

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

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

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

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	To identify contractions formed by joining made from pronoun and a verb	<i>I can identify contractions formed by joining made from pronoun and a verb</i>		
	To use contractions made from pronouns in writing.	<i>I can use contractions made from pronouns in writing.</i>		
<b>Standard 3:</b> 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.				
<b>Topic:</b> Adjectives				
Week	Performance Objectives	Performance Indicators	SA	TA
6	To identify adjectives.	<i>I can identify adjectives.</i>		
	To use clear and vivid adjectives in writing.	<i>I can use clear and vivid adjectives in writing.</i>		
	To identify articles.	<i>I can identify articles.</i>		
	To understand that articles are a special kind of adjectives.	<i>I can understand that articles are a special kind of adjectives.</i>		
	To use articles in writing.	<i>I can use articles in writing.</i>		
	To identify adjectives that follow linking verbs.	<i>I can identify adjectives that follow linking verbs.</i>		
	To use commas to separate adjectives in a series.	<i>I can use commas to separate adjectives in a series.</i>		
	To use adjectives that follow linking verbs in writing.	<i>I can use adjectives that follow linking verbs in writing.</i>		
7	To recognize that <i>er</i> is added to some adjectives to compare two things.	<i>I can recognize that er is added to some adjectives to compare two things.</i>		
	To recognize that <i>est</i> is added to more than two things.	<i>I can recognize that est is added to more than two things.</i>		
	To use adjectives that compare in writing.	<i>I can use adjectives that compare in writing.</i>		
	To recognize that <i>more</i> is used with some adjectives to compare two things.	<i>I can recognize that more is used with some adjectives to compare two things.</i>		
	To recognize that <i>most</i> is used with some adjectives to compare more than two things.	<i>I can recognize that most is used with some adjectives to compare more than two things.</i>		
	To make composition in writing using <i>more</i> and <i>most</i> with adjectives.	<i>I can make composition in writing using more and most with adjectives.</i>		
	To identify special forms of adjectives.	<i>I can identify special forms of adjectives.</i>		
	To make comparisons in writing and speaking using special forms of adjectives.	<i>I can make comparisons in writing and speaking using special forms of adjectives.</i>		
***END OF 1 <sup>ST</sup> 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
1	To identify action verbs	<i>I can identify action verbs</i>		
	To understand that simple predicate is an action verb.	<i>I can understand that simple predicate is an action verb.</i>		
	To use strong action verbs in writing.	<i>I can use strong action verbs in writing.</i>		
	To identify linking verbs.	<i>I can identify linking verbs.</i>		
	To use linking verbs in writing.	<i>I can use linking verbs in writing.</i>		
2	To identify main verbs and helping verbs.	<i>I can identify main verbs and helping verbs.</i>		
	To use the helping verbs <i>has, have, or had</i> with main verbs that end in <i>ed</i> .	<i>I can use the helping verbs has, have, or had with main verbs that end in ed.</i>		
	To use <i>am, is, are, was, or were</i> with main verbs that end in <i>ing</i> .	<i>I can use am, is, are, was, or were with main verbs that end in ing.</i>		
	To use main verbs and helping verbs in writing.	<i>I can use main verbs and helping verbs in writing.</i>		
3	To identify the tense of a verb.	<i>I can identify the tense of a verb.</i>		
	To use verbs in the present, past, and future tense in writing.	<i>I can use verbs in the present, past, and future tense in writing.</i>		
	To identify the present-tense verb that agrees with the subject.	<i>I can identify the present-tense verb that agrees with the subject.</i>		
	To spell present-tense verbs.	<i>I can spell present-tense verbs.</i>		
	To use present-tense verbs in writing.	<i>I can use present-tense verbs in writing.</i>		
	To identify past-tense forms of verbs.	<i>I can identify past-tense forms of verbs.</i>		
	To spell past-tense forms of verbs.	<i>I can spell past-tense forms of verbs.</i>		
	To use past-tense forms of verbs in writing.	<i>I can use past-tense forms of verbs in writing.</i>		
4	To identify the form of the verb that agrees with the subject.	<i>I can identify the form of the verb that agrees with the subject.</i>		
	To understand that the linking verb <i>be</i> has singular and plural forms.	<i>I can understand that the linking verb be has singular and plural forms.</i>		
	To use present-tense verbs and forms of the linking verb <i>be</i> in writing.	<i>I can use present-tense verbs and forms of the linking verb be in writing.</i>		

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	To identify the correct past-tense form of an irregular verb.	<i>I can identify the correct past-tense form of an irregular verb.</i>		
	To use past-tense forms of irregular verbs in writing.	<i>I can use past-tense forms of irregular verbs in writing.</i>		
	To identify the correct past-tense form of an irregular verb.	<i>I can identify the correct past-tense form of an irregular verb.</i>		
5	To understand that some irregular past-tense verbs follow patterns.	<i>I can understand that some irregular past-tense verbs follow patterns.</i>		
	To use irregular past-tense verbs in writing.	<i>I can use irregular past-tense verbs in writing.</i>		
	To add <i>n't</i> to certain linking or helping verbs to form contractions.	<i>I can add n't to certain linking or helping verbs to form contractions.</i>		
	To understand that contractions often make speech or writing informal.	<i>I can understand that contractions often make speech or writing informal.</i>		
	To use contractions correctly in writing.	<i>I can use contractions correctly in writing.</i>		
	To identify direct quotation.	<i>I can identify direct quotation.</i>		
	To understand that the word <i>said</i> does not always signal a direct quotation.	<i>I can understand that the word said does not always signal a direct quotation.</i>		
	To capitalize and punctuate quotations correctly.	<i>I can capitalize and punctuate quotations correctly.</i>		
	To use direct quotations in writing.	<i>I can use direct quotations in writing.</i>		
<b>Standard 2: Students will learn that adverbs is a word that describes a verb. Some adverbs tell when or where.</b>				
<b>Topic: Adverbs</b>				
Week	Performance Objectives	Performance Indicators	SA	TA
6	To identify adverbs that describe <i>when</i> or <i>where</i> an action occurs.	<i>I can identify adverbs that describe when or where an action occurs.</i>		
	To vary sentences by moving adverbs to different places.	<i>I can vary sentences by moving adverbs to different places.</i>		
	To use adverbs in writing.	<i>I can use adverbs in writing.</i>		
	To identify adverbs that tell <i>how</i> .	<i>I can identify adverbs that tell how.</i>		
	To use clear and vivid adverbs in writing.	<i>I can use clear and vivid adverbs in writing.</i>		
	To identify adverbs that compare.	<i>I can identify adverbs that compare.</i>		
7	To recognize that <i>more</i> or <i>most</i> is not used with <i>er</i> or <i>est</i> .	<i>I can recognize that more or most is not used with er or est.</i>		
	To use adverbs that compare in writing.	<i>I can use adverbs that compare in writing.</i>		
	To identify negatives.	<i>I can identify negatives.</i>		

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	To understand that two negatives cannot be used in the same sentence.	<i>I can understand that two negatives cannot be used in the same sentence.</i>		
8	To use negatives in writing.	<i>I can use negatives in writing.</i>		
	To identify adverbs and adjectives.	<i>I can identify adverbs and adjectives.</i>		
	To understand that <i>good</i> is an adjective and <i>well</i> is usually an adverb.	<i>I can understand that good is an adjective and well is usually an adverb.</i>		
	To use adjectives and adverbs in writing.	<i>I can use adjectives and adverbs in writing.</i>		

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

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

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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.

**Topic:** Personal Narrative

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

**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 information.	<i>I can brainstorm and select a topic for a paragraph of information.</i>		
	To gather and organize details for a paragraph of information.	<i>I can gather and organize details for a paragraph of information.</i>		

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2	To draft a paragraph of information that has a topic sentence and supporting detail sentences.	<i>I can draft a paragraph of information that has a topic sentence and supporting detail sentences.</i>		
	To draft a title for a paragraph of information.	<i>I can draft a title for a paragraph of information.</i>		
	To receive responses to writing.	<i>I can receive responses to writing.</i>		
	To revise a paragraph of information to delete details that do not keep to topic.	<i>I can revise a paragraph of information to delete details that do not keep to topic.</i>		
	To revise a paragraph of information to check that it is organized correctly.	<i>I can revise a paragraph of information to check that it is organized correctly.</i>		
	To revise a paragraph of information to add or substitute exact words.	<i>I can revise a paragraph of information to add or substitute exact words.</i>		
	To use Editor's Marks to revise a paragraph of information.	<i>I can use Editor's Marks to revise a paragraph of information.</i>		
	To proofread a paragraph of information for capitalization, punctuation, grammar, and spelling.	<i>I can proofread a paragraph of information for capitalization, punctuation, grammar, and spelling.</i>		
	To proofread a paragraph of information for capitalization at the beginning of a sentence.	<i>I can proofread a paragraph of information for capitalization at the beginning of a sentence.</i>		
	To use Editor's Marks to proofread a paragraph of information.	<i>I can use Editor's Marks to proofread a paragraph of information.</i>		
	To publish a paragraph of information.	<i>I can publish a paragraph of information.</i>		

**Standard 3:** Students will be able to learn and analyze how a student writer planned, to draft, revised, proofread, and published for their how-to paragraph.

**Topic:** How-to Paragraph

Week	Performance Objectives	Performance Indicators	SA	TA
3	To brainstorm and select a topic for a how-to paragraph.	<i>I can brainstorm and select a topic for a how-to paragraph.</i>		
	To gather and organize facts for a how-to paragraph.	<i>I can gather and organize facts for a how-to paragraph.</i>		
	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>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.</i>		
	To draft an appropriate title for a how-to paragraph.	<i>I can draft an appropriate title for a how-to paragraph.</i>		
	To receive responses to writing.	<i>I can receive responses to writing.</i>		
	To revise a how-to paragraph to be sure all information is included.	<i>I can revise a how-to paragraph to be sure all information is included.</i>		

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	To revise a how-to paragraph in the correct sequence.	<i>I can revise a how-to paragraph in the correct sequence.</i>		
	To revise a how-to paragraph to combine sentences to avoid unnecessary words.	<i>To revise a how-to paragraph to combine sentences to avoid unnecessary words.</i>		
	To use Editor's Marks to revise a how-to paragraph.	<i>I can use Editor's Marks to revise a how-to paragraph.</i>		
	To proofread a how-to paragraph for capitalization, punctuation, grammar, and spelling.	<i>I can proofread a how-to paragraph for capitalization, punctuation, grammar, and spelling.</i>		
	To proofread a how-to paragraph for commas that connect words in a series.	<i>I can proofread a how-to paragraph for commas that connect words in a series.</i>		
	To use Editor's Marks to proofread a how-to paragraph.	<i>I can use Editor's Marks to proofread a how-to paragraph.</i>		
	To publish a how-to paragraph.	<i>I can publish a how-to paragraph.</i>		

**Standard 4:** *Students will analyze how a student writer planned, draft, revised, proofread and published for a friendly letter.*

**Topic:** *Friendly Letter*

Week	Performance Objectives	Performance Indicators	SA	TA
4	To brainstorm and select a topic for a friendly letter.	<i>I can brainstorm and select a topic for a friendly letter.</i>		
	To gather and organize facts for a friendly letter.	<i>I can gather and organize facts for a friendly letter.</i>		
	To draft a friendly letter that includes a heading, greeting, body, closing, and signature.	<i>I can draft a friendly letter that includes a heading, greeting, body, closing, and signature.</i>		
	To include details that tell why in the body of a friendly letter.	<i>I can include details that tell why in the body of a friendly letter.</i>		
	To receive responses to writing.	<i>I can receive responses to writing.</i>		
	To revise a friendly letter so that causes and effects are clear.	<i>I can revise a friendly letter so that causes and effects are clear.</i>		
	To revise a friendly letter to check that the sentences are in the correct order.	<i>I can revise a friendly letter to check that the sentences are in the correct order.</i>		
	To revise a friendly letter to combine sentences to avoid unnecessary words.	<i>I can revise a friendly letter to combine sentences to avoid unnecessary words.</i>		
	To use Editor's Marks to revise a friendly letter.	<i>I can use Editor's Marks to revise a friendly letter.</i>		
	To proofread a friendly letter for capitalization, paragraph indentation, punctuation, grammar, and spelling.	<i>I can proofread a friendly letter for capitalization, paragraph indentation, punctuation, grammar, and spelling.</i>		
	To proofread a friendly letter for commas in the heading, greeting, and closing.	<i>I can proofread a friendly letter for commas in the heading, greeting, and closing.</i>		

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

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

**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
7	To brainstorm and select a topic for a persuasive paragraph.	<i>I can brainstorm and select a topic for a persuasive paragraph.</i>		
	To gather information and organize facts for a persuasive paragraph.	<i>I can gather information and organize facts for a persuasive paragraph.</i>		
	To draft a persuasive paragraph that states an opinion, supports it with facts and examples, and tells the audience what action to take.	<i>I can draft a persuasive paragraph that states an opinion, supports it with facts and examples, and tells the audience what action to take.</i>		
	To receive responses to writing.	<i>I can receive responses to writing.</i>		
	To revise a persuasive paragraph by adding or deleting information.	<i>I can revise a persuasive paragraph by adding or deleting information.</i>		
	To revise a persuasive paragraph by changing the order of sentences.	<i>I can revise a persuasive paragraph by changing the order of sentences.</i>		
	To revise a persuasive paragraph by combining sentences.	<i>I can revise a persuasive paragraph by combining sentences.</i>		

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	To use Editor's Marks to revise a persuasive paragraph.	<i>I can use Editor's Marks to revise a persuasive paragraph.</i>		
	To proofread a persuasive paragraph for capitalization, punctuation, grammar, and spelling.	<i>I can proofread a persuasive paragraph for capitalization, punctuation, grammar, and spelling.</i>		
	To proofread a persuasive paragraph for correct adjective forms.	<i>I can proofread a persuasive paragraph for correct adjective forms.</i>		
	To use Editor's Marks to proofread a persuasive paragraph.	<i>I can use Editor's Marks to proofread a persuasive paragraph.</i>		
	To publish a persuasive paragraph.	<i>I can publish a persuasive paragraph.</i>		

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

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<b>Standard 9: Students will learn how a student writer plans for a paragraphs of comparison and contrast.</b>				
<b>Topic: Paragraphs of Comparison and Contrast</b>				
<b>Week</b>	<b>Performance Objectives</b>	<b>Performance Indicators</b>	<b>SA</b>	<b>TA</b>
<b>9</b>	To brainstorm and select a topic for paragraphs of comparison and contrast.	<i>I can brainstorm and select a topic for paragraphs of comparison and contrast.</i>		
	To gather and organize information for paragraphs of comparison and contrast.	<i>I can gather and organize information for paragraphs of comparison and contrast.</i>		
	To draft paragraph of comparison and contrast.	<i>I can draft paragraph of comparison and contrast.</i>		
	To receive responses to writing.	<i>I can receive responses to writing.</i>		
	To revise paragraphs of comparison and contrast nu adding or deleting information.	<i>I can revise paragraphs of comparison and contrast nu adding or deleting information.</i>		
	To revise paragraphs of comparison and contrast by checking the organization.	<i>I can revise paragraphs of comparison and contrast by checking the organization.</i>		
	To revise by replacing informal language with formal language.	<i>I can revise by replacing informal language with formal language.</i>		
	To use Editor's Marks to revise paragraphs of comparison and contrast.	<i>I can use Editor's Marks to revise paragraphs of comparison and contrast.</i>		
	To proofread paragraphs of comparison and contrast for capitalization, punctuation, grammar, and spelling.	<i>I can proofread paragraphs of comparison and contrast for capitalization, punctuation, grammar, and spelling.</i>		
	To proofread paragraphs of comparison and contrast for agreement of subjects and verbs.	<i>I can proofread paragraphs of comparison and contrast for agreement of subjects and verbs.</i>		
	To use Editor's Marks to proofread paragraphs of comparison and contrast.	<i>I can use Editor's Marks to proofread paragraphs of comparison and contrast.</i>		
	To publish paragraphs of comparison and contrast.	<i>I can publish paragraphs of comparison and contrast.</i>		
<b>***End of 4<sup>th</sup> Quarter***</b>				

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