Writing Studio TG:</b> <b>U1:</b> Lessons: 1, 2, 4, 7, 8 <b>U4:</b> Lessons: 1, 3, 4
<ul style="list-style-type: none"> <li>• include developed characters who overcome conflicts and use dialogue</li> </ul>	<b>TG:</b> <b>U1:</b> Lessons: 1, 5, 6, 7, 14 <b>U6:</b> Lessons: 3, 8, 11 <b>U8:</b> Lessons: 1, 2, 3, 4, 5, 7, 8, 10, 12, 13  <b>Writing Studio TG:</b> <b>U1:</b> Lessons: 7 <b>U4:</b> Lessons: 3
<ul style="list-style-type: none"> <li>• use a consistent point of view</li> </ul>	<b>TG:</b> <b>U6:</b> Lessons: 3, 8, 11
<ul style="list-style-type: none"> <li>• unfold in chronological sequence</li> </ul>	<b>TG:</b> <b>U1:</b> Lessons: 1, 5, 6, 7, 14 <b>U6:</b> Lessons: 3, 8, 11 <b>U8:</b> Lessons: 7, 8, 12

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Oklahoma Academic Standards	Core Knowledge Language Arts
	<p><b>Writing Studio TG:</b>  <b>U1:</b> Lessons: 8  <b>U4:</b> Lessons: 4</p>
<ul style="list-style-type: none"> <li>use sentence variety, sensory details, and vivid language to create interest</li> </ul>	<p><b>TG:</b>  <b>U1:</b> Lessons: 1, 5, 6, 7, 14  <b>U3:</b> Lessons: 13  <b>U6:</b> Lessons: 3, 8, 11  <b>U8:</b> Lessons: 8, 12, 13</p> <p><b>Writing Studio TG:</b>  <b>U1:</b> Lessons: 8  <b>U4:</b> Lessons: 3</p>
<ul style="list-style-type: none"> <li>model literary elements and/or literary devices from mentor texts</li> </ul>	<p><b>TG:</b>  <b>U3:</b> Lessons: 13  <b>U6:</b> Lessons: 3, 8, 11</p>
<p><b>4.3.W.2</b> Students will compose informative essays that:</p>	
<ul style="list-style-type: none"> <li>introduce and develop a topic</li> </ul>	<p><b>TG:</b>  <b>U2:</b> Lessons: 3, 5, 20, 21  <b>U4:</b> Lessons: 8  <b>U5:</b> Lessons: 4  <b>U7:</b> Lessons: 3, 4</p> <p><b>Writing Studio TG:</b>  <b>U2:</b> Lessons: 1, 2, 4, 7, 8  <b>U5:</b> Lessons: 5</p> <p>Oklahoma Instructional Strategies and Routines, Critical Reading and Writing: Writing, p. 116</p>
<ul style="list-style-type: none"> <li>incorporate evidence (e.g., specific facts, examples)</li> </ul>	<p><b>TG:</b>  <b>U2:</b> Lessons: 3, 5, 20, 21  <b>U4:</b> Lessons: 8  <b>U5:</b> Lessons: 5, 7, 10, 12, 13, 14  <b>U7:</b> Lessons: 5, 7, 8, 10, 12, 13, 15</p> <p><b>Writing Studio TG:</b>  <b>U2:</b> Lessons: 7  <b>U5:</b> Lessons: 6, 7</p> <p>Oklahoma Instructional Strategies and Routines, Critical Reading and Writing: Writing, p. 116</p>
<ul style="list-style-type: none"> <li>maintain an organized structure with transitional words and phrases</li> </ul>	<p><b>TG:</b>  <b>U2:</b> Lessons: 3, 5, 20, 21  <b>U4:</b> Lessons: 8  <b>U5:</b> Lessons: 5, 7, 10, 12, 13, 14  <b>U7:</b> Lessons: 5, 7, 8, 10, 12, 13, 15</p>

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Oklahoma Academic Standards	Core Knowledge Language Arts
	<p><b>Writing Studio TG:</b>  <b>U2:</b> Lessons: 8  <b>U5:</b> Lessons: 6</p> <p>Oklahoma Instructional Strategies and Routines, Critical Reading and Writing: Writing, p. 116</p>
<ul style="list-style-type: none"> <li>use sentence variety and word choice to create interest</li> </ul>	<p><b>TG:</b>  <b>U2:</b> Lessons: 3, 5, 20, 21  <b>U4:</b> Lessons: 8  <b>U5:</b> Lessons: 5, 7, 10, 12, 13, 14  <b>U7:</b> Lessons: 5, 7, 8, 10, 12, 13, 15</p> <p><b>Writing Studio TG:</b>  <b>U2:</b> Lessons: 8  <b>U5:</b> Lessons: 6</p> <p>Oklahoma Instructional Strategies and Routines, Critical Reading and Writing: Writing, p. 116</p>
<ul style="list-style-type: none"> <li>model literary devices from mentor texts</li> </ul>	<p><b>TG:</b>  <b>U2:</b> Lessons: 3, 5, 17, 18, 20  <b>U4:</b> Lessons: 8  <b>U5:</b> Lessons: 4  <b>U7:</b> Lessons: 2</p> <p>Oklahoma Instructional Strategies and Routines, Critical Reading and Writing: Writing, p. 116</p>
<p><b>4.3.W.3</b> Students will write opinion essays that:</p>	
<ul style="list-style-type: none"> <li>introduce a topic and state an opinion</li> </ul>	<p><b>TG:</b>  <b>U1:</b> Lessons: 2  <b>U2:</b> Lessons: 10, 12  <b>U4:</b> Lessons: 1, 3, 7  <b>U6:</b> Lessons: 3</p> <p><b>Writing Studio TG:</b>  <b>U3:</b> Lessons: 8  <b>U6:</b> Lessons: 6</p>
<ul style="list-style-type: none"> <li>incorporate relevant, text-based evidence to support the opinion</li> </ul>	<p><b>TG:</b>  <b>U1:</b> Lessons: 2  <b>U2:</b> Lessons: 10, 12  <b>U4:</b> Lessons: 1, 3, 7  <b>U6:</b> Lessons: 3</p> <p><b>Writing Studio TG:</b>  <b>U3:</b> Lessons: 7  <b>U6:</b> Lessons: 6</p>

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Oklahoma Academic Standards	Core Knowledge Language Arts
<ul style="list-style-type: none"> <li>use sentence variety and word choice to create interest</li> </ul>	<p><b>TG:</b>  <b>U1:</b> Lessons: 2  <b>U2:</b> Lessons: 10, 12  <b>U4:</b> Lessons: 1, 3, 7  <b>U6:</b> Lessons: 3</p> <p><b>Writing Studio TG:</b>  <b>U3:</b> Lessons: 7  <b>U6:</b> Lessons: 6</p>
<ul style="list-style-type: none"> <li>maintain an organized structure with transitional words and phrases</li> </ul>	<p><b>TG:</b>  <b>U1:</b> Lessons: 2  <b>U2:</b> Lessons: 10, 12  <b>U4:</b> Lessons: 1, 3, 7  <b>U6:</b> Lessons: 3</p> <p><b>Writing Studio TG:</b>  <b>U3:</b> Lessons: 7  <b>U6:</b> Lessons: 6</p>
<p><b>Standard 4: Vocabulary</b>            Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</p>	
<p><b>Reading</b>            Students will expand their grade-level vocabularies through reading, word study, and class discussion.</p>	
<p><b>4.4.R.1</b> Students will identify relationships among words, including synonyms, analogies, antonyms, homophones, and homographs.</p>	<p><b>TG:</b>  <b>U2:</b> Lessons: 2, 6, 7, 10, 11, 12, 14  <b>U5:</b> Lessons: 2, 4, 5, 7, 8, 9, 11, 13  <b>U6:</b> Lessons: 1  <b>U7:</b> Lessons: 2, 3, 6, 9, 10, 11, 12, 16  <b>U8:</b> Lessons: 2, 4, 5, 11, 12</p> <p>Oklahoma Instructional Strategies and Routines, Vocabulary: Reading, p. 118</p>
<p><b>4.4.R.2</b> Students will use context clues to clarify the meaning of words.</p>	<p><b>TG:</b>  <b>U1:</b> Lessons: 8  <b>U2:</b> Lessons: 11, 14, 16  <b>U3:</b> Lessons: 5, 12  <b>U5:</b> Lessons: 1, 2, 4, 6, 7, 9, 10, 11, 12  <b>U6:</b> Lessons: 1  <b>U7:</b> Lessons: 5, 6, 16  <b>U8:</b> Lessons: 1, 2, 4, 8, 9, 11</p>

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Oklahoma Academic Standards	Core Knowledge Language Arts
<b>4.4.R.3</b> Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words.	<b>TG:</b> <b>U2:</b> Lessons: 2, 4, 6, 9, 14, 17, 19, 22, 24 <b>U5:</b> Lessons: 4, 6, 9, 11, 14 <b>U7:</b> Lessons: 2, 4, 6, 9, 11, 14, 16 <b>U8:</b> Lessons: 2, 4, 6, 9, 11, 14
<b>4.4.R.4</b> Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.	<b>TG:</b> <b>U1:</b> Lessons: 6, 7, 8, 11 <b>U2:</b> Lessons: 1, 2, 4, 7, 9, 10, 11, 13, 14, 16, 17, 18, 19, 20, 21, 23 <b>U3:</b> Lessons: 1, 4, 12 <b>U4:</b> Lessons: 2, 3 <b>U5:</b> Lessons: 4, 5, 6, 7, 8, 9, 10, 12, 13, 14 <b>U6:</b> Lessons: 3, 4, 5, 7 <b>U7:</b> Lessons: 1, 2, 3, 4, 6, 7, 8, 10, 11, 12, 13, 14, 15 <b>U8:</b> Lessons: 1, 3, 4, 8, 9, 10, 11, 12, 13
<b>4.4.R.5</b> Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.	<b>TG:</b> <b>U1:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 <b>U2:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24 <b>U3:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 <b>U4:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 <b>U5:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 <b>U6:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 <b>U7:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 <b>U8:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
<b>Writing</b> Students will apply knowledge of vocabulary to speak and write effectively.	
<b>4.4.W.1</b> Students will use grade-level vocabulary in writing to clearly communicate ideas.	<b>TG:</b> <b>U2:</b> Lessons: 4, 5, 21 <b>U4:</b> Lessons: 6 <b>U5:</b> Lessons: 7, 10 <b>U7:</b> Lessons: 5, 7, 10, 12  <b>Writing Studio TG:</b> <b>U1:</b> Lessons: 3 <b>U3:</b> Lessons: 5 <b>U5:</b> Lessons: 1, 4, 6 <b>U7:</b> Lessons: 1
<b>4.4.W.2</b> Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.	<b>TG:</b> <b>U2:</b> Lessons: 3 <b>U5:</b> Lessons: 5, 7, 12, 13  <b>Writing Studio TG:</b> <b>U1:</b> Lessons: 8 <b>U2:</b> Lessons: 7



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Oklahoma Academic Standards	Core Knowledge Language Arts
<p><b>Standard 5: Language</b> Students will expand and apply knowledge of grammar, mechanics, and style to comprehend texts and communicate effectively.</p>	
<p><b>Reading</b> Students will expand and apply knowledge of grammar, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</p>	
<p><b>4.5.R.1</b> Students will recognize simple and compound sentences.</p>	Oklahoma Instructional Strategies and Routines, Language: Reading, p. 120
<p><b>4.5.R.2</b> Students will recognize parts of speech in sentences:</p>	
<ul style="list-style-type: none"> <li>irregular possessive nouns (e.g., <i>children's</i>)</li> </ul>	Oklahoma Instructional Strategies and Routines, Language: Reading, p. 121
<ul style="list-style-type: none"> <li>irregular and past participle verbs and verb tense to identify settings, times, and sequences</li> </ul>	<p><b>TG:</b> <b>U2:</b> Lessons: 11, 22</p> <p>Oklahoma Instructional Strategies and Routines, Language: Reading, p. 121</p>
<ul style="list-style-type: none"> <li>subject and verb agreement</li> </ul>	<p><b>TG:</b> <b>U7:</b> Lessons: 6, 9, 11 <b>U8:</b> Lessons: 2</p> <p>Oklahoma Instructional Strategies and Routines, Language: Reading, p. 121</p>
<ul style="list-style-type: none"> <li>comparative and superlative adjectives</li> </ul>	Oklahoma Instructional Strategies and Routines, Language: Reading, p. 121
<ul style="list-style-type: none"> <li>prepositional phrases</li> </ul>	<p><b>TG:</b> <b>U2:</b> Lessons: 4</p> <p>Oklahoma Instructional Strategies and Routines, Language: Reading, p. 121</p>
<ul style="list-style-type: none"> <li>possessive pronouns and the nouns they replace (i.e., antecedents)</li> </ul>	Oklahoma Instructional Strategies and Routines, Language: Reading, p. 121
<ul style="list-style-type: none"> <li>coordinating conjunctions</li> </ul>	Oklahoma Instructional Strategies and Routines, Language: Reading, p. 121
<ul style="list-style-type: none"> <li>comparative and superlative adverbs</li> </ul>	Oklahoma Instructional Strategies and Routines, Language: Reading, p. 121
<ul style="list-style-type: none"> <li>interjections</li> </ul>	<p><b>TG:</b> <b>U8:</b> Lessons: 7</p>

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Oklahoma Academic Standards	Core Knowledge Language Arts
	Oklahoma Instructional Strategies and Routines, Language: Reading, p. 121
<p><b>Writing</b> Students will expand and apply knowledge of grammar, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</p>	
<p><b>4.5.W.1</b> Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences, avoiding and correcting fragments.</p>	<p><b>TG:</b> <b>U2:</b> Lessons: 19, 22, 24 <b>U5:</b> Lessons: 12</p>
<p><b>4.5.W.2</b> Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.</p>	<p><b>TG:</b> <b>U1:</b> Lessons: 2, 4, 5, 10, 11, 21 <b>U2:</b> Lessons: 2, 6 <b>U3:</b> Lessons: 4, 5 <b>U5:</b> Lessons: 11, 12 <b>U6:</b> Lessons: 1, 2 <b>U8:</b> Lessons: 2, 12, 17</p>
<p><b>4.5.W.3</b> Students will recognize and correct errors in subject and verb agreement.</p>	<p><b>TG:</b> <b>U7:</b> Lessons: 6, 9, 11 <b>U8:</b> Lessons: 2</p>
<p><b>4.5.W.4</b> Students will capitalize familial relations, proper adjectives, conventions of letter writing, and the first letter of a quotation.</p>	<p><b>TG:</b> <b>U1:</b> Lessons: 6, 14 <b>U2:</b> Lessons: 11 <b>U5:</b> Lessons: 6, 7 <b>U7:</b> Lessons: 5 <b>U8:</b> Lessons: 10, 15, 17</p> <p>Oklahoma Instructional Strategies and Routines, Language: Writing, p. 125</p>
<p><b>4.5.W.5</b> Students will use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.</p>	<p>Oklahoma Instructional Strategies and Routines, Language: Writing, p. 126</p>
<p><b>4.5.W.6</b> Students will use apostrophes to show possession of singular and plural nouns and recognize and remove apostrophes used to form plurals.</p>	<p>Oklahoma Instructional Strategies and Routines, Language: Writing, p. 127</p>
<p><b>4.5.W.7</b> Students will use commas in greetings and closings in letters and emails, to separate individual words in a series, and to indicate dialogue.</p>	<p>Oklahoma Instructional Strategies and Routines, Language: Writing, p. 128</p>

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Oklahoma Academic Standards	Core Knowledge Language Arts
<b>4.5.W.8</b> Students will use a colon to introduce a list (e.g., Deb only needed three things from the grocery store: milk, eggs, and bread.).	Oklahoma Instructional Strategies and Routines, Language: Writing, p. 129
<b>4.5.W.9</b> Students will use quotation marks to indicate dialogue, quoted material, and titles of works.	<b>TG:</b> <b>U1:</b> Lessons: 1, 6, 8 <b>U2:</b> Lessons: 2, 13 <b>U5:</b> Lessons: 6, 9 <b>U7:</b> Lessons: 4 <b>U8:</b> Lessons: 10, 16
<b>4.5.W.10</b> Students will use underlining or italics to indicate titles of works.	<b>TG:</b> <b>U5:</b> Lessons: 7  Oklahoma Instructional Strategies and Routines, Language: Writing, p. 130
<b>Standard 6: Research</b> Students will engage in inquiry to acquire, refine, and communicate accurate information.	
<b>Reading</b> Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.	
<b>4.6.R.1</b> Students will conduct research to answer questions, including self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).	Oklahoma Instructional Strategies and Routines, Research: Reading and Writing, p. 131
<b>4.6.R.2</b> Students will identify and use text features (e.g., graphics, captions, headings/subheadings, bold/italicized words, charts, tables, legends) to comprehend informational texts.	<b>TG:</b> <b>U2:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23 <b>U5:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 <b>U7:</b> Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 <b>U8:</b> Lessons:  Oklahoma Instructional Strategies and Routines, Research: Reading, p. 132
<b>4.6.R.3</b> Students will determine the relevance of the information gathered.	Oklahoma Instructional Strategies and Routines, Research: Reading, p. 133
<b>Writing</b> Students will synthesize information ethically through speaking and writing.	

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Oklahoma Academic Standards	Core Knowledge Language Arts
<p><b>4.6.W.1</b> Students will generate a viable research question about a topic.</p>	<p><b>Writing Studio TG:</b>  <b>U1:</b> Lessons: 5  <b>U2:</b> Lessons: 5  <b>U3:</b> Lessons: 5  <b>U5:</b> Lessons: 2, 3  <b>U6:</b> Lessons: 3, 4</p> <p>Oklahoma Instructional Strategies and Routines, Research: Reading and Writing, p. 131</p>
<p><b>4.6.W.2</b> Students will organize information found during research, following a modified citation style (i.e., author, title, publication year).</p>	<p><b>TG:</b>  <b>U2:</b> Lessons: 1, 2, 4, 6, 7, 10, 11, 13, 14  <b>U4:</b> Lessons: 1, 2</p> <p><b>Writing Studio TG:</b>  <b>U1:</b> Lessons: 5  <b>U2:</b> Lessons: 5  <b>U3:</b> Lessons: 5  <b>U5:</b> Lessons: 2, 3  <b>U6:</b> Lessons: 3, 4</p> <p>Oklahoma Instructional Strategies and Routines, Research: Writing, p. 134</p>
<p><b>4.6.W.3</b> Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details and quotations from two or more sources.</p>	<p><b>TG:</b>  <b>U2:</b> Lessons: 3, 5, 20, 21  <b>U4:</b> Lessons: 8  <b>U6:</b> Lessons: 1  <b>U7:</b> Lessons: 2, 3, 4, 5, 7, 8, 10, 12, 13</p> <p><b>Writing Studio TG:</b>  <b>U1:</b> Lessons: 5  <b>U2:</b> Lessons: 5  <b>U3:</b> Lessons: 5  <b>U5:</b> Lessons: 2, 3  <b>U6:</b> Lessons: 3, 4</p> <p>Oklahoma Instructional Strategies and Routines, Research: Writing, p. 135</p>
<p><b>Standard 7: Multimodal Literacies</b>            Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</p>	
<p><b>Reading</b>            Students will comprehend and evaluate multimodal content.</p>	
<p><b>4.7.R</b> Students will locate and use information from a variety of alphabetic, aural, visual,</p>	<p>Oklahoma Instructional Strategies and Routines, Multimodal Literacies: Writing, p. 136</p>

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Oklahoma Academic Standards	Core Knowledge Language Arts
spatial, and/or gestural content to compare and contrast perspectives about ideas and topics.	
<p><b>Writing</b> Students will create multimodal content to communicate effectively.</p>	
<p><b>4.7.W</b> Students will communicate their ideas, thoughts, and feelings by combining two or more kinds of content:</p>	
<ul style="list-style-type: none"> <li>• writing/alphabetic</li> </ul>	Oklahoma Instructional Strategies and Routines, Multimodal Literacies: Writing, p. 136
<ul style="list-style-type: none"> <li>• sound, visual, and/or spatial</li> </ul>	<p><b>TG:</b> <b>U4:</b> Lessons: 2, 5</p> <p>Oklahoma Instructional Strategies and Routines, Multimodal Literacies: Writing, p. 136</p>
<ul style="list-style-type: none"> <li>• movement</li> </ul>	<p><b>TG:</b> <b>U4:</b> Lessons: 5 <b>U6:</b> Lessons: 3</p> <p>Oklahoma Instructional Strategies and Routines, Multimodal Literacies: Writing, p. 136</p>
<p><b>Standard 8: Independent Reading and Writing</b> Students will read and write independently for a variety of purposes and periods of time.</p>	
<p><b>Reading</b> Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</p>	
<p><b>4.8.R</b> Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.</p>	Oklahoma Instructional Strategies and Routines, Independent Reading and Writing: Reading, p. 137
<p><b>Writing</b> Students will write independently, intentionally selecting modes, purposes, and audiences.</p>	
<p><b>4.8.W</b> Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.</p>	<p><b>Writing Studio TG:</b> <b>U3:</b> Lessons: 6 <b>U5:</b> Lessons: 8 <b>U7:</b> Lessons: 7</p> <p>Oklahoma Instructional Strategies and Routines, Independent Reading and Writing: Writing, p. 138</p>

