#### **Maris Stella School Standard-Based Yearly Plan** 4<sup>th</sup> Grade

## English Arts and Language 1<sup>st</sup> Quarter

Standard 1: Students will learn about nouns, which are words that name people, places, and things. They will learn how to use clear and extract nouns in their writing.

Topic: Nouns

Week	Performance Objectives	Performance Indicators	SA	TA
	To identify nouns.	I can identify nouns.		
1	To use clear and exact nouns in writing.	I can use clear and exact nouns in writing.		
	To identify singular and plural nouns.	I can identify singular and plural nouns.		
	To spell plural nouns correctly.	I can spell plural nouns correctly.		_
	To use singular and plural nouns in writing.	I can use singular and plural nouns in writing.		
	To identify the singular and plural forms of nouns that follow special rules.	I can identify the singular and plural forms of nouns that follow special rules.		
	To spell the singular and plural forms of nouns that	I can spell the singular and plural forms of nouns that		
	follow special rules.	follow special rules.		
	To use plural forms of nouns that follow special rules	I can use plural forms of nouns that follow special		
	in writing.	rules in writing.	ļ	
	To identify common and proper nouns.	I can identify common and proper nouns.		
	To substitute proper nouns for common nouns	I can substitute proper nouns for common nouns		
	To use common and proper nouns in writing.	I can use common and proper nouns in writing.		
	To capitalize name of people.	I can capitalize name of people.		
	To capitalize and punctuate initials and abbreviations	I can capitalize and punctuate initials and		
2	of titles.	abbreviations of titles.		
	To use initials and abbreviations of titles in writing.	I can use initials and abbreviations of titles in writing.		
	To identify the name of a particular place, holiday,	I can identify the name of a particular place, holiday,		
	day of the week, or month as a proper noun.	day of the week, or month as a proper noun.		
	To write sentences that contain names of places,	I can write sentences that contain names of places,		
	holidays, days, and months.	holidays, days, and months.		

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3	To identify abbreviations.	I can identify abbreviations.	
	To understand that abbreviations may be used in some forms of writing.	I can understand that abbreviations may be used in some forms of writing.	
	To write abbreviations for days, months, addresses, and times.	I can write abbreviations for days, months, addresses, and times.	
	To identify singular possessive nouns.	I can identify singular possessive nouns.	
	To form singular possessive nouns.	I can form singular possessive nouns.	
	To use singular possessive nouns in writing.	I can use singular possessive nouns in writing.	
3	To use a plural possessive noun to show ownership by more than one person or thing.	I can use a plural possessive noun to show ownership by more than one person or thing.	
	To form plural possessive nouns.	I can form plural possessive nouns.	
	To write sentences that contain plural possessive	I can write sentences that contain plural possessive	
	nouns.	nouns.	

Standard 2: Students will learn about pronouns, which are words that take the place of nouns. They will also learn how to use pronouns in writing.

Topic: Pronouns

Week	Performance Objectives	Performance Indicators	SA	TA
	To identify pronouns.	I can identify pronouns.		
	To understand that pronouns are used to avoid repeating words.	I can understand that pronouns are used to avoid repeating words.		
	To use pronouns in writing.	I can use pronouns in writing.		
4	To identify subject pronouns.	I can identify subject pronouns.		
	To recognize that / is capitalized.	I can recognize that / is capitalized.		
	To use subject pronouns in writing.	I can use subject pronouns in writing.		
	To identify object pronouns.	I can identify object pronouns.		
	To use object pronouns in writing.	I can use object pronouns in writing.		
	To use <i>I</i> and <i>we</i> as subject pronouns and <i>me</i> and <i>us</i> as object pronouns.	I can use I and we as subject pronouns and me and us as object pronouns.		
	To recognize that we and us can be used before	I can recognize that we and us can be used before		
	nouns in sentences.	nouns in sentences.		
5	To use pronouns correctly in writing.	I can use pronouns correctly in writing.		 
	To identify possessive pronouns.	I can identify possessive pronouns.		
	To use possessive pronouns in writing.	I can use possessive pronouns in writing.		

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To identify contractions formed by joining made from I can identify contractions formed by joining made pronoun and a verb from pronoun and a verb To use contractions made from pronouns in writing. I can use contractions made from pronouns in writing. Standard 3: Students will learn about adjectives, which describes nouns and pronouns. They will also learn how to use adjectives to paint vivid word pictures in their writing. Topic: Adjectives Week **Performance Objectives Performance Indicators** TA SA To identify adjectives. I can identify adjectives. To use clear and vivid adjectives in writing. I can use clear and vivid adjectives in writing. To identify articles. I can identify articles. To understand that articles are a special kind of I can understand that articles are a special kind of 6 adjectives. adjectives. To use articles in writing. I can use articles in writing. To identify adjectives that follow linking verbs. I can identify adjectives that follow linking verbs. To use commas to separate adjectives in a series. I can use commas to separate adjectives in a series. To use adjectives that follow linking verbs in writing. I can use adjectives that follow linking verbs in writing. To recognize that er is added to some adjectives to I can recognize that er is added to some adjectives to compare two things. compare two things. To recognize that est is added to more than two I can recognize that est is added to more than two things. thinas. I can use adjectives that compare in writing. To use adjectives that compare in writing. To recognize that more is used with some adjectives I can recognize that more is used with some 7 to compare two things. adjectives to compare two things. To recognize that most is used with some adjectives I can recognize that most is used with some adjectives to compare more than two things. to compare more than two things. To make composition in writing using more and most I can make composition in writing using more and with adjectives. most with adjectives. I can identify special forms of adjectives. To identify special forms of adjectives. To make comparisons in writing and speaking using I can make comparisons in writing and speaking using special forms of adjectives. special forms of adjectives. \*\*\*END OF 1ST QUARTER\*\*\*

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English Arts and Language
2<sup>nd</sup> Quarter

Standard 1: Students will be able to learn about verbs and the forms of verbs.

Topic: Verbs

Week	Performance Objectives	Performance Indicators	SA	TA
	To identify action verbs	I can identify action verbs		
	To understand that simple predicate is an action	I can understand that simple predicate is an action		
1	verb.	verb.		
	To use strong action verbs in writing.	I can use strong action verbs in writing.		
	To identify linking verbs.	I can identify linking verbs.		
	To use linking verbs in writing.	I can use linking verbs in writing.		
	To identify main verbs and helping verbs.	I can identify main verbs and helping verbs.		
	To use the helping verbs has, have, or had with main	I can use the helping verbs has, have, or had with		
2	verbs that end in ed.	main verbs that end in ed.		
	To use am, is, are, was, or were with main verbs that	I can use am, is, are, was, or were with main verbs		
	end in <i>ing</i> .	that end in ing.		
	To use main verbs and helping verbs in writing.	I can use main verbs and helping verbs in writing.		
	To identify the tense of a verb.	I can identify the tense of a verb.		
	To use verbs in the present, past, and future tense in	I can use verbs in the present, past, and future tense		
•	writing.	in writing.		
	To identify the present-tense verb that agrees with	I can identify the present-tense verb that agrees with		
3	the subject.	the subject.		
	To spell present-tense verbs.	I can spell present-tense verbs.		
	To use present-tense verbs in writing.	I can use present-tense verbs in writing.		
	To identify past-tense forms of verbs.	I can identify past-tense forms of verbs.		
	To spell past-tense forms of verbs.	I can spell past-tense forms of verbs.		
	To use past-tense forms of verbs in writing.	I can use past-tense forms of verbs in writing.		
	To identify the form of the verb that agrees with the	I can identify the form of the verb that agrees with the		
	subject.	subject.		
	To understand that the linking verb be has singular	I can understand that the linking verb be has singular		
	and plural forms.	and plural forms.		
4	To use present-tense verbs and forms of the linking	I can use present-tense verbs and forms of the linking		
	verb be in writing.	verb be in writing.		

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	To identify the correct past-tense form of an irregular verb.	I can identify the correct past-tense form of an irregular verb.		
	To use past-tense forms of irregular verbs in writing.	I can use past-tense forms of irregular verbs in writing.		
	To identify the correct past-tense form of an irregular	I can identify the correct past-tense form of an		
	verb.	irregular verb.		
	To understand that some irregular past-tense verbs	I can understand that some irregular past-tense verbs		
	follow patterns.	follow patterns.		
	To use irregular past-tense verbs in writing.	I can use irregular past-tense verbs in writing.		
5	To add <i>n't</i> to certain linking or helping verbs to form contractions.	I can add n't to certain linking or helping verbs to form contractions.		
	To understand that contractions often make speech or writing informal.	I can understand that contractions often make speech or writing informal.		
	To use contractions correctly in writing.	I can use contractions correctly in writing.		
	To identify direct quotation.	I can identify direct quotation.		
	To understand that the word said does not always	I can understand that the word said does not always		
	signal a direct quotation.	signal a direct quotation.		
	To capitalize and punctuate quotations correctly.	I can capitalize and punctuate quotations correctly.		
	To capitalize and pariotalic quotations correctly.	i i cari capitalize ariu purictuate quotatioris correctly.		
	To use direct quotations in writing.	I can use direct quotations in writing.		
Standa		I can use direct quotations in writing.		
	To use direct quotations in writing.	I can use direct quotations in writing.		
Topic:	To use direct quotations in writing.  rd 2: Students will learn that adverbs is a word that des	I can use direct quotations in writing.	SA	TA
Горіс:	To use direct quotations in writing.  rd 2: Students will learn that adverbs is a word that desired.  Adverbs	I can use direct quotations in writing. cribes a verb. Some adverbs tell when or where.	SA	TA
Topic:	To use direct quotations in writing.  rd 2: Students will learn that adverbs is a word that deserminate.  Adverbs  Performance Objectives	I can use direct quotations in writing. cribes a verb. Some adverbs tell when or where.  Performance Indicators I can identify adverbs that describe when or where an action occurs.	SA	TA
Горіс: / Week	To use direct quotations in writing.  rd 2: Students will learn that adverbs is a word that deserverbs  Performance Objectives  To identify adverbs that describe when or where an action occurs.  To vary sentences by moving adverbs to different	I can use direct quotations in writing. cribes a verb. Some adverbs tell when or where.  Performance Indicators I can identify adverbs that describe when or where an	SA	TA
Горіс:	To use direct quotations in writing.  rd 2: Students will learn that adverbs is a word that deserminated Adverbs  Performance Objectives  To identify adverbs that describe when or where an action occurs.  To vary sentences by moving adverbs to different places.	I can use direct quotations in writing. cribes a verb. Some adverbs tell when or where.  Performance Indicators I can identify adverbs that describe when or where an action occurs.	SA	TA
Горіс: / Week	To use direct quotations in writing.  rd 2: Students will learn that adverbs is a word that deserverbs  Performance Objectives  To identify adverbs that describe when or where an action occurs.  To vary sentences by moving adverbs to different places.  To use adverbs in writing.	I can use direct quotations in writing. cribes a verb. Some adverbs tell when or where.  Performance Indicators I can identify adverbs that describe when or where an action occurs. I can vary sentences by moving adverbs to different	SA	TA
Горіс: / Week	To use direct quotations in writing.  rd 2: Students will learn that adverbs is a word that destadverbs  Performance Objectives  To identify adverbs that describe when or where an action occurs.  To vary sentences by moving adverbs to different places.  To use adverbs in writing.  To identify adverbs that tell how.	I can use direct quotations in writing. cribes a verb. Some adverbs tell when or where.  Performance Indicators I can identify adverbs that describe when or where an action occurs. I can vary sentences by moving adverbs to different places.	SA	TA
Горіс: / Week	To use direct quotations in writing.  rd 2: Students will learn that adverbs is a word that desired Adverbs  Performance Objectives  To identify adverbs that describe when or where an action occurs.  To vary sentences by moving adverbs to different places.  To use adverbs in writing.  To identify adverbs that tell how.  To use clear and vivid adverbs in writing.	I can use direct quotations in writing. cribes a verb. Some adverbs tell when or where.  Performance Indicators I can identify adverbs that describe when or where an action occurs. I can vary sentences by moving adverbs to different places. I can use adverbs in writing.	SA	TA
Topic: / Week	To use direct quotations in writing.  rd 2: Students will learn that adverbs is a word that deserminated Adverbs  Performance Objectives  To identify adverbs that describe when or where an action occurs.  To vary sentences by moving adverbs to different places.  To use adverbs in writing.  To identify adverbs that tell how.  To use clear and vivid adverbs in writing.  To identify adverbs that compare.	I can use direct quotations in writing. cribes a verb. Some adverbs tell when or where.  Performance Indicators I can identify adverbs that describe when or where an action occurs. I can vary sentences by moving adverbs to different places. I can use adverbs in writing. I can identify adverbs that tell how. I can use clear and vivid adverbs in writing. I can identify adverbs that compare.	SA	TA
Topic: / Week	To use direct quotations in writing.  rd 2: Students will learn that adverbs is a word that destadverbs  Performance Objectives  To identify adverbs that describe when or where an action occurs.  To vary sentences by moving adverbs to different places.  To use adverbs in writing.  To identify adverbs that tell how.  To use clear and vivid adverbs in writing.  To identify adverbs that compare.  To recognize that more or most is not used with er or	I can use direct quotations in writing. cribes a verb. Some adverbs tell when or where.  Performance Indicators I can identify adverbs that describe when or where an action occurs. I can vary sentences by moving adverbs to different places. I can use adverbs in writing. I can identify adverbs that tell how. I can use clear and vivid adverbs in writing.	SA	TA
Topic: / Week	To use direct quotations in writing.  rd 2: Students will learn that adverbs is a word that des  Adverbs  Performance Objectives  To identify adverbs that describe when or where an action occurs.  To vary sentences by moving adverbs to different places.  To use adverbs in writing.  To identify adverbs that tell how.  To use clear and vivid adverbs in writing.  To identify adverbs that compare.  To recognize that more or most is not used with er or est.	I can use direct quotations in writing. cribes a verb. Some adverbs tell when or where.  Performance Indicators I can identify adverbs that describe when or where an action occurs. I can vary sentences by moving adverbs to different places. I can use adverbs in writing. I can identify adverbs that tell how. I can use clear and vivid adverbs in writing. I can identify adverbs that compare.	SA	TA
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	To understand that two negatives cannot be used in	I can understand that two negatives cannot be used in	
	the same sentence.	the same sentence.	
	To use negatives in writing.	I can use negatives in writing.	
8	To identify adverbs and adjectives.	I can identify adverbs and adjectives.	
	To understand that good is an adjective and well is	I can understand that good is an adjective and well is	
	usually an adverb.	usually an adverb.	
	To use adjectives and adverbs in writing.	I can use adjectives and adverbs in writing.	

### \*\*\*End of 2nd Quarter\*\*\*

English Arts and Language
3<sup>rd</sup> Quarter

Standard 1: Students will learn that adjective is a word that describes a noun or pronoun.

Topic: Adjectives

Week	Performance Objectives	Performance Indicators	SA	TA
	To identify adjectives.	I can identify adjectives.		
1	To use clear and vivid adjectives in writing.	I can use clear and vivid adjectives in writing.		
	To identify articles.	I can identify articles.		
	To understand that articles are a special kind of adjective.	I can understand that articles are a special kind of adjective.		
2	To use articles in writing.	I can use articles in writing.		
	To identify adjectives that follow linking verbs.	I can identify adjectives that follow linking verbs.		
	To use commas to separate adjectives in a series.	I can use commas to separate adjectives in a series.		
3	To use adjectives that follow linking verbs in writing.	I can use adjectives that follow linking verbs in writing.		
	To recognize that er is added to some adjectives to	I can recognize that er is added to some adjectives to		
	compare two things.	compare two things.		
•	To recognize that est is added to some adjectives to	I can recognize that est is added to some adjectives to		
	compare more than two things.	compare more than two things.		
	To use adjectives that compare in writing.	I can use adjectives that compare in writing.		
4	To recognize that more is used with some adjectives	I can recognize that more is used with some		
	to compare two things.	adjectives to compare two things.		
•	To make comparisons in writing using <i>more</i> and	I can make comparisons in writing using more and		
	most with adjectives.	most with adjectives.		

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	To identify special forms of adjectives.	I can identify special forms of adjectives.		
	To make comparisons in writing and speaking using	I can make comparisons in writing and speaking using		I
	special forms of adjectives.	special forms of adjectives.		
	rd 2: Students will learn about sentence that it is a grou	p of words that expresses a complete thought.		
	Sentence			
Week	Performance Objectives	Performance Indicators	SA	TA
6	To identify complete sentences.	I can identify complete sentences.		
	To recognize that not all word groups are sentences.	I can recognize that not all word groups are sentences.		
	To write clear sentences.	I can write clear sentences.		
	To identify declarative sentences.	I can identify declarative sentences.		
:	To identify interrogative sentences.	I can identify interrogative sentences.		
	To recognize that some declarative sentences can	I can recognize that some declarative sentences can		
7	be changed to interrogative sentences by changing	be changed to interrogative sentences by changing		
	word order.	word order.		
	To use declarative and interrogative sentences in	I can use declarative and interrogative sentences in		
	writing.	writing.		
	To identify imperative sentences.	I can identify imperative sentences.		
	To identify exclamatory sentences.	I can identify exclamatory sentences.		
	To use imperative and exclamatory sentences In	I can use imperative and exclamatory sentences In		
	writing.	writing.		
	To identify the subject of a sentence.	I can identify the subject of a sentence.		
	To identify the predicate of a sentence.	I can identify the predicate of a sentence.		
8	To write sentences that contain subjects and	I can write sentences that contain subjects and		
	predicates.	predicates.		
	To identify the complete and simple subject of a	I can identify the complete and simple subject of a		
	sentence.	sentence.		
	To write sentences with complete and simple	I can write sentences with complete and simple		
	subjects.	subjects.		
	To identify the complete and simple predicate of a	I can identify the complete and simple predicate of a		
	sentence.	sentence.		
	To write sentences with complete and simple	I can write sentences with complete and simple		
· · · · · · · · · · · · · · · · · · ·	predicates.	predicates.		
	***End	of 3 <sup>rd</sup> Quarter***		

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# English Arts and Language 4<sup>th</sup> Quarter

Standard 1: Students will be able to learn how to write their personal narrative by applying all the lessons that they have learned from first to fourth quarter.

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Week	Performance Objective	Performance Indicators	SA	TA
	To brainstorm and select a topic for a personal	I can brainstorm and select a topic for a personal		
	narrative.	narrative.		
	To gather and organize facts for a personal narrative.	I can gather and organize facts for a personal narrative.		
	To draft a personal narrative that has a beginning, middle, and an ending.	I can draft a personal narrative that has a beginning, middle, and an ending.		
1	To receive responses to writing.	I can receive responses to writing.		
	To revise a personal narrative to include only important details.	I can revise a personal narrative to include only important details.		
	To revise a personal narrative to make sure that events are in time order.	I can revise a personal narrative to make sure that events are in time order.		
	To use Editor's Marks to revise a personal narrative.	I can use Editor's Marks to revise a personal narrative.		
	To proofread a personal narrative for capitalization, punctuation, grammar, and spelling.	I can proofread a personal narrative for capitalization, punctuation, grammar, and spelling.		
	To proofread a personal narrative for capitalization at the beginning of a sentence.	<del>                                     </del>	-	
	To use Editor's Marks to proofread a personal	I can use Editor's Marks to proofread a personal		
	narrative.	narrative.		
	To publish a personal narrative.	I can publish a personal narrative.		

**Standard 2:** Students will be able to analyze what a student writer did to plan a paragraph of information and they will also draft a paragraph information of their own.

Topic: Paragraph Information

Week	Performance Objectives	Performance Indicators	SA	TA
	To brainstorm and select a topic for a paragraph of	I can brainstorm and select a topic for a paragraph of		
	information.	information.		
	To gather and organize details for a paragraph of	I can gather and organize details for a paragraph of		
·	information.	information.		]

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	To draft a paragraph of information that has a topic	I can draft a paragraph of information that has a topic		
	sentence and supporting detail sentences.	sentence and supporting detail sentences.	<del> </del> -	ļ
	To draft a title for a paragraph of information.	I can draft a title for a paragraph of information.		
	To receive responses to writing.	I can receive responses to writing.	ļ	ļ
2	To revise a paragraph of information to delete details   I can revise a paragraph of information to details that do not keep to topic.  To revise a paragraph of information to check that it   I can revise a paragraph of information to check that   I can revise a paragraph of information to check that   I can revise a paragraph of information to check that   I can revise a paragraph of information to check that   I can revise a paragraph of information to check that   I can revise a paragraph of information to check that   I can revise a paragraph of information to check that   I can revise a paragraph of information the ch			
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	is organized correctly.	is organized correctly.		
	To revise a paragraph of information to add or I can revise a paragraph of information to add or			
	substitute exact words.  substitute exact words.			
	To use Editor's Marks to revise a paragraph of I can use Editor's Marks to revise a paragraph of			
	information.	information.		
	To proofread a paragraph of information for	I can proofread a paragraph of information for		
	capitalization, punctuation, grammar, and spelling.	capitalization, punctuation, grammar, and spelling.		
ŀ	To proofread a paragraph of information for	I can proofread a paragraph of information for		
	capitalization at the beginning of a sentence.	capitalization at the beginning of a sentence.		
	To use Editor's Marks to proofread a paragraph of	I can use Editor's Marks to proofread a paragraph of		
	information.	information.		
	To publish a paragraph of information.	I can publish a paragraph of information.		
Standa		tudent writer planned, to draft, revised, proofread, and ρι	ıblished i	for their
how-to p	paragraph.			
Topic: F	low-to Paragraph			
Week	Performance Objectives	Performance Indicators	SA	TA
	To brainstorm and select a topic for a how-to	I can brainstorm and select a topic for a how-to		
	paragraph.	paragraph.		
	To gather and organize facts for a how-to paragraph.	I can gather and organize facts for a how-to		
	·	paragraph.		

Week	Performance Objectives	Performance Indicators	SA	TA
	To brainstorm and select a topic for a how-to paragraph.	I can brainstorm and select a topic for a how-to paragraph.		
	To gather and organize facts for a how-to paragraph.	h. I can gather and organize facts for a how-to paragraph.		
To draft a how-to paragraph that begins by identifying the topic and the materials needed and that describes steps in the correct sequence.		I can draft a how-to paragraph that begins by identifying the topic and the materials needed and that describes steps in the correct sequence.		
	To draft an appropriate title for a how-to paragraph.	I can draft an appropriate title for a how-to paragraph.		
	To receive responses to writing.	I can receive responses to writing.		
	To revise a how-to paragraph to be sure all information is included.	I can revise a how-to paragraph to be sure all information is included.		

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	To revise a how-to paragraph in the correct	I can revise a how-to paragraph in the correct		
	sequence.	sequence.		
	To revise a how-to paragraph to combine sentences	To revise a how-to paragraph to combine sentences to		
	to avoid unnecessary words.	avoid unnecessary words.		
	To use Editor's Marks to revise a how-to paragraph.	I can use Editor's Marks to revise a how-to paragraph.		
	To proofread a how-to paragraph for capitalization,	I can proofread a how-to paragraph for capitalization,		
	punctuation, grammar, and spelling.	punctuation, grammar, and spelling.		
	To proofread a how-to paragraph for commas that	I can proofread a how-to paragraph for commas that		
	connect words in a series.	connect words in a series.		
	To use Editor's Marks to proofread a how-to	I can use Editor's Marks to proofread a how-to		
	paragraph.	paragraph.		
	To publish a how-to paragraph.	I can publish a how-to paragraph.		
		d, draft, revised, proofread and published for a friendly lett	ter.	
	riendly Letter			
Week	Performance Objectives	Performance Indicators	SA	TA
	To brainstorm and select a topic for a friendly letter.	I can brainstorm and select a topic for a friendly letter.		
	To gather and organize facts for a friendly letter.	I can gather and organize facts for a friendly letter.		
	To draft a friendly letter that includes a heading,	I can draft a friendly letter that includes a heading,		
	greeting, body, closing, and signature.	greeting, body, closing, and signature.		
	To include details that tell why in the body of a	I can include details that tell why in the body of a		
	friendly letter.	friendly letter.		
	To receive responses to writing.	I can receive responses to writing.		
4	To revise a friendly letter so that causes and effects	I can revise a friendly letter so that causes and effects		
	are clear.	are clear.		
	To revise a friendly letter to check that the sentences	I can revise a friendly letter to check that the		
	are in the correct order.	sentences are in the correct order.		
	To revise a friendly letter to combine sentences to	I can revise a friendly letter to combine sentences to		
avoid unnecessary words. avoid unnecessary words.				
	To use Editor's Marks to revise a friendly letter.  I can use Editor's Marks to revise a friendly letter.			
	To proofread a friendly letter for capitalization,  I can proofread a friendly letter for capitalization,			
	paragraph indentation, punctuation, grammar, and	paragraph indentation, punctuation, grammar, and		
	spelling.	spelling.		
	To proofread a friendly letter for commas in the	I can proofread a friendly letter for commas in the	ļ	
L	heading, greeting, and closing.	heading, greeting, and closing.		

4 - Advanced Understanding of the Standard	3 - Meets the Standard	2 - Approaches the Standard	1 - Does Not Meet the Standard

To use Editors Marks to proofread a friendly letter.  To publish a friendly letter.  Standard 5: Students will learn how a student writer plans, draft, revised, proofread, and publish a fable.  Topic: Fable  Week  Performance Objectives  To brainstorm and select a topic for a fable.  To plan and organize details for a fable.  To plan and organize details for a fable.  To draft a fable with details that point to conclusions about the characters and their actions.  To receive responses to writing.  To revise a fable to cut wordy language.  To use Editor's Marks to revise a fable.  To proofread a fable for a capitalization, punctuation, grammar, and spelling.  To proofread a fable for quotation marks and commas in dialogue.  To use Editor's Marks in proofread a fable.  To publish a fable.  Standard 6: Students will be able to learn how a student writer plans, draft, revised, proofread and published for a descriptive paragraph.  To gather and organize details for a descriptive paragraph that a descriptive paragraph.  To graelite responses to writing.  To proefere a more and organize details for a descriptive paragraph that a plant appeals to the readers' senses.  To use a simile or a metaphor to give a clear picture.  To precive responses to writing about the characters and their actions.  I can revise a fable to cut wordy language.  I can revise a fable to check that all details are correct.  To use Editor's Marks to revise a fable.  To proofread a fable for a capitalization, punctuation, grammar, and spelling.  To proofread a fable for a capitalization, punctuation, grammar, and spelling.  To proofread a fable for a capitalization, punctuation, grammar, and spelling.  To publish a fable.  To publish a fable.  To publish a fable.  To publish a fable.  To proofread a fable for a descriptive paragraph.  To gather and organize details for a descriptive paragraph.  To gather and organize details for a descriptive paragraph.  To gather and organize details for a descriptive paragraph.  To use a simile or a metaphor to	1			(	
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Topic: Descriptive Paragraph  Week Performance Objectives Performance Indicators SA TA  To brainstorm and select a topic for a descriptive paragraph.  To gather and organize details for a descriptive paragraph.  To draft a descriptive paragraph that appeals to the readers' senses.  To use a simile or a metaphor to give a clear picture.  Topic: Descriptive Paragraph  I can brainstorm and select a topic for a descriptive paragraph.  I can pather and organize details for a descriptive paragraph.  I can draft a descriptive paragraph that appeals to the readers' senses.  I can use a simile or a metaphor to give a clear picture.			To publish a fable.		
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To gather and organize details for a descriptive paragraph.  To draft a descriptive paragraph that appeals to the readers' senses.  To use a simile or a metaphor to give a clear picture.  I can gather and organize details for a descriptive paragraph.  I can gather and organize details for a descriptive paragraph.  I can draft a descriptive paragraph that appeals to the readers' senses.  I can use a simile or a metaphor to give a clear picture.		To brainstorm and select a topic for a descriptive	I can brainstorm and select a topic for a descriptive		
paragraph.  To draft a descriptive paragraph that appeals to the readers' senses.  To use a simile or a metaphor to give a clear picture.  paragraph.  I can draft a descriptive paragraph that appeals to the readers' senses.  I can use a simile or a metaphor to give a clear picture.		paragraph.	paragraph.	_	
To draft a descriptive paragraph that appeals to the readers' senses.  To use a simile or a metaphor to give a clear picture.  I can draft a descriptive paragraph that appeals to the readers' senses.  I can use a simile or a metaphor to give a clear picture.		To gather and organize details for a descriptive	I can gather and organize details for a descriptive		
readers' senses.  To use a simile or a metaphor to give a clear picture.  I can use a simile or a metaphor to give a clear picture.  I can use a simile or a metaphor to give a clear picture.		paragraph.	paragraph.		
readers' senses.  To use a simile or a metaphor to give a clear picture.  I can use a simile or a metaphor to give a clear picture.  I can use a simile or a metaphor to give a clear picture.		To draft a descriptive paragraph that appeals to the	I can draft a descriptive paragraph that appeals to the		
picture.			readers' senses.		
		To use a simile or a metaphor to give a clear picture.	I can use a simile or a metaphor to give a clear		
6 To receive responses to writing.  I can receive responses to writing.		•	picture.		
	6	To receive responses to writing.	I can receive responses to writing.		

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4 - Advanced Understanding of the Standard	3 - Meets the Standard	2 - Approaches the Standard	1 - Does Not Meet the Standard

To revise a descriptive paragraph to see that it contains vivid pictures.	I can revise a descriptive paragraph to see that it contains vivid pictures.	
To receive responses to writing.	I can receive responses to writing.	
To revise a descriptive paragraph to see that it contains vivid details.	I can revise a descriptive paragraph to see that it contains vivid details.	
To revise a descriptive paragraph to put details in the correct order.	I can revise a descriptive paragraph to put details in the correct order.	
To revise a descriptive paragraph to avoid run-on sentences.	I can revise a descriptive paragraph to avoid run-on sentences.	
To use Editor's Marks to revise a descriptive paragraph.	I can use Editor's Marks to revise a descriptive paragraph.	
To proofread a descriptive paragraph for capitalization, punctuation, grammar and spelling.	I can proofread a descriptive paragraph for capitalization, punctuation, grammar and spelling.	
To use Editor's Marks to proofread a descriptive paragraph.	I can use Editor's Marks to proofread a descriptive paragraph.	
To publish a descriptive paragraph.	I can publish a descriptive paragraph.	

**Standard 7:** Students will be able to learn about persuasive paragraph and how to brainstorm, gather information, draft, revise and publish.

Topic: Persuasive Paragraph

Week	Performance Objectives	Performance Indicators	SA	TA
	To brainstorm and select a topic for a persuasive	I can brainstorm and select a topic for a persuasive		
	paragraph.	paragraph.		
	To gather information and organize facts for a	I can gather information and organize facts for a		
	persuasive paragraph.	persuasive paragraph.		
	To draft a persuasive paragraph that states an opinion, supports it with facts and examples, and tells the audience what action to take.	I can draft a persuasive paragraph that states an opinion, supports it with facts and examples, and tells the audience what action to take.		
	To receive responses to writing.	I can receive responses to writing.		
7	To revise a persuasive paragraph by adding or deleting information.	I can revise a persuasive paragraph by adding or deleting information.		
	To revise a persuasive paragraph by changing the order of sentences.	I can revise a persuasive paragraph by changing the order of sentences.		
:	To revise a persuasive paragraph by combining sentences.	I can revise a persuasive paragraph by combining sentences.		

4 - Advanced Understanding of the Standard	3 - Meets the Standard	2 - Approaches the Standard	1 - Does Not Meet the Standard
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To use Editor's Marks to revise a persuasive paragraph.	I can use Editor's Marks to revise a persuasive paragraph.	
To proofread a persuasive paragraph for capitalization, punctuation, grammar, and spelling.	I can proofread a persuasive paragraph for capitalization, punctuation, grammar, and spelling.	
To proofread a persuasive paragraph for correct adjective forms.	I can proofread a persuasive paragraph for correct adjective forms.	
To use Editor's Marks to proofread a persuasive paragraph.	I can use Editor's Marks to proofread a persuasive paragraph.	
To publish a persuasive paragraph.	I can publish a persuasive paragraph.	

Standard 8: Students will learn about the parts of a research report. They will learn why they need to limit the topic of a report and how to group details in reports that they write.

Topic: Research Report

Week	Performance Objectives	Performance Indicators	SA	TA
•	To brainstorm and select a topic for a research	I can brainstorm and select a topic for a research		
	report.	report.		
	To gather information for a report.	I can gather information for a report.		
	To organize information for a report.	I can organize information for a report.		
8	To draft a multiple-paragraph research report that contains facts learned through research.	I can draft a multiple-paragraph research report that contains facts learned through research.		
	To receive responses to writing.	I can receive responses to writing.		
	To revise a research report by checking to see that it	I can revise a research report by checking to see that		
	contains facts, not opinions.	it contains facts, not opinions.		
	To revise a research report by checking its	I can revise a research report by checking its		
	organization.	organization.		
	To revise a research report by combining sentences	I can revise a research report by combining sentences		
	to avoid wordiness.	to avoid wordiness.		
	To use Editor's Marks to revise a research report.	I can use Editor's Marks to revise a research report.		
	To proofread a research report for capitalization,	I can proofread a research report for capitalization,		
	punctuation, grammar, and spelling.	punctuation, grammar, and spelling.		
	To proofread a research report for correct use of	I can proofread a research report for correct use of		
	commas in combined sentences.	commas in combined sentences.		
	To use Editor's Marks to proofread a research	I can use Editor's Marks to proofread a research		
	report.	report.		·
	To publish a research report.	I can publish a research report.		

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Standa	rd 9: Students will learn how a student writer plans for a	a paragraphs of comparison and contrast.		
	Paragraphs of Comparison and Contrast			
Week		Performance Indicators	SA	TA
	To brainstorm and select a topic for paragraphs of	I can brainstorm and select a topic for paragraphs of		
	comparison and contrast.	comparison and contrast.		
	To gather and organize information for paragraphs of	I can gather and organize information for paragraphs		
	comparison and contrast.	of comparison and contrast.		
	To draft paragraph of comparison and contrast.	I can draft paragraph of comparison and contrast.		
	To receive responses to writing.	I can receive responses to writing.		
	To revise paragraphs of comparison and contrast nu			
_	adding or deleting information.	adding or deleting information.		
9	To revise paragraphs of comparison and contrast by	I can revise paragraphs of comparison and contrast by		
	checking the organization.	checking the organization.		
	To revise by replacing informal language with formal	I can revise by replacing informal language with formal		
	language.	language.		
	To use Editor's Marks to revise paragraphs of	I can use Editor's Marks to revise paragraphs of		
	comparison and contrast.	comparison and contrast.		
	To proofread paragraphs of comparison and contrast	I can proofread paragraphs of comparison and		
	for capitalization, punctuation, grammar, and	contrast for capitalization, punctuation, grammar, and		
	spelling.	spelling.		
	To proofread paragraphs of comparison and contrast	I can proofread paragraphs of comparison and		
	for agreement of subjects and verbs.	contrast for agreement of subjects and verbs.		
	To use Editor's Marks to proofread paragraphs of	I can use Editor's Marks to proofread paragraphs of		
	comparison and contrast.	comparison and contrast.		
	To publish paragraphs of comparison and contrast.	I can publish paragraphs of comparison and contrast.		

### \*\*\*End of 4<sup>th</sup> Quarter\*\*\*

4 - Advanced Understanding of the Standard	3 - Meets the Standard	2 - Approaches the Standard	1 - Does Not Meet the Standard