

Michigan District Lutheran School Curriculum *SCOPE & SEQUENCE*

Grade Level: 4th	Curricular Area: Language Arts		
Unit 1: Reading	Unit 2: Writing	Unit 3: Speaking	Unit 4: Listening & Viewing
1A Word Recognition & Word Study 1a Word Recognition 1b Fluency 1c Vocabulary	2A Writing Genre	3A Conventions	4A Conventions
1B Narrative Text	2B Writing Process	3B Discourse	4B Response
1C Informational Text	2C Personal Style		
1D Comprehension	2D Grammar & Usage		
1E Metacognition	2E Spelling		
1F Critical Standards	2F Handwriting		
1G Reading Attitude	2G Writing Attitude		



Church Extension Fund

Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts Grade 4 – Unit 1: Reading

Outcome: 1A1a: Word Recognition & Word Study/Word Recognition

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.WS.04.01 Explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.</p> <p>R.WS.04.02 Use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.</p> <p>R.WS.04.03 Automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.</p> <p>R.WS.04.04 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p> <p>R.WS.04.05 Acquire and apply strategies to identify unknown words or word parts; self-monitor; and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.</p>	<p>ELA.1.LE.2 Read with developing fluency a variety of texts, such as short stories, novels, poetry, textbooks, menus, periodicals, and reference materials.</p> <p>ELA.1.LE.3 Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions.</p> <p>ELA.1.LE.4 Employ multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues.</p> <p>ELA.3.LE.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure.</p> <p>ELA.3.LE.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources.</p>	



	<p>ELA.4.LE.4 Explore how words normally considered synonyms can carry different connotations when used in a variety of spoken and written texts.</p> <p>ELA.7.LE.1 Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, mapping, examining picture cues, analyzing word structure, discussing with peers, analyzing phonetically, and using context and text structure.</p> <p>ELA.7.LE.2 Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning.</p>	
--	---	--



Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1A1a: Word Recognition & Word Study/ Word Recognition Teacher Name: _____ Grade Level: 4	Curricular Area: Language Arts/Unit 1 - Reading School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
R.WS.04.01 Explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.					
R.WS.04.02 Use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.					
R.WS.04.03 Automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.					
R.WS.04.04 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.					
R.WS.04.05 Acquire and apply strategies to identify unknown words or word parts; self-monitor; and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.					



Church Extension Fund

Outcome: 1A1b: Word Recognition & Word Study/Fluency

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
R.WS.04.06 Fluently read beginning grade-level text and increasingly demanding text as the year proceeds.	ELA.1.LE.2 Read with developing fluency a variety of texts, such as short stories, novels, poetry, textbooks, menus, periodicals, and reference materials. ELA.3.LE.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures.	Read aloud with interpretive expression. <ul style="list-style-type: none">• Have students select a primary level Bible storybook and turn it into a creative, oral-reading presentation. Students may include background sounds, theme music, different character voices, etc. Record the final reading on an audiotape or videotape and donate it to the library or another classroom so it may be enjoyed by others.



Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1A1b: Reading/Word Recognition & Word Study/Fluency Teacher Name: _____ Grade Level: 4	Curricular Area: Language Arts/Unit 1 - Reading				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	School Year:				
R.WS.04.06 Fluently read beginning grade-level text and increasingly demanding text as the year proceeds.	Dates Taught (month/day/initials):				



Church Extension Fund

Outcome: 1A1c: Word Recognition & Word Study/Vocabulary

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.WS.04.07 In context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.</p>	<p>ELA.1.LE.4 Employ multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues.</p> <p>ELA.3.LE.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure.</p> <p>ELA.3.LE.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources.</p> <p>ELA.4.LE.4 Explore how words normally considered synonyms can carry different connotations when used in a variety of spoken and written texts.</p> <p>ELA.7.LE.1 Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, mapping, examining picture cues, analyzing word structure, discussing with peers, analyzing phonetically, and using context and text structure.</p>	<p>Provide synonyms or antonyms for words.</p> <ul style="list-style-type: none">• <i>The Lion, the Witch and the Wardrobe</i> contrasts themes such as good/evil, life/death, winter/spring. Together with your class find these antonyms and create a chart of examples from the book.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1A1c: Word Recognition and Word Study/ Vocabulary Teacher Name: _____ Grade Level: 4	Curricular Area: Language Arts/Unit 1 - Reading School Year: _____				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
R.WS.04.07 In context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.					



Church Extension Fund

Outcome: 1B: Narrative Text

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.NT.04.01 Describe the shared human experience depicted in classic, multicultural, and contemporary literature recognized for quality and literary merit.</p> <p>R.NT.04.02 Identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure.</p> <p>R.NT.04.03 Analyze characters’ thoughts and motivation through dialogue, various character roles, and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution.</p> <p>R.NT.04.04 Identify how authors use literary devices including flash-forward and flashback to depict time, setting, conflicts, and resolutions to enhance the plot and create suspense.</p>	<p>ELA.1.LE.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding.</p> <p>ELA.3.LE.7 Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of view, and rich descriptions.</p> <p>ELA.5.LE.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>ELA.5.LE.2 Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism, and love.</p> <p>ELA.5.LE.3 Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images.</p> <p>ELA.5.LE.4 Describe how various cultures and our common heritage are represented in literature and other texts.</p>	<p>Complete verbal analogies.</p> <ul style="list-style-type: none"> • <i>The Chronicles of Narnia</i> by C.S. Lewis is an excellent set of books to share with your students. Reading Lewis’ stories aloud may best accommodate the variety of reading levels in your class. Compare <i>The Lion, the Witch and the Wardrobe</i> as it relates to the Bible salvation story.



Church Extension Fund

	<p>ELA.5.LE.5 Describe how characters in literature and other texts form opinions about one another in ways that can be fair and unfair.</p> <p>ELA.6.LE.3 Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations.</p> <p>ELA.8.LE.2 Identify and use elements of various narrative genre and story elements to convey ideas and perspectives. Examples include theme, plot, conflict, and characterization in poetry, drama, story telling, historical fiction, mystery, and fantasy.</p> <p>ELA.8.LE.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view.</p> <p>ELA.9.LE.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include exploration, discovery, and formation of personal relationships.</p> <p>ELA.9.LE.2 Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.</p>	
--	---	--



	<p>ELA.9.LE.3 Use conclusions based on their understanding of differing views presented in text to support a position.</p> <p>ELA.12.LE.5 Develop standards to analyze how the style and substance of personal messages reflect the values of a communicator.</p>	
--	---	--



Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1B: Narrative Text Teacher Name: _____ Grade Level: 4	Curricular Area: Language Arts/Unit 1 - Reading School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
R.NT.04.01 Describe the shared human experience depicted in classic, multicultural, and contemporary literature recognized for quality and literary merit.					
R.NT.04.02 Identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure.					
R.NT.04.03 Analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution.					
R.NT.04.04 Identify how authors use literary devices including flash-forward and flashback to depict time, setting, conflicts, and resolutions to enhance the plot and create suspense.					



Church Extension Fund

Outcome: 1C: Informational Text

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.IT.04.01 Identify and describe the structure, elements, features, and purpose of a variety of informational genre including autobiography/biography, personal essay, almanac, and newspaper.</p> <p>R.IT.04.02 Identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution.</p> <p>R.IT.04.03 Explain how authors use text features including appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance the understanding of key and supporting ideas.</p>	<p>ELA.1.LE.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding.</p> <p>ELA.3.LE.7 Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of view, and rich descriptions.</p> <p>ELA.6.LE.3 Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations.</p> <p>ELA.8.LE.3 Identify and use characteristics of various informational genre (e.g., periodicals, public television programs, textbooks, and encyclopedias) and elements of expository text structure (e.g., organizational patterns, supporting details, and major ideas) to convey ideas.</p> <p>ELA.8.LE.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view.</p>	<p>Use reading as a study skill, using a table of contents, index, and glossary as aids for finding information.</p> <ul style="list-style-type: none">• Point out that a table of contents, an index, and a glossary are like maps that can lead you to a treasure. Divide the class into three groups (or multiples of three). Ask questions related to the Bible. One group may use the table of contents, the other group may use the index, and the other group may use the glossary to answer the questions. Whenever a group answers a question using their tool, discuss how they did it. Also discuss why the tools of the other groups may not have been useful in regard to that particular question.



	<p>ELA.8.LE.5 Describe and use the characteristics of various oral, visual, and written texts (e.g., films, library databases, atlases, and speeches) and the textual aids they employ (e.g., footnotes, menus, addresses, graphs, and figures) to convey meaning.</p> <p>ELA.9.LE.2 Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.</p>	
--	---	--



Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1C: Informational Text Teacher Name: _____ Grade Level: 4	Curricular Area: Language Arts/Unit 1 - Reading School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
R.IT.04.01 Identify and describe the structure, elements, features, and purpose of a variety of informational genre including autobiography/biography, personal essay, almanac, and newspaper.					
R.IT.04.02 Identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution.					
R.IT.04.03 Explain how authors use text features including appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance the understanding of key and supporting ideas.					



Church Extension Fund

Outcome: 1D: Comprehension

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.CM.04.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p> <p>R.CM.04.02 Retell through concise summarization grade-level narrative and informational text.</p> <p>R.CM.04.03 Explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying comparing and contrasting or drawing parallels across time and culture.</p> <p>R.CM.04.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>	<p>ELA.1.LE.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding.</p> <p>ELA.1.LE.3 Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions..</p> <p>ELA.2.LE.2 Recognize and use authors’ techniques in composing their own texts. Examples include effective introductions and conclusions, different points of view, grammatical structure, and appropriate organization.</p> <p>ELA.3.LE.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures.</p> <p>ELA.3.LE.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure.</p>	<p>Diagram relationships through graphic organizers and semantic maps.</p> <ul style="list-style-type: none"> • Diagram the relationships found in a variety of Bible stories by using story webs, Venn diagrams, story sandwiches, etc. <p>Write summaries of stories.</p> <ul style="list-style-type: none"> • Instead of role playing a modern-day situation involving our Christian life, use a talk-show format to share possible situations. The student who is giving the report is the guest (or let the guest assume the identify of a character), while another student is the talk-show host. The host takes questions from the audience. Give credit for well-thought-out questions and audience participation. Always keep the focus on Christ-centered, Christ-motivated words and actions. • After reading Christian-based fictional literature have students summarize the story in any of the following ways: create an advertisement to convince other readers to read the book; complete a story map; draw and caption pictures to illustrate a portion of the book; create a collage or mural based on the story; make a scroll that not only summarizes the story but also illustrates it with your students’ drawings; add or rewrite chapter titles of a book to depict th4e main idea of each chapter. • After reading a Christ-centered book (e.g., Bible storybook, Christian fiction) have



	<p>ELA.3.LE.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources.</p> <p>ELA.3.LE.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others.</p> <p>ELA.5.LE.2 Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism, and love. ELA.5.LE.3 Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images.</p> <p>ELA.5.LE.4 Describe how various cultures and our common heritage are represented in literature and other texts.</p> <p>ELA.5.LE.5 Describe how characters in literature and other texts form opinions about one another in ways that can be fair and unfair.</p> <p>ELA.7.LE.1 Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, mapping, examining picture cues, analyzing word structure, discussing with peers, analyzing phonetically, and using context and text structure.</p>	<p>students use a brown paper bag to make a book report/recommendation. Decorate the front of the bag with the title and author of the book and a scene from the story. On the back panel provide a descriptive summary and rate the book from one to four stars. Include a note inside the bag, telling why you recommend the book; also give school's name and a short prayer or Bible verse. After you have had an opportunity to look overall the student reports, give the bags to a local grocery store, asking them to distribute the bags to families with school-age children.</p> <p>Write and present oral book reports referring to the main characters of a story and the sequence of events, using visual aids.</p> <ul style="list-style-type: none"> • After reading a Bible story, have students prepare a summary of the story, including main characters and the sequence of events, by making a mobile that depicts the story details written on colored squares of paper. Use the top from a two-liter soda bottle as the basic structure from which you attach colored yarn through holes punched in the plastic. Use the yarn to hang the colored paper notes at varying heights. • Provide students with Christian-based literature. After students have read a book, have each of them prepare a book report on a large drawing of a triple-scoop ice cream cone. They are to write the title and author on the cone and write, in sequence, the three key elements of the story on the three scoops of ice cream.
--	--	---



	<p>ELA.8.LE.2 Identify and use elements of various narrative genre and story elements to convey ideas and perspectives. Examples include theme, plot, conflict, and characterization in poetry, drama, story telling, historical fiction, mystery, and fantasy.</p> <p>ELA.8.LE.3 Identify and use characteristics of various informational genre (e.g., periodicals, public television programs, textbooks, and encyclopedias) and elements of expository text structure (e.g., organizational patterns, supporting details, and major ideas) to convey ideas.</p> <p>ELA.9.LE.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include exploration, discovery, and formation of personal relationships.</p> <p>ELA.9.LE.2 Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.</p> <p>ELA.9.LE.3 Use conclusions based on their understanding of differing views presented in text to support a position.</p> <p>ELA.10.LE.1 Identify how their own experiences influence their understanding of key ideas in literature and other texts.</p>	
--	--	--



	<p>ELA.10.LE.2 Combine skills to reveal their strengthening literacy. Examples include writing and illustrating a text, reading and then orally analyzing a text, and listening to and then summarizing a presentation.</p> <p>ELA.10.LE.3 Use oral, written, and visual texts to research how individuals have had an impact on people in their community and their nation. Examples include creating texts to inform others about school or community issues and problems.</p> <p>ELA.11.LE.3 Organize and analyze information to draw conclusions and implications based on their investigation of an issue or problem.</p>	
--	--	--



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1D: Comprehension Teacher Name: _____ Grade Level: 4	Curricular Area: Language Arts/Unit 1 - Reading				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	School Year: _____ Dates Taught (month/day/initials): _____				
R.CM.04.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.					
R.CM.04.02 Retell through concise summarization grade-level narrative and informational text.					
R.CM.04.03 Explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying comparing and contrasting or drawing parallels across time and culture.					
R.CM.04.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.					



Church Extension Fund

Outcome: 1E: Metacognition

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.MT.04.01 Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.</p> <p>R.MT.04.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unknown words) and use graphic organizers to deepen their understanding of compare/contrast, and sequential organizational patterns.</p>	<p>ELA.1.LE.3 Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions.</p> <p>ELA.3.LE.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, discussing with peers, and using context and text structure.</p> <p>ELA.3.LE.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources.</p> <p>ELA.7.LE.3 Apply new learning by forming questions and setting learning goals that will aid in self-regulation and reflection on their developing literacy.</p> <p>ELA.9.LE.2 Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.</p> <p>ELA.9.LE.3 Use conclusions based on their understanding of differing views presented in text to support a position.</p>	



Church Extension Fund

	<p>ELA.10.LE.2 Combine skills to reveal their strengthening literacy. Examples include writing and illustrating a text, reading and then orally analyzing a text, and listening to and then summarizing a presentation.</p>	
--	---	--



Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1E: Metacognition Teacher Name: _____ Grade Level: 4	Curricular Area: Language Arts/Unit 1 - Reading School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
R.MT.04.01 Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.					
R.MT.04.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unknown words) and use graphic organizers to deepen their understanding of compare/contrast, and sequential organizational patterns.					



Outcome 1F: Critical Standards

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.CS.04.01 Develop, discuss, and apply individual and shared standards using student/class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.</p>	<p>ELA.2.LE.3 Plan and draft texts, and revise and edit in response to suggestions expressed by others about such aspects as ideas, organization, style, and word choice.</p> <p>ELA.3.LE.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others.</p> <p>ELA.6.LE.3 Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations.</p> <p>ELA.6.LE.4 Reveal personal voice by explaining growth in learning and accomplishment through their selection of materials for different purposes and audiences. Examples include portfolios, displays, literacy interviews, and submissions for publications.</p> <p>ELA.7.LE.3 Apply new learning by forming questions and setting learning goals that will aid in self-regulation and reflection on their developing literacy.</p>	



Church Extension Fund

	<p>ELA.12.LE.1 Develop individual standards for effective communication for different purposes, and compare them to their own oral, visual, and written texts. An example is evaluating a project report in terms of personal standards for content, style, and organization.</p> <p>ELA.12.LE.2 Develop and apply both individual and shared standards based on exemplary works created for varied purposes and contexts.</p> <p>ELA.12.LE.3 Demonstrate preferences in reading, writing, speaking, listening, viewing, and representing based on aesthetic qualities, and explain their choices.</p> <p>ELA.12.LE.5 Develop standards to analyze how the style and substance of personal messages reflect the values of a communicator.</p>	
--	---	--



Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1F: Critical Standards Teacher Name: _____ Grade Level: 4	Curricular Area: Language Arts/Unit 1 - Reading				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	School Year: _____ Dates Taught (month/day/initials): _____				
R.CS.04.01 Develop, discuss, and apply individual and shared standards using student/class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.					



Church Extension Fund

Outcome: 1G: Reading Attitude

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.AT.04.01 Be enthusiastic about reading and do substantial reading and writing on their own.</p>	<p>ELA.1.LE.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding.</p> <p>ELA.3.EE.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others.</p>	<p>Listen for enjoyment and to gain information.</p> <ul style="list-style-type: none"> • Promote school-community relations with celebrity readers. Each month invite local celebrities (e.g., school board members, firemen, the mayor) to read aloud to your class. Before the celebrity leaves, have him draw the name of one of the children from a box and present the winner with an autographed paperback copy of the book that was read. <p>Choose age-appropriate and ability-appropriate level books to read in leisure time.</p> <ul style="list-style-type: none"> • Acquire Christian books, comic books, and Bible story books for your classroom and school library. Earmark “Book Fair” money for this purpose. (Call Concordia Publishing House for information about a Christian book fair. This is an opportunity to extend your library of Christian books at reasonable rates.) • Publish a “Desired Christian Book List” and share it with parents as well as members of the congregation. Encourage people to purchase a book or two from the list as a gift to your class or school library or in memory of a special person.



Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1G: Reading Attitude Teacher Name: _____ Grade Level: 4	Curricular Area: Language Arts/Unit 1 - Reading				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	School Year: _____ Dates Taught (month/day/initials): _____				
R.AT.04.01 Be enthusiastic about reading and do substantial reading and writing on their own.					

Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts Grade 4 – Unit 2: Writing

Outcome: 2A: Writing Genre

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.GN.04.01 Write a cohesive narrative piece such as a myth, legend, fantasy, or adventure creating relationships among setting, characters, theme, and plot.</p> <p>W.GN.04.02 Write poetry based on reading a wide variety of grade-appropriate poetry.</p> <p>W.GN.04.03 Write an informational comparative piece that demonstrates understanding of central and supporting ideas using an effective organizational pattern (e.g., compare/contrast) and informational text features.</p> <p>W.GN.04.04 Use the writing process to produce and present a research project using a teacher-approved topic; find and narrow research questions; use a variety of resources; take notes; and organize relevant information to draw conclusions.</p>	<p>ELA.2.LE.1 Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes.</p> <p>ELA.3.LE.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources.</p> <p>ELA.4.LE.5 Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults, and significant discussions.</p> <p>ELA.5.LE.2 Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism, and love.</p> <p>ELA.5.LE.3 Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images.</p>	<p>Write concise news stories with significant facts listed in logical order.</p> <ul style="list-style-type: none"> Have students imagine what it would have been like if there had been newspapers back in Bible times. Using the Bible as a resource, have them write a news story based on Bible events. After the stories have been written, put them together to be presented as the “Nazareth 6 P.M. News.” Present these Bible Good News stories in a chapel service or videotape each reporter’s presentation for everyone’s viewing pleasure. Or consider typing the news stories into the computer in newspaper form, using a computer program such as <i>Creative Writer</i>. <p>Write short sports reports, using athletes’ names and significant statistics.</p> <ul style="list-style-type: none"> Have students analyze several Bible stories (such as David and Goliath, Joshua and Jericho, Shadrach, Meshach, and Abednego), focusing on the adventurous or competitive elements of the story. Always keep the focus on God’s action and God as the real hero of the story. Develop a “play by play” report in a dialog or short play format.



	<p>ELA.5.LE.4 Describe how various cultures and our common heritage are represented in literature and other texts.</p> <p>ELA.5.LE.5 Describe how characters in literature and other texts form opinions about one another in ways that can be fair and unfair.</p> <p>ELA.7.LE.4 Develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes. Examples include brainstorming, revising with peers, sensitivity to audience, and strategies appropriate for purposes, such as informing, persuading, entertaining, and inspiring.</p> <p>ELA.8.LE.2 Identify and use elements of various narrative genre and story elements to convey ideas and perspectives. Examples include theme, plot, conflict, and characterization in poetry, drama, story telling, historical fiction, mystery, and fantasy.</p> <p>ELA.8.LE.3 Identify and use characteristics of various informational genre (e.g., periodicals, public television programs, textbooks, and encyclopedias) and elements of expository text structure (e.g., organizational patterns, supporting details, and major ideas) to convey ideas.</p>	<p>Write the dialog for characters in a picture story.</p> <ul style="list-style-type: none"> • Rewrite a bible story in comic-strip form. Include dialog in word frames or word balloons above each character. • Take a popular children’s picture book and have your students rewrite the dialog to give the characters and story line a Christian perspective and emphasis. • As you consider the story of the Transfiguration (Matthew 17: 1-9), think of the amazement and curiosity the disciples must have felt and the questions they must have wanted to ask Moses and Elijah. Have your students choose a Bible character (perhaps let them draw names from a box for variety) and write questions and responses that could occur in a conversation with that person. • After reading <i>The Lion, the Witch and the Wardrobe</i>, have students write their own version of the conversation “no one ever heard” between Edmund and Aslan.
--	--	--



	<p>ELA.8.LE.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view.</p> <p>ELA.8.LE.5 Describe and use the characteristics of various oral, visual, and written texts (e.g., films, library databases, atlases, and speeches) and the textual aids they employ (e.g., footnotes, menus, addresses, graphs, and figures) to convey meaning.</p> <p>ELA.9.LE.2 Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.</p> <p>ELA.9.LE.3 Use conclusions bases on their understanding of differing views presented in text to support a position.</p> <p>ELA.10.LE.2 Combine skills to reveal their strengthening literacy. Examples include writing and illustrating a text, reading and then orally analyzing a text, and listening to and then summarizing a presentation.</p> <p>ELA.10.LE.3 Use oral, written, and visual texts to research how individuals have had an impact on people in their community and their nation. Examples include creating texts to inform others about school or community issues and problems.</p>	
--	--	--



	<p>ELA.11.LE.1 Generate questions about important issues that affect them or topics about which they are curious, and use discussion to narrow questions for research.</p> <p>ELA.11.LE.2 Identify and use the kinds of resources that are most useful and most readily available for the particular questions or topics they wish to investigate. Examples include knowledgeable people, field trips, tables of content, indexes, glossaries, icons/headings, hypertext, storage addresses, CD-ROM/laser disks, electronic mail, and library catalogue databases.</p> <p>ELA.11.LE.3 Organize and analyze information to draw conclusions and implications based on their investigation of an issue or problem.</p> <p>ELA.11.LE.4 Using multiple media, develop and present a short presentation to communicate conclusions based on the investigation of an issue or problem. Examples include charts, posters, transparencies, audio tapes, videos, and diagrams.</p>	
--	---	--



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2A: Writing Genre Teacher Name: _____ Grade Level: 4	Curricular Area: Language Arts/Unit 2 - Writing School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
W.GN.04.01 Write a cohesive narrative piece such as a myth, legend, fantasy, or adventure creating relationships among setting, characters, theme, and plot.					
W.GN.04.02 Write poetry based on reading a wide variety of grade-appropriate poetry.					
W.GN.04.03 Write an informational comparative piece that demonstrates understanding of central and supporting ideas using an effective organizational pattern (e.g., compare/contrast) and informational text features.					
W.GN.04.04 Use the writing process to produce and present a research project using a teacher-approved topic; find and narrow research questions; use a variety of resources; take notes; and organize relevant information to draw conclusions.					



Church Extension Fund

Outcome: 2B: Writing Process

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.PR.04.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.</p> <p>W.PR.04.02 Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, setting, conflicts/resolutions, definition/description, or chronological sequence).</p> <p>W.PR.04.03 Draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions.</p> <p>W.PR.04.04 Revise drafts based on constructive and specific, oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).</p> <p>W.PR.04.05 Proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.</p>	<p>ELA.2.LE.2 Recognize and use authors' techniques in composing their own texts. Examples include effective introductions and conclusions, different points of view, grammatical structure, and appropriate organization.</p> <p>ELA.2.LE.3 Plan and draft texts, and revise and edit in response to suggestions expressed by others about such aspects as ideas, organization, style, and word choice.</p> <p>ELA.2.LE.4 Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling.</p> <p>ELA.3.LE.2 Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver.</p> <p>ELA.3.LE.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures.</p>	<p>Write rough copy with a willingness to recopy and improve legibility, ideas, and punctuation.</p> <ul style="list-style-type: none"> Have students use the word processor on your computer. After typing in their rough drafts, have them use the spelling checker, and other options to improve their writing. As you encourage the children to improve and do their best, suggest that their motivation not be based on the grade, or teacher, or for parent approval, but because they are children of God, using the abilities with which God has blessed them. Refer to Colossians 3:17 and 3:23. <p>Reread and revise their own sentences, paragraphs, and stories.</p> <ul style="list-style-type: none"> Assign editing buddies to each of your students. Upon the completion of rough drafts, students are to go over the drafts together, looking for improvements that need to be made in spelling, punctuation, sentence structure, and overall meaning. This can build a sense of cooperation and provide an opportunity to help others. Encourage a supportive, rather than critical, attitude. Have 1 Thessalonians 5:11 be your class guide. <p>Brainstorm ideas on a topic.</p> <ul style="list-style-type: none"> Provide students with a topic and lots of Post-It notes. (Choose a topic that relates to their Christian life, such as <i>ways to put an end to a disagreement</i>, or <i>ways you can show kindness to your family members</i>.) Have students quickly write the thoughts



	<p>ELA.3.LE.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, using context and text structure.</p> <p>ELA.3.LE.7 Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of view, and rich descriptions.</p> <p>ELA.3.LE.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others.</p> <p>ELA.4.LE.5 Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults, and significant discussions.</p> <p>ELA.6.LE.1 Practice using elements of effective communication to enhance their relationships in their school and communities. Examples include enunciation of terms, use of humor, and use of emphasis.</p>	<p>and ideas that pop into their heads regarding the topic on the Post-It notes. Collect the notes and attach them to a board under the appropriate subtopic heading. When you have an ample supply of ideas, act as a facilitator and categorize the thoughts. Discuss the ideas with the class and then utilize the results as they pertain to your objectives.</p> <ul style="list-style-type: none"> • Set a goal related to Christian behaviors or activities in your classroom. Attach several pieces of mural-size paper to the board and give each a heading that would be a subtopic of your main topic. Let students write their thoughts and ideas at random (“graffiti style”) on the paper. When you have a sufficient number, discuss the ideas and then funnel your brainstorming into your final outline.
--	---	--



	<p>ELA.6.LE.3 Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations.</p> <p>ELA.7.LE.4 Develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes. Examples include brainstorming, revising with peers, sensitivity to audience, and strategies appropriate for purposes, such as informing, persuading, entertaining, and inspiring.</p> <p>ELA.8.LE.1 Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate punctuation, grammatical constructions, conventional spelling, and relating in sequence an account of an oral or visual experience.</p> <p>ELA.8.LE.3 Identify and use characteristics of various informational genre (e.g., periodicals, public television programs, textbooks, and encyclopedias) and elements of expository text structure (e.g., organizational patterns, supporting details, and major ideas) to convey ideas.</p> <p>ELA.8.LE.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view.</p>	
--	---	--



	<p>ELA.11.LE.2 Identify and use the kinds of resources that are most useful and most readily available for the particular questions or topics they wish to investigate. Examples include knowledgeable people, field trips, tables of contents, indexes, glossaries, icons/headings, hypertext, storage addresses, CD-ROM/laser disks, electronic mail, and library catalogue databases.</p> <p>ELA.12.LE.1 Develop individual standards for effective communication for different purposes, and compare them to their own oral, visual, and written texts. An example is evaluating a project report in terms of personal standards for content, style, and organization.</p> <p>ELA.12.LE.2 Develop and apply both individual and shared standards based on exemplary works created for varied purposes and contexts.</p> <p>ELA.12.LE.5 Develop standards to analyze how the style and substance of personal messages reflect the values of a communicator.</p>	
--	--	--



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2B: Writing Process Teacher Name: _____ Grade Level: 4	Curricular Area: Language Arts/Unit 2 - Writing School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
W.PR.04.01 Set a purpose, consider audience, and replicate authors’ styles and patterns when writing a narrative or informational piece.					
W.PR.04.02 Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, setting, conflicts/resolutions, definition/description, or chronological sequence).					
W.PR.04.03 Draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions.					
W.PR.04.04 Revise drafts based on constructive and specific, oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).					
W.PR.04.05 Proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.					



Outcome: 2C: Personal Style

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.PS.04.01 Exhibit personal style and voice to enhance the written message (e.g., in narrative text: strong verbs, figurative language, sensory images; in informational text: precision, established importance, transitions).</p>	<p>ELA.2.LE.2 Recognize and use authors' techniques in composing their own texts. Examples include effective introductions and conclusions, different points of view, grammatical structure, and appropriate organization.</p> <p>ELA.3.LE.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures.</p> <p>ELA.3.LE.7 Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of view, and rich descriptions.</p> <p>ELA.4.LE.5 Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults, and significant discussions.</p>	



Church Extension Fund

	<p>ELA.6.LE.1 Practice using elements of effective communication to enhance their relationships in their school and communities. Examples include enunciation of terms, use of humor, and use of emphasis.</p> <p>ELA.6.LE.2 Explain the importance of developing confidence and a unique presence or voice in their own oral and written communication.</p> <p>ELA.10.LE.3 Use oral, written, and visual texts to research how individuals have had an impact on people in their community and their nation. Examples include creating texts to inform others about school or community issues and problems.</p> <p>ELA.12.EE.5 Develop standards to analyze how the style and substance of personal messages reflect the values of a communicator.</p>	
--	--	--



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2C: Personal Style Teacher Name: _____ Grade Level: 4	Curricular Area: Language Arts/Unit 2 - Writing				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	School Year: Dates Taught (month/day/initials):				
W.PS.04.01 Exhibit personal style and voice to enhance the written message (e.g., in narrative text: strong verbs, figurative language, sensory images; in informational text: precision, established importance, transitions).					



Church Extension Fund

Outcome: 2D: Grammar & Usage

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.GR.04.01 In the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.</p>	<p>ELA.2.LE.4 Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling.</p> <p>ELA.3.LE.2 Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver.</p> <p>ELA.8.LE.1 Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate punctuation, grammatical constructions, conventional spelling, and relating in sequence an account of an oral or visual experience.</p>	<p>Identify and understand figurative and idiomatic language.</p> <ul style="list-style-type: none"> Define figurative and idiomatic language. Go on a scavenger hunt throughout the Bible to find as many examples as possible. Provide a list of specific Bible verses to study (e.g., Psalm 19:14, Psalm 119:105, Isaiah 1:18, John 1:29, and Numbers 11:23). Illustrate examples of the Bible’s figurative language on banners. Use the banners to decorate your classroom and to celebrate God’s message of grace. <p>Use accepted form and appropriate language in varying types of written communication.</p> <ul style="list-style-type: none"> As a class, develop and write letters to a local, state, or national representative supporting a Christian perspective on an important issue. Have the students work in cooperative teams to write and produce a two-act puppet play, complete with scenery and props. Suggest that their theme be a modern-day situation that involves using Christian values in daily life. If your community has a meals-on-wheels organization, have your class write notes, poems, or letters periodically throughout the year that can be inserted into the lunches. Or you may choose to do this as a school-wide event near Valentine’s Day or Easter as a great way to witness God’s love and the excitement of our Lord’s resurrection.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2D: Grammar & Usage Teacher Name: _____ Grade Level: 4	Curricular Area: Language Arts/Unit 2 - Writing School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
W.GR.04.01 In the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.					



Church Extension Fund

Outcome: 2E: Spelling

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.SP.04.01 In the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).</p>	<p>ELA.2.LE.4 Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling.</p> <p>ELA.3.LE.2 Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver.</p> <p>ELA.8.LE.1 Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate punctuation, grammatical constructions, conventional spelling, and relating in sequence an account of an oral or visual experience.</p>	<p>Spell correctly the words that are needed for written expression in all subjects, and use multiple strategies for spelling unfamiliar words.</p> <ul style="list-style-type: none">• Include, in your weekly spelling lists, words that are “religious” in character as well as biblical names and places.• Divide the class into three groups. Give each group the same difficult word to spell, such as <i>Zechariah</i> or <i>Corinthians</i>. Let the team members talk among themselves, revising possibilities, until they come up with what they think is the correct spelling. See which group comes closest to the true spelling. Let students explain how they arrived at their conclusions.• Write a difficult biblical name, such as <i>Nebuchadnezzar</i>, on the board. Ask students to make a list of possible strategies they could use to find the correct spelling (e.g., dictionary, the book of Daniel in the Bible, a world history book, ask the pastor, try it yourself slowly by syllables).



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2E: Spelling Teacher Name: _____ Grade Level: 4	Curricular Area: Language Arts/Unit 2 - Writing School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
W.SP.04.01 In the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).					



Church Extension Fund

Outcome: 2F: Handwriting

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.HW.04.01 Write neat and legible compositions.</p>	<p>ELA.2.LE.4 Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling.</p> <p>ELA.3.LE.2 Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver.</p>	<p>Write cursive script, using appropriate size, slant, shape and spacing.</p> <ul style="list-style-type: none">• Ask students to write a favorite Bible verse or hymn verse in their best cursive handwriting so that it is suitable for framing. Completed copies can be mounted with a colorful mat and then laminated, using a laminating machine or clear contact paper. Let children make more than one if they would like to keep one and give the other to a friend.



Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2F: Handwriting Teacher Name: _____ Grade Level: 4	Curricular Area: Language Arts/Unit 2 - Writing School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
W.HW.04.01 Write neat and legible compositions.					



Church Extension Fund

Objective: 2G: Writing Attitude

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
W.AT.04.01 Be enthusiastic about writing and learning to write.	ELA.2.LE.1 Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes.	



Church Extension Fund

Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts Grade 4 – Unit 3: Speaking

Outcome: 3A: Conventions

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>S.CN.04.01 Use common grammatical structures correctly when speaking including appositives, participial phrases, adjectives, adverbs, and prepositional phrases to express ideas in more complex sentences.</p> <p>S.CN.04.02 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including community-building, appreciation, invitations, and cross-curricular discussions.</p> <p>S.CN.04.03 Speak effectively using facial expressions, hand gestures, and body language in narrative and informational presentations.</p> <p>S.CN.04.04 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)</p> <p>S.CN.04.05 Understand, providing examples of how language differs from region to region of the United States as a function of linguistic and cultural group membership.</p>	<p>ELA.3.LE.2 Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver.</p> <p>ELA.3.LE.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures.</p> <p>ELA.3.LE.4 Distinguish between verbal and nonverbal communication, and identify and practice elements of effective listening and speaking. Examples include recognizing the impact of variations of facial expression, posture, and volume on oral communication.</p> <p>ELA.4.LE.1 Describe language patterns used in their spoken, written, and visual communication contexts, such as school, neighborhood, sports, children’s periodicals, and hobbies.</p>	



Church Extension Fund

	<p>ELA.4.LE.2 Describe how features of English, such as language patterns and spelling, vary over time and from place to place and how they affect meaning in formal and informal situations. An example is exploring regional language variations in the United States.</p> <p>ELA.4.LE.5 Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults, and significant discussions.</p> <p>ELA.5.LE.4 Describe how various cultures and our common heritage are represented in literature and other texts.</p> <p>ELA.6.LE.1 Practice using elements of effective communication to enhance their relationships in their school and communities. Examples include enunciation of terms, use of humor, and use of emphasis.</p> <p>ELA.6.LE.4 Reveal personal voice by explaining growth in learning and accomplishment through their selection of materials for different purposes and audiences. Examples include portfolios, displays, literacy interviews, and submissions for publications.</p> <p>ELA.7.LE.2 Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning.</p>	
--	---	--



	<p>ELA.8.LE.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view.</p> <p>ELA.9.LE.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include exploration, discovery, and formation of personal relationships.</p> <p>ELA.9.LE.2 Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.</p> <p>ELA.10.LE.3 Use oral, written, and visual texts to research how individuals have had an impact on people in their community and their nation. Examples include creating texts to inform others about school or community issues and problems.</p> <p>ELA.11.LE.4 Using multiple media, develop and present a short presentation to communicate conclusions based on the investigation of an issue or problem. Examples include charts, posters, transparencies, audio tapes, videos, and diagrams.</p>	
--	--	--



	<p>ELA.12.LE.1 Develop individual standards for effective communication for different purposes, and compare them to their own oral, visual, and written texts. An example is evaluating a project report in terms of personal standards for content, style, and organization.</p> <p>ELA.12.LE.5 Develop standards to analyze how the style and substance of personal messages reflect the values of a communicator.</p>	
--	--	--



Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3A: Conventions Teacher Name: _____ Grade Level: 4	Curricular Area: Language Arts/Unit 3 - Speaking School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
S.CN.04.01 Use common grammatical structures correctly when speaking including appositives, participial phrases, adjectives, adverbs, and prepositional phrases to express ideas in more complex sentences.					
S.CN.04.02 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including community-building, appreciation, invitations, and cross-curricular discussions.					
S.CN.04.03 Speak effectively using facial expressions, hand gestures, and body language in narrative and informational presentations					
S.CN.04.04 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)					
S.CN.04.05 Understand, providing examples of how language differs from region to region of the United States as a function of linguistic and cultural group membership.					



Church Extension Fund

Outcome: 3B: Discourse

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>S.DS.04.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p> <p>S.DS.04.02 Discuss narratives (e.g., fantasy, myths, legends, adventures, poetry), conveying the story grammar (e.g., various character roles, plot, story level theme) and emphasizing facial expressions, hand gestures, and body language.</p> <p>S.DS.04.03 Respond to multiple text types by reflecting, making connections, taking a position, and/or showing deep understanding.</p> <p>S.DS.04.04 Plan and deliver presentations focusing on a key question using an informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting and emphasizing facial expressions, hand gestures, and body language.</p>	<p>ELA.1.LE.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding.</p> <p>ELA.1.LE.5 Respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers.</p> <p>ELA.3.LE.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state or country.</p> <p>ELA.3.LE.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures.</p> <p>ELA.3.LE.4 Distinguish between verbal and nonverbal communication, and identify and practice elements of effective listening and speaking. Examples include recognizing the impact of variations of facial expression, posture, and volume on oral communication.</p>	<p>Reenact story situations.</p> <ul style="list-style-type: none">• Have a large box or trunk of costumes and props that may be used to reenact bible narratives and other stories. Visit garage sales and rummage sales to find bargain items to add to your collection. Also build a puppet collection that includes a variety of puppet figures and puppet styles (e.g., tube, paper bag, paper plate, sock puppets). <p>Demonstrate awareness that there are levels of usage appropriate to varying occasions.</p> <ul style="list-style-type: none">• Have students verbalize ways they would talk about Jesus in varying situations: in a church worship service, telling a younger child a bible story, cheering up a sick grandmother, praying silently to God.



	<p>ELA.3.LE.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, using context and text structure.</p> <p>ELA.3.LE.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources.</p> <p>ELA.3.LE.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others.</p> <p>ELA.4.LE.5 Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults, and significant discussions.</p> <p>ELA.5.LE.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>ELA.5.LE.2 Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism, and love.</p>	
--	---	--



	<p>ELA.5.LE.3 Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images.</p> <p>ELA.5.LE.4 Describe how various cultures and our common heritage are represented in literature and other texts.</p> <p>ELA.5.LE.5 Describe how characters in literature and other texts form opinions about one another in ways that can be fair and unfair.</p> <p>ELA.6.LE.1 Practice using elements of effective communication to enhance their relationships in their school and communities. Examples include enunciation of terms, use of humor, and use of emphasis.</p> <p>ELA.6.LE.4 Reveal personal voice by explaining growth in learning and accomplishment through their selection of materials for different purposes and audiences. Examples include portfolios, displays, literacy interview, and submissions for publications.</p> <p>ELA.8.LE.3 Identify and use characteristics of various informational genre (e.g., periodicals, public television programs, textbooks, and encyclopedias) and elements of expository text structure (e.g., organizational patterns, supporting details, and major ideas) to convey ideas.</p>	
--	--	--



	<p>ELA.9.LE.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include exploration, discovery, and formation of personal relationships.</p> <p>ELA.9.LE.2 Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.</p> <p>ELA.9.LE.3 Use conclusions based on their understanding of differing views presented in text to support a position.</p> <p>ELA.10.LE.1 Identify how their own experiences influence their understanding of key ideas in literature and other texts.</p> <p>ELA.10.LE.2 Combine skills to reveal their strengthening literacy. Examples include writing and illustrating a text, reading and then orally analyzing a text, and listening to and then summarizing a presentation.</p> <p>ELA.10.LE.3 Use oral, written, and visual texts to research how individuals have had an impact on people in their community and their nation. Examples include creating texts to inform others about school or community issues and problems.</p>	
--	---	--



	<p>ELA.11.LE.4 Using multiple media, develop and present a short presentation to communicate conclusions based on the investigation of an issue or problem. Examples include charts, posters, transparencies, audio tapes, videos, and diagrams.</p> <p>ELA.12.LE.3 Demonstrate preferences in reading, writing, speaking, listening, viewing, and representing based on aesthetic qualities, and explain their choices.</p>	
--	--	--



Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3B: Discourse Teacher Name: _____ Grade Level: 4	Curricular Area: Language Arts/Unit 3 - Speaking School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
S.DS.04.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.					
S.DS.04.02 Discuss narratives (e.g., fantasy, myths, legends, adventures, poetry), conveying the story grammar (e.g., various character roles, plot, story level theme) and emphasizing facial expressions, hand gestures, and body language.					
S.DS.04.03 Respond to multiple text types by reflecting, making connections, taking a position, and/or showing deep understanding.					
S.DS.04.04 Plan and deliver presentations focusing on a key question using an informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting and emphasizing facial expressions, hand gestures, and body language.					



Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts Grade 4 – Unit 4: Listening & Viewing

Outcome: 4A: Conventions

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>L.CN.04.01 Ask substantive questions of the speaker that will provide additional elaboration and details.</p> <p>L.CN.04.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.</p> <p>L.CN.04.03 Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.</p> <p>L.CN.04.04 Recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, flatter, explain, dare) in focusing attention on events and in shaping opinions.</p>	<p>ELA.3.LE.2 Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver.</p> <p>ELA.3.LE.4 Distinguish between verbal and nonverbal communication, and identify and practice elements of effective listening and speaking. Examples include recognizing the impact of variations of facial expression, posture, and volume on oral communication.</p> <p>ELA.4.LE.2 Describe how features of English, such as language patterns and spelling, vary over time and from place to place and how they affect meaning in formal and informal situations. An example is exploring regional language variations in the United States.</p> <p>ELA.4.LE.5 Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults, and significant discussions.</p>	<p>Take notes while listening to an oral presentation.</p> <ul style="list-style-type: none"> • Provide prerecorded audiotapes of Christian books and Bible stories. These may be purchased tapes, a tape of a story you have read, or a tape recorded by a parent volunteer. Place individual tapes in plastic or paper bags along with three questions for the student to answer. Suggest that they read all three questions before listening to the tape, so they will know what to listen for.



	<p>ELA.6.LE.1 Practice using elements of effective communication to enhance their relationships in their school and communities. Examples include enunciation of terms, use of humor, and use of emphasis.</p> <p>ELA.8.LE.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view.</p> <p>ELA.10.LE.3 Use, oral, written, and visual texts to research how individuals have had an impact on people in their community and their nation. Examples include creating texts to inform others about school or community issues and problems.</p> <p>ELA.12.LE.3 Demonstrate preferences in reading, writing, speaking, listening, viewing, and representing based on aesthetic qualities, and explain their choices.</p>	
--	---	--



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

4A: Conventions Teacher Name: _____ Grade Level: 4	Curricular Area: Language Arts/Unit 4 – Listening & Viewing				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	School Year: _____ Dates Taught (month/day/initials): _____				
L.CN.04.01 Ask substantive questions of the speaker that will provide additional elaboration and details.					
L.CN.04.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.					
L.CN.04.03 Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.					
L.CN.04.04 Recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, flatter, explain, dare) in focusing attention on events and in shaping opinions.					



Church Extension Fund

Outcome: 4B: Response

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>LRP.04.01 Listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.</p> <p>LRP.04.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>LRP.04.03 Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding.</p> <p>LRP.04.04 Combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then giving an opinion orally).</p> <p>LRP.04.05 Respond to and summarize the major ideas and evidence presented in spoken messages and formal presentations.</p>	<p>ELA.1.LE.5 Respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers.</p> <p>ELA.2.LE.1 Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes.</p> <p>ELA.3.LE.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state or country.</p> <p>ELA.3.LE.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures.</p> <p>ELA.3.LE.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure.</p>	<p>Read aloud with interpretive expression.</p> <ul style="list-style-type: none"> Place a variety of biblical characters' names into a bag or box. Play a form of oral charades by having students draw a name and then state for the class, in an expressive way, something that character may have said. The rest of the class then tries to name the character. Whoever guesses correctly may pull the next name from the bag. <p>Identify multiple possible causes for characters' actions.</p> <ul style="list-style-type: none"> Set up a court situation and have students act as lawyers. Have them prepare defense statements that explain the actions and motives for various Bible characters. Have a mock trial with students playing the judge, Bible characters, and jury. Write letters to various Bible characters that discuss possible causes for their negative or positive actions. <p>Listen and take simple notes in their own words, listing main ideas and significant details.</p> <ul style="list-style-type: none"> Provide students with an outline of a Bible story that lists main ideas and includes blank space for adding significant details. As you are telling the story, or as they are listening to the story on audiotape, have them complete the outline.



Church Extension Fund

	<p>ELA.3.LE.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others.</p> <p>ELA.4.LE.5 Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults, and significant discussions.</p> <p>ELA.5.LE.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>ELA.5.LE.2 Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism, and love.</p> <p>ELA.5.LE.4 Describe how various cultures and our common heritage are represented in literature and other texts.</p> <p>ELA.5.LE.5 Describe how characters in literature and other texts form opinions about one another in ways that can be fair and unfair.</p>	
--	--	--



	<p>ELA.8.LE.1 Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate punctuation, grammatical constructions, conventional spelling, and relating in sequence an account of an oral or visual experience.</p> <p>ELA.8.LE.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view.</p> <p>ELA.9.LE.2 Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.</p> <p>ELA.9.LE.3 Use conclusions based on their understanding of differing views presented in text to support a position.</p> <p>ELA.10.LE.1 Identify how their own experiences influence their understanding of key ideas in literature and other texts.</p> <p>ELA.10.LE.2 Combine skills to reveal their strengthening literacy. Examples include writing and illustrating a text, reading and then orally analyzing a text, and listening to and then summarizing a presentation.</p>	
--	--	--



	<p>ELA.10.LE.3 Use oral, written, and visual texts to research how individuals have had an impact on people in their community and their nation. Examples include creating texts to inform others about school or community issues and problems.</p> <p>ELA.12.LE.2 Develop and apply both individual and shared standards based on exemplary works created for varied purposes and contexts.</p> <p>ELA.12.LE.3 Demonstrate preferences in reading, writing, speaking, listening, viewing, and representing based on aesthetic qualities, and explain their choices.</p> <p>ELA.12.LE.5 Develop standards to analyze how the style and substance of personal messages reflect the values of a communicator.</p>	
--	--	--



Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

4B: Response Teacher Name: _____ Grade Level: 4	Curricular Area: Language Arts/Unit 4 – Listening & Viewing School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)	Dates Taught (month/day/initials):				
LRP.04.01 Listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.					
LRP.04.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.					
LRP.04.03 Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding.					
LRP.04.04 Combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then giving an opinion orally).					
LRP.04.05 Respond to and summarize the major ideas and evidence presented in spoken messages and formal presentations.					

